

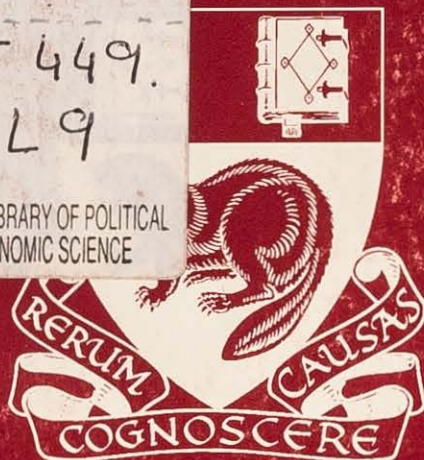
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London School of Economics and Political Science

Calendar 2000-2001

(incorporating the Undergraduate and Graduate School Handbooks)

ISSN 0308-9681

Official Publications of the School

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

Other relevant publications are available as follows:

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

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

LSE Experts (an annual handbook to the specialist research and consultancy expertise of LSE academic staff)
Press and Information Office
LSE, Houghton St,
London WC2A 2AE
Telephone: 020 7955 7060
Fax: 020 7404 1350

LSE Catalogue (of publications by members of staff)
Academic Publications Office
LSE, Houghton St,
London WC2A 2AE
Telephone: 020 7955 7692

The Director's Annual Report on the Work of the School
Room H601
LSE, Houghton St,
London WC2A 2AE
Telephone: 020 7955 7826

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

Dates of Terms

Session 2000-2001

Michaelmas Term: Thursday, 28 September 2000 to Friday, 8 December 2000

(Teaching begins Monday, 2 October 2000)

Lent Term: Monday, 8 January 2001 to Friday, 16 March 2001

Summer Term: Monday, 23 April 2001 to Friday, 29 June 2001

Session 2001-2002

Michaelmas Term: Thursday, 4 October 2001 to Friday, 14 December 2001

(Teaching begins Monday, 8 October 2001)

Lent Term: Monday, 14 January 2002 to Friday, 22 March 2002

Summer Term: Monday, 29 April 2002 to Friday, 5 July 2002

Every effort has been made to ensure that the information in the *Calendar/Handbook* is correct and up-to-date at the time of going to press (July 2000). Circumstances may change subsequent to publication. The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

The London School of Economics and Political Science



Calendar 2000-2001

(incorporating the Undergraduate and Graduate School Handbooks)

Postal address: Houghton Street
London WC2A 2AE

Telephone: 020 7405 7686
Fax: 020 7242 0392
URL: <http://www.lse.ac.uk>

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

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

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

Academic Officers

Director	Professor A Giddens
Pro-Directors	Professor S R Hill Professor J A Rees
Vice-Chairman of the Academic Board	Professor C J Hill
Vice-Chairman of the Appointments Committee	Professor C Harlow
Chairman of the Graduate School Committee	Professor Tim Murphy
Chairman of the Academic Studies Committee	Dr M Anthony
Chairman of the Research Committee	Professor Lord Desai
Chairman of the Admissions Committee	Professor R Baldwin
Dean of the Graduate School	Mr J Madeley
Dean of Undergraduate Studies	Mr M Hoffman
Adviser to Women Students	Dr K E Schulze
Adviser to Students with Disabilities	Ms S Black
Senior Tutor to General Course Students	Mr M Reddin
Programme Director for External Study	Mrs R Gosling

CALENDAR OF EVENTS 2000-2001

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

September 2000

18	M		
19	T		
20	W		LSE OPEN DAY
21	Th		
22	F		
25	M		
26	T		
27	W		
28	Th		Michaelmas term begins
29	F		

October 2000

2	M	13.00	Meeting of the Professors of Economics
		14.00	Nominations Committee
3	T	17.15	Council
4	W	14.00	Academic Studies Committee
		14.30	Summer School Board
5	Th	12.00	Agenda Committee of the Academic Board
		13.00	Research Committee
		16.00	Athletics Committee
6	F		
9	M		
10	T	14.00	Academic Planning and Resources Committee
11	W	10.30	Teaching Quality Assurance Committee
		14.15	Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
12	Th	17.00	External Relations Committee
13	F		
16	M		
17	T	14.00	Admissions Committee
		16.00	Library Committee
18	W	14.00	Academic Board
19	Th		
20	F		
23	M	14.00	LSE Health Service Committee
		17.00	Estates Management Committee†
24	T	14.00	Academic Planning and Resources Committee
25	W	14.00	Research Degrees Sub-Committee
26	Th		
27	F	14.00	Dean's Committee for Research Students
30	M	13.00	Meeting of the Professors of Economics
31	T	17.15	Council

November 2000

1	W	10.00	Director's Meeting with Conveners of Academic Departments
		14.00	Academic Studies Committee
		14.00	Meeting of the Graduate Admissions Selectors
		14.15	Appointments Committee
		16.00	Equal Opportunities Committee
2	Th	16.00	Library Panel
		16.30	Audit Committee
3	F		
6	M	17.00	Committee on Undergraduate Studies
7	T		
8	W	09.30	Information Systems Planning Committee
		14.00	Dean's Committee for MSc Students
		14.00	External Programmes Committee
		18.00-20.30	Graduate Open Evening
9	Th	12.00	Agenda Committee of the Academic Board
10	F		
13	M		
14	T	14.00	Academic Planning and Resources Committee
		17.00	Finance and General Purposes Committee
15	W	10.30	Teaching Quality Assurance Committee
		14.00	Examinations and Regulations Sub-Committee
		14.15	Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
		17.00	Joint Negotiating and Consultative Committee
16	Th	16.00	Athletics Committee
17	F	13.30	Inter-Halls Committee

20	M	14.00	Committee on Accommodation
21	T	14.00	Admissions Committee
22	W	14.00	Academic Board
23	Th	10.30 13.00	Student Support and Liaison Committee Research Committee
24	F	11.00 14.00	Academic Support Staff Committee School Board of Examiners for BA and BSc Degrees
27	M	13.00 15.00	Meeting of the Professors of Economics Catering Services Advisory Committee
28	T	14.30 16.30 17.15	Health and Safety Committee Careers Advisory Committee Council (followed by end of term buffet supper)
29	W	14.00	Graduate School Committee
30	Th	17.00	Investments Committee

December 2000

1	F	14.00	Residences Management Committee
4	M	17.00	Committee on Undergraduate Studies
5	T	14.00	Academic Planning and Resources Committee
6	W	14.00 17.30	Academic Studies Committee School Carol Service
7	Th	16.00 17.00	Informal Court Court of Governors
8	F		Michaelmas term ends
11	M		
12	T		
13	W		
14	Th		School Presentation Ceremonies
15	F		

School buildings are closed from 23 December until 1 January inclusive

January 2001

8	M		Lent term begins
		13.00	Meeting of the Professors of Economics
9	T	14.00	Academic Planning and Resources Committee
10	W	14.00 14.15 16.30	Academic Studies Committee Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee Library Committee
11	Th	13.00 16.00 17.00	Research Committee Athletics Committee Finance and General Purposes Committee
12	F		
15	M		
16	T	14.00 17.15	Admissions Committee Council
17	W	11.00 14.00	Committee for Continuing Education Research Degrees Sub-Committee
18	Th	12.00 16.30	Agenda Committee of the Academic Board Audit Committee
19	F		
22	M	14.00	LSE Health Service Committee
23	T		
24	W	10.30 14.15	Teaching Quality Assurance Committee Appointments Committee
25	Th		
26	F	14.00	School Board of Examiners for BA and BSc Degrees
29	M	15.00 17.00	Catering Services Advisory Committee Committee on Undergraduate Studies
30	T		
31	W	14.00	Academic Board

February 2001

1	Th	16.00 17.00	Library Panel External Relations Committee
2	F		
5	M		
6	T	14.00	Academic Planning and Resources Committee
7	W	09.30 10.00 14.00 15.30	Information Systems Planning Committee Director's Meeting with Conveners of Academic Departments Dean's Committee for MSc Students Meeting of the Research Student Tutors
8	Th	12.00 16.00	Agenda Committee of the Academic Board Equal Opportunities Committee
9	F	14.00	Dean's Committee for Research Students

12	M		
13	T	17.15	Council
14	W	09.30 14.00 14.00	All day meeting of Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee Academic Studies Committee Examinations and Regulations Sub-Committee
15	Th		
16	F		
19	M	14.00	Committee on Accommodation
20	T	14.00	Academic Planning and Resources Committee
21	W	10.30 14.00 14.00	Teaching Quality Assurance Committee Academic Board (special meeting) External Programmes Committee
22	Th	13.00	Research Committee
23	F	13.30	Inter-Halls Committee
26	M	14.00	Student Support and Liaison Committee
27	T	14.00	Admissions Committee
28	W	09.30 14.00 17.00	All day meeting of Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee Graduate School Committee Joint Negotiating and Consultative Committee

March 2001

1	Th	12.00 14.00 16.00	Agenda Committee of the Academic Board Academic Support Staff Committee Athletics Committee
2	F	09.30	All day meeting of Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
5	M	13.00 17.00 17.00	Meeting of the Professors of Economics Estates Management Committee† Committee on Undergraduate Studies
6	T	14.00 17.15	Academic Planning and Resources Committee Council (followed by end of term buffet supper)
7	W	09.30 10.30 14.00 14.15 14.30	Information Systems Planning Committee Teaching Quality Assurance Committee Academic Studies Committee Appointments Committee Summer School Board
8	Th		
9	F		
12	M		
13	T	14.00 16.30 17.00	Research Degrees Sub-Committee Careers Advisory Committee Finance and General Purposes Committee*
14	W	14.00	Academic Board
15	Th	16.00 17.00	Informal Court Court of Governors
16	F		Lent term ends

April 2001

School buildings are closed from Thursday 12 April until Wednesday 18 April inclusive.

23	M		Summer term begins
		11.00 13.00	Academic Board Agenda Committee Meeting of the Professors of Economics
24	T	14.00	Academic Planning and Resources Committee
25	W	09.45 14.00 17.00	LSE OPEN DAY Academic Studies Committee Finance and General Purposes Committee
26	Th	13.00 14.00 16.00	Research Committee Nominations Committee Athletics Committee
27	F	11.30	Inter-Halls Committee
30	M	14.00 17.00	LSE Health Service Committee Committee on Undergraduate Studies

May 2001

1	T	14.00 17.15	Admissions Committee Council
2	W	14.00	Academic Board
3	Th	11.00 16.30 16.30 17.00	Academic Staff Support Committee Library Committee Careers Advisory Committee Investments Committee
4	F	14.00	Dean's Committee for Research Students

7	M		Public Holiday
8	T	14.00	Academic Planning and Resources Committee
9	W	10.30	Teaching Quality Assurance Committee
		14.00	Examinations and Regulations Sub-Committee
		14.15	Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
		15.30	External Programmes Committee
10	Th	12.00	Agenda Committee of the Academic Board
		16.00	Library Panel
11	F	14.00	Residences Management Committee
14	M		
15	T		
16	W	10.00	Director's Meeting with Conveners of Academic Departments
17	Th	17.00	Joint Negotiating and Consultative Committee
18	F		
21	M	14.00	Committee on Accommodation
			Undergraduate Examinations begin
22	T		
23	W	09.30	Information Systems Planning Committee
		14.00	Academic Studies Committee
		14.00	Graduate School Committee
		14.15	Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
24	Th	14.00	Student Support and Liaison Committee
25	F		
28	M		Public Holiday
29	T	17.15	Council
30	W	17.00	Finance and General Purposes Committee
31	T	12.00	Agenda Committee of the Academic Board
		13.00	Research Committee
		15.00	Catering Services Advisory Committee
		16.00	Equal Opportunities Committee

June 2001

1	F	09.30	Academic Support Staff Committee
4	M	17.00	Estates Management Committee†
5	T	14.00	Academic Planning and Resource Committee
6	W	10.30	Teaching Quality Assurance Committee
		14.00	Academic Studies Committee
7	Th	16.30	Audit Committee
8	F		
11	M		
12	T		
13	W	14.15	Undergraduate Examinations end
		16.30	Appointments Committee
			SCR Strawberry Tea
14	Th		
15	F		
18	M	13.00	Meeting of the Professors of Economics
19	T		
20	W	14.00	Academic Board
21	Th		
22	F		
23	Sa		Sports Ground Open Day
25	M		
26	T	14.00	Academic Planning and Resources Committee
		14.30	Health and Safety Committee
		17.15	Council (followed by end of term buffet supper)
27	W		
28	Th		
29	F		Summer term ends

July 2001

2	M		
3	T	09.30	Academic Support Staff Committee (Annual Review Appeals Hearing)
4	W	15.00	Remuneration Committee
5	Th	16.00	Informal Court
		17.00	Court of Governors
6	F	10.00	School Board of Examiners for BA and BSc Degrees
9	M		
10	T		
11	W		
12	Th		School Presentation Ceremonies
13	F		School Presentation Ceremonies

* Subject to review.

† Subject to confirmation

THE GOVERNANCE OF THE SCHOOL**THE COUNCIL**

The Governing Body of the School is the Council: it is responsible for determining 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

⁴Ex-officio

¹Saleem Ahmad

Rosalind M. Altmann BSc(Econ), PhD

S Barclay SCA MBA

²Dr Nicholas Barr MSc(Econ) PhD FRSA

Sir Anthony Battishill KCB BSc(Econ)

Presiley Baxendale QC BA

G Bell BSc(Econ)

Cherie Booth QC LLB

Virginia Bottomley BA MSc JP MP

Sir John Bourn CB BSc(Econ) PhD

Melvyn Bragg MA

Sir Alan Budd BSc PhD

Sir John Burgh KCMG CB BSc(Econ) MA HonLLD HonMRCM FRSA

Hon Judge C V Callman BSc(Econ)

Professor W R Cornish FBA LLB BCL

¹Brendan Cox

Rt Hon Lord Croham GCB BSc(Econ) DSc CBIM FRSA

Victor Dahdelah

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)

Frank Dobson BSc(Econ) MP

Christine Downton BSc(Econ) PhD

¹Lee Federman General Secretary of the LSE Students' Union

Neil Fletcher CertEd BA(Hons) MBA

¹Jon Frewin

Lord Gavron of Highgate CBE MA

⁴Professor Anthony Giddens PhD *Director*

Sir Patrick Gillam BA

A C Gilmour CVO

Cyril Glasser CMG LLB LLM

³D J Goldstone LLB

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*

⁴Professor S R Hill BA MSc PhD *Pro-Director*

Margaret Hodge BSc(Econ) MP

Lord Hollick of Notting Hill BA

Lady Howe of Aberavon JP BScSocSci

W Hutton BScSocSci MBA

Ms M Hyde BScSoc DipSocAdmin

Hon Justice Jacob QC BA LLB MA

Miss K M Jenkins BA MScEcon

John Avery Jones CBE MA PhD LLB FTII

B Jordan CBE

Rt Hon Lord Judd BSc(Econ) HonDLitt FRSA

D J Kingsley BSc(Econ) FRSA RCM

Anne Lapping BSc(Econ)

S Latsis BA MA PhD

²Professor Julian Le Grand BA PhD

Sir Michael Lickiss BSc(Econ) FCA

M Littman QC BSc(Econ) MA

K A V Mackrell BSc(Econ) FRSA RCM

Sir Gordon Manzie KCB

J S Monks BA

²Professor H L Moore PhD

Rt Hon Lord Moore of Lower Marsh BSc(Econ)

Sir John Morgan KCMG BSc(Econ) HonDScPol HonLLD FRSA FRAS

Sir Claus Moser KCB CBE BSc(Econ) DSc DUniv FBA DSocSc

²Professor Brendan O'Leary BA (Oxon) PhD

Anne Page BA

Sir Peter Parker KBE LVO

Marie Patterson CBE BA DSc

M Peacock BSc(Econ)

W Plowden BA PhD

¹Ms L Proudlove Education/Welfare Officer LSE Students' Union

Lord Putnam of Queensgate CBE

Heather Rabbatts CBE BA MSc

⁴Professor Judith A Rees BSc(Econ) MPhil PhD *Pro-Director*

Sir Evelyn de Rothschild

Lord Saatchi

Mrs H Sasson BSc(Econ)

J Selier BCom

Barry Sheerman BSc(Econ) MSc MP

Richard Shepherd BSc(Econ) MSc MP

Rt Hon Lord Sheppard of Didgemere FCMA FCIS ATII CBIM BSc(Econ)

Sir John Sparrow BSc(Econ)

Miss R Stephen MBE

Lord Stevenson CBE MA

¹Jo Swinson

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 2000 when the election of their successors will be confirmed.

ACADEMIC BOARD

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

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

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

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

ACADEMIC PLANNING AND RESOURCES COMMITTEE

Committee of the Academic Board

Terms of Reference

- Taking into account at all times the range of future environments in which the School might find itself operating, and within the overall planning framework determined by the Council (formerly the Standing Committee), the strategic remit of the APRC is:—
 - to assess and build on the School's existing strengths;
 - to facilitate initiatives that re-enforce and extend such strengths and apply them to new opportunities;
 - to identify and seek to rectify the School's weaknesses.
- In pursuance of 1 above, the APRC has the responsibility:
 - periodically to set and publicise a strategic framework against which proposals with consequences for expenditure or income generation will be assessed, in respect of which:
 - the APRC will make arrangements for at least a biennial strategic review of the range of future medium-term environments in which the School might operate, and propose priorities and general principles to inform decision-taking in the School;
 - the strategic review report shall be subject to confirmation by the Academic Board and the Council (formerly the Standing Committee), and be publicised to the School community, together with the associated framework of priorities and principles of the APRC for assessing resource-related proposals;
 - an annual stock-taking presentation will be made to a special meeting of the Academic Board, with other issues the APRC wishes to raise being brought to the Board at ordinary meetings as required with the agreement of the Agenda Committee;
 - the APRC will have responsibility for monitoring the implementation and achievement of policies agreed to achieve strategic priorities.
 - to receive proposals with substantial income or expenditure consequences from various sources within the School, and, within the financial framework approved by the Council (formerly the Standing Committee), recommend their acceptance, revision, or rejection by reference to the strategic framework and current position of the School;
 - to oversee the periodic reviews of performance of academic and service units of the School as the basis for the allocation of resources for staffing and other expenditure, and for the promotion of academic objectives, taking into account previous and current plans of the units under review.
- The APRC also has the responsibility:
 - to advise the Academic Board and the Council (formerly the Standing Committee) 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 (formerly the Standing Committee), together with decisions or guidance on admissions targets as appropriate.

Membership

Membership	Status/Structure	Term of office
Director	Chairman	
Both Pro-Directors	Ex officio	
Vice-Chairman of the Academic Board	Ex officio	
Professor M Bromwich	Group 1 Professor	1 Aug 1998-31 Jul 2001
Dr M Bray	Group 1 Academic	1 Aug 1999-31 Jul 2002
Vacancy	Group 2 Professor	1 Aug 2000-31 Jul 2003
Dr K H Goetz	Group 2 Academic	1 Aug 1998-31 Jul 2001
Professor A Power	Group 3 Professor	1 Aug 1998-31 Jul 2001
Dr N Dodd	Group 3 Academic	1 Aug 1999-31 Jul 2002
Vacancy	Group 4 Professor	1 Aug 2000-31 Jul 2003
Dr A C Howe	Group 4 Academic	1 Aug 1999-31 Jul 2002
To be advised	Student	
Secretary Mr A Webb		

ACADEMIC STUDIES COMMITTEE

Committee of the Academic Board

Terms of Reference

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

Membership

Membership	Status/Structure
Dr M Anthony	Chairman
Dean of Undergraduate Studies	Vice-Chairman
Director	Ex officio
A Pro-Director	Ex officio
Senior Tutor to the General Course	Ex officio
1 Academic member from each Department (2 from Economics)	
2 Members from the Committee on Undergraduate Studies not more than one of which may be an SU Sabbatical	
Secretary Mr D Ashton	

ACADEMIC SUPPORT STAFF COMMITTEE

Committee Advisory to the Director

Terms of Reference

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

Membership

Membership	Status/Structure	Term of office
Director	Ex officio	
Pro-Director (Chairman)	Ex officio	
Secretary of the School	Ex officio	
Librarian and Director of Information Services	Ex officio	
Vice-Chairman of the Academic Board	Ex officio	
Vice-Chairman of the Appointments Committee	Ex officio	
Vacancy	Academic Governor	1 Aug 00-31 Jul 03
Casual Vacancy	Academic Member	1 Aug 99-31 Jul 02
Secretary Mr I Darker		

ADMISSIONS COMMITTEE

Committee Advisory to the Director

Terms of Reference

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

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

- To maintain liaison with the Academic Studies Committee, the Committee on Student Progress and the Committee on Undergraduate Studies.
- To maintain a regular exchange of information with the Student Recruitment and Marketing Steering Group.

Membership

	Status/Structure	Term of office
Professor R Baldwin	Chairman, Admissions Committee	1998-2001
Director	Ex officio	
Pro-Director	Ex officio	
Dean of Undergraduate Studies (Vice Chairman)	Ex officio	
Senior Tutor to General Course Students	Ex officio	
Dr M Anthony	Mathematics Department	Annual
Dr S Ashwin	Industrial Relations Department	Annual
Mr M Banks	International Relations Department	Annual
Dr A Dassios	Statistics Department (Actuarial Science)	Annual
Ms J F S Day	Accounting and Finance Department	Annual
Mr A Gouldson	Geography and Environment Department	Annual
Dr P Gow	Anthropology Department	Annual
Dr J Hunter	Economic History Department	Annual
Dr E A Kuska	Economics Department	Annual
Dr D Lewis	Social Policy Department	Annual
Dr C Phillips	Statistics Department (Business Mathematics & Statistics)	Annual
Dr A Prazmowska	International History Department	Annual
Dr R Richardson	Interdisciplinary Institute of Management	Annual
Dr G Sasse	European Institute	Annual
Professor M Shuttler	Operational Research Department	Annual
Mr E Thorp	Government Department	Annual
Dr E A Weinberg	Sociology Department	Annual
To be advised	Philosophy Department	Annual
To be advised	Law Department	Annual
Secretary Ms L Burton		

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

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

Membership

	Status/Structure	Term of office
Vice-Chairman of the Academic Board	Ex officio	
Dr R Sally	Member of the Academic Board	1 Aug 1999-31 Jul 2002
Ms A Sainsbury	Member of the Academic Board	1 Aug 1999-31 Jul 2002
Mr R A Pottage	Member of the Academic Board	1 Aug 1998-31 Jul 2001
Vacancy	Member of the Academic Board	1 Aug 1998-31 Jul 2001
Secretary Mr A Webb		

APPOINTMENTS COMMITTEE**Terms of Reference**

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

Membership

The Director, the Pro-Director, the Vice-Chairman of the Appointments Committee, all departmentally-based Professors, any other Conveners of Departments and other 'Heads of Departments' (including the Librarian and Director of Information Services)

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

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

Membership

	Status/Structure	Term of office
Professor J Worrall	Chairman, Athletics Committee	
Dr E A Kuska	Vice-Chairman	
A Pro-Director	Ex officio	
General Secretary of the Students' Union	Ex officio	
Honorary Senior Treasurer	Ex officio	
President of Athletics Union	Ex officio	
Events Officer of Athletics Union	Ex officio	
General Secretary of Athletics Union	Ex officio	
Communications Officer of Athletics Union	Ex officio	
Treasurer of Athletics Union	Ex officio	
Clubs Liaison Officer of Athletics Union	Ex officio	
Dr E A Brett	Member of Teaching Staff	1 Aug 1999-31 Jul 2002
Dr J Carrier	Member of Teaching Staff	1 Aug 1999-31 Jul 2002
Member of SCR		1 Aug 1999-31 Jul 2002
Member of Economicals Club		1 Aug 1999-31 Jul 2002
Member of Economicals Club		1 Aug 1999-31 Jul 2002
Secretary Ms S Macauley		

AUDIT COMMITTEE*Committee of the Council***Terms of reference**

- The Committee will exercise general oversight of operational audit, and of accounting policies and financial procedures. The Committee will satisfy itself that financial and other internal control systems are operating effectively and will monitor the performance and effectiveness of external and internal audit. The Committee will seek to ensure that adequate internal audit and external audit resources are available.
- Operational audit:
 - The Committee will consider and advise the Council on the basis on which internal audit services will be provided.
 - The Committee will review audit needs assessments and related internal audit plans, receive and consider periodic reports from the Internal Auditor together with management responses and will additionally receive and consider annual reports from the Internal Auditor.
 - The Committee will satisfy itself that satisfactory arrangements are in place to promote economy, efficiency and effectiveness.
 - The Committee will seek to promote co-ordination between the internal and external auditors.
 - The Committee will consider and advise the Council on the selection, appointment and remuneration of the external auditor, the provision of any non-audit services by the external auditor and any questions of resignation or dismissal of the external auditor.
 - As necessary, the Committee will discuss with the external auditors the nature and scope of the annual audit.
 - The Committee will review before the conclusion of each annual audit those elements of the annual financial statements relating to accounting policies and matters of governance.
 - The Committee will review the external auditors' formal opinion, annual management letter and any related reports at the conclusion of the audit and meet the external auditors to discuss the audit.
- Accounting and financial policies and procedures:
 - The Committee will satisfy itself that accounting procedures, including systems of internal check, are adequate to safeguard the School's resources against inefficiency, waste and fraud.
 - The Committee will oversee the School's policy on fraud and irregularity, including the notification to it of any action taken under that policy.
 - The Committee will ensure that any significant losses are properly investigated and reported in accordance with the policy on fraud and irregularity and that in appropriate cases the HEFCE Accounting Officer is informed.
 - The Committee will consider any relevant reports from the National Audit Office, the HEFCE and other organisations.
- Risk:
 - 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.
 - The Internal Auditor may require from Departments, Divisions and other areas, written comments on matters which relate to the functioning of risk procedures; and officers may be asked to discuss such matters with the Internal Auditor or the Committee.
 - Close liaison will be maintained with the Risk Management Group of the Finance and General Purposes Committee which the Audit Committee will initially report any matters to which have risk policy implications. The Council will be informed of any major policy issues which require its attention.
- The Committee may:
 - when they consider it necessary in relation to the implementation of audit recommendations, require from the Departments, Divisions and other areas, written comments on matters which have been the subject of work by the Internal Auditor or Value for Money Project Teams; they may invite officials to discuss such matters with them; and they will report to the Council on matters of major policy which they consider require the School's attention;
 - review the mechanism and forms of reporting that exist at various levels of the School's structure to enable the Internal Auditor to obtain adequate assurances on their suitability for informed decision making and for the Committee to satisfy itself that a form of reporting adequate for the purpose of the Audit Committee and the School is agreed covering the matters referred to in paragraphs 2 and 3 above;
 - satisfy itself that the systems of managerial control are adequate to produce the foregoing information without external intervention and wherever possible, that the information is provided in a manner which facilitates external requirements such as those of the auditors, the HEFCE or other external review bodies.
- The Audit Committee meets up to 3 times a year.
- The minutes of each meeting of the Audit Committee are circulated to members of the Council and the Committee reports to and advises the Council annually.

Membership

	Status/Structure
Mr J Avery-Jones	Chairman, Audit Committee
Mr P Rutterman	External Member
Mr J Selier	Lay Governor
Dr W Plowden	Lay Governor
To be advised	Lay Governor
Mr P Kanavos	Academic Member
Secretary Ms Mandy Webb	

CAREERS ADVISORY COMMITTEE

Committee of the Academic Board

Terms of reference

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

Membership

	Status/Structure	Term of office
Ms A Page	Chairman, Careers Advisory Committee	Ex officio
Professor A Giddens	Director	Ex officio
Professor S Hill	A Pro-Director	Ex officio
Mr J Madeley	Dean of Graduate School	Ex officio
Mr M Hoffman	Dean of Undergraduate Studies	Ex officio
Mr I Hay Davison	Lay Governor	02 Dec 1999-31 Jul 2002
Mr R Shepherd	Lay Governor	29 Dec 1999-31 Jul 2002
Vacancy	Lay Governor	01 Aug 2000-31 Jul 2002
Ms J Allen	Departmental careers contact	
Ms H Gadsden	Departmental careers contact	
Dr S Hix	Departmental careers contact	
To be advised	Sabbatical Officer of SU	
To be advised	Representative of Research Students Cttee	
To be advised	Representative of Masters/Dip Students Cttee	
To be advised	Representative of Cttee on Undergrad Studies	
Ms R Simpson	Officer of Development & Alumni Relations Office	
Ms J Alexander	Potential employer	
Ms J Lempriere	Potential employer	
Secretary Mr D Cook		

CATERING SERVICES ADVISORY COMMITTEE

Committee Advisory to the Director

Terms of Reference

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

Membership

	Status/Structure
Vacancy	Chairman, Catering Services Committee
Treasurer of the Students' Union	Ex officio
Ms D Johnson	Senior Common Room representative
Vacancy	Senior Common Room representative
Mrs E Fishman	Administrative Common Room representative
Mr A L Salzman	Administrative Common Room representative
Vacancy	Porters and Maintenance Staff representative
To be advised	Student Member
To be advised	Student Member
To be advised	Student Member
To be advised	Student Member
Secretary Ms S Macauley	

COMMITTEE ON CONTINUING EDUCATION

Committee of the Academic Board

Terms of Reference:

- To recommend to the Academic Board and to supervise the implementation of procedures for the assessment and maintenance of quality in the School's Short Courses and Contract Teaching, in respect of course development and delivery, marketing and certification;
- To recommend to the Academic Board, and to supervise the implementation of schemes of examination and certification for award-bearing Short Courses and Contract Teaching, by reference to standards applied in the School's examinations for regular undergraduate and postgraduate programmes;
- To recommend examiners for award-bearing Short Courses and Contract Teaching for appointment by the Director, to receive examiners' reports and determine appropriate action in response;

- To recommend to the Academic Board, and to supervise the implementation of guidelines on publicity and marketing of Short Courses and Contract Teaching organised by the School; and in particular to ensure that the content, style and manner of any publicity using the School's name is consistent with the School's distinctive academic mission;
- To establish a programme of periodic review of continuing Short Courses and Contract Teaching to the Chairman's approval;
- To receive reports on the implementation of the various procedures and guidelines for Short Courses and Contract Teaching and to determine appropriate action in response;
- To report annually to the Academic Board.
- As with membership of other School committees, the composition and membership to be reviewed after three years.

Membership

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

THE COUNCIL

Committee of the Court

Terms of Reference

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

- the admission of new Governors of the Company in accordance with Article 2.1;
- the election of members of the Court of Governors, including the Chairman and Vice-Chairmen of the Court of Governors;
- the appointment of such committees of the Court of Governors as the Court of Governors may from time to time consider appropriate;
- the appointment of Council Members in accordance with Article 10;
- any amendment to the Memorandum and Articles of Association of the Company;
- the appointment of the Director of the School;
- the approval of the audited annual accounts of the Company;
- the appointment of the Company's external auditors;
- the removal of any Council Member in accordance with section 303 of the Act.

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

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

Membership

	Status/Structure	Term of office
Lord Grabiner of Aldwych	Chairman of the Court of Governors	
Both Vice-Chairmen of the Court	Ex officio	
Director	Ex officio	
Both Pro-Director	Ex officio	
Vice-Chairman of the Academic Board	Ex officio	
Vice-Chairman of the Appointments Committee	Ex officio	
Chairman, Finance & General Purposes Committee	Ex officio	
General Secretary of the Students' Union	Ex officio	
Mr L Dighton	Lay Governor	9 Dec 1999-31 Jul 2004
Mr C Glasser	Lay Governor	9 Dec 1999-31 Jul 2003
Mr D Goldstone	Lay Governor	1 Aug 1999-31 Jul 2005
Mr D J Kingsley	Lay Governor	1 Aug 1999-31 Jul 2005
Miss K Jenkins	Lay Governor	1 Aug 2000-31 Jul 2006
Sir Gordon Manzie	Lay Governor	1 Aug 1995-31 Jul 2001
Ms A Page	Lay Governor	1 Jan 1998-31 Jul 2004
Ms M Patterson	Lay Governor	9 Dec 1999-31 Jul 2007
Dr W Plowden	Lay Governor	5 Jan 1998-31 Jul 2003
Mr R Worcester	Lay Governor	1 Aug 1999-31 Jul 2006
Dr N A Barr	Academic Governor	1 Aug 1999-31 Jul 2005
Professor J Le Grand	Academic Governor	1 Aug 1999-31 Jul 2004
Professor H L Moore	Academic Governor	1 Aug 1999-31 Jul 2005
Professor B O'Leary	Academic Governor	1 Aug 2000-31 Jul 2006
Professor J V Rosenhead	Academic Governor	1 Sep 1999-31 Jul 2002
Professor C M E Whitehead	Academic Governor	1 Aug 1998-31 Jul 2003
To be advised	Student Governor	

Secretary Mr A N P Hall

ESTATES MANAGEMENT COMMITTEE

Sub-Committee of the Estates Strategy Committee

Subject to approval by the Chairman's Group of the Council

Terms of Reference

- To ensure that site development work is consistent with the Estates Strategy.
- 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:
 - enabling space planning to go hand in hand with oversight of the development of the learning environment developed;
 - linking the redevelopment of buildings more closely to their intended use.
- To consider reports from project groups where relevant to year to year management of the estate.
- To formulate maintenance and refurbishment policy and schedules for all of the School's buildings.
- 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

Lay Governor
Lay Governor
Eight academic staff including members drawn from:
The Research Committee
The Graduate School Committee and the Academic Studies Committee
A Convener
A non-Convener
One representative of the Central Administration
Students' Union representative
Secretary To be confirmed

Status/Structure

One Lay Governor as Co-Chairman

One as Co-Chairman

Term of office

To be confirmed by the Chairman's Group of the Council

ESTATES STRATEGY COMMITTEE

Subject to approval by the Chairman's Group of Council

Committee of Council

Terms of Reference

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

Membership

(Chairman to be a lay member of Council to be confirmed from membership below)

Lord Grabiner
Mr B Asher
Mr D Goldstone
Sir Stuart Lipton
To be confirmed
To be confirmed
To be confirmed

Status/Structure

Governor
Governor
Governor
Governor
Academic Board representative
Academic Board representative
Academic Board representative

Term of office

To be confirmed by the Chairman's Group of the Council

General Secretary of the Students' Union or nominee

Vice Chairman of the Academic Board (to attend by invitation)

The Co-Chairman of the Estates Management Committee (to attend by invitation)

Secretary To be confirmed

EXTERNAL PROGRAMME COMMITTEE

Committee of the Academic Board

Terms of reference

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

Membership:

Director, External Study
Degree Co-ordinators and subject specialists
Diploma Co-ordinator
Member of the Academic Studies Committee
Chairs of Examiners
Secretary Dr Penny Wallis

Status/Structure

Ex officio
Ex officio
Ex officio
Academic Studies Committee
Academic Studies Committee or Graduate School Committee

FINANCE AND GENERAL PURPOSES COMMITTEE

Sub-Committee of the Council

Terms of Reference

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

Membership

Sir Michael Lickiss
Chairman of the Court of Governors
A Vice-Chairman of the Court
Director
Both Pro-Directors
Professor C M Whitehead
Dr N A Barr
Professor M Power
Professor D Quah
Mr S Barclay
Vacancy
Secretary Mr B Pearce

Status/Structure

Chairman, Finance & General Purposes Committee
Ex officio
Ex officio
Ex officio
Ex officio
Academic Governor
Academic Governor
Academic member
Academic member
Lay Governor
Lay Governor

Term of office

1 Aug 1998-31 Jul 2001
1 Aug 1999-31 Jul 2002
1 Aug 1999-31 Jul 2001
1 Aug 1999-31 Jul 2002
1 Aug 1999-31 Jul 2002
1 Aug 2000-31 Jul 2003

GRADUATE SCHOOL COMMITTEE

Committee of the Academic Board

Terms of Reference

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

Membership

Professor T Murphy (Chairman)
Director
Pro-Director
Dean of Graduate School
To be advised
To be advised
Dr E Brett
To be advised
Professor R Jackman
Dr T Horsley
Dr S Economides
Professor A Phillips
Dr A Pratt
Mr A Beattie
Professor D Marsden
Dr E Whitley
Dr A Westad
Dr W Wallace
To be advised
To be advised
Dr D Reyniers
Professor S Alpern
Dr M Bauer
Dr D Lane
Dr C Hofer
Dr A Hall
Dr M Bauer
Dr C Husbands
Professor A Atkinson
To be advised
To be advised
Mr B Wynne
Secretary Ms Shola Alabi

Status/Structure

Ex officio
Ex officio
Ex officio
Ex officio
Accounting and Finance
Anthropology Department
Development Studies Institute
Economic History Department
Economics Department
Economics Department
European Institute
Gender Institute
Geography and Environment Department
Government Department
Industrial Relations Department
Information Systems Department
International History Department
International Relations Department
Language Centre
Law Department
Interdisciplinary Institute of Management
Mathematics Department
Methodology Institute
Operational Research Department
Philosophy Department
Social Policy Department
Social Psychology Department
Sociology Department
Statistics Department
Masters' Students' Sub-Committee member
Research Students' Sub-Committee member
Library

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

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

Membership

	Status/Structure	Term of office
Mr C Glasser	Chairman of Health & Safety Committee	1 Aug 1999-31 Jul 2002
Ms R Stephen	Lay Governor	1 Aug 1999-31 Jul 2002
Ms M Patterson	Lay Governor	1 Aug 1999-31 Jul 2002
Mr B Sheerman	Lay Governor	1 Aug 1999-31 Jul 2001
Professor R Baldwin	Academic	1 Aug 1999-31 Jul 2001
Dr C Dougherty	Academic	1 Aug 1999-31 Jul 2002
Professor B Hutter	Academic	1 Aug 1999-31 Jul 2002
Dr M Mundy	Academic	1 Aug 1999-31 Jul 2002
Ms L Fishman	UNISON representative	1 Aug 1999-31 Jul 2002
Mr T Harbard	T&GWU representative	1 Aug 1999-31 Jul 2002
Ms C Hewlett	AUT representative	1 Aug 1999-31 Jul 2002
To be advised	Students' Union representative	
To be advised	Students' Union representative	

Secretary Vivien Henderson

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

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

Membership

	Status/Structure	Term of office
Pro-Director (Chairman)	Ex officio	
Dean of Undergraduate Studies	Ex officio	
Dean of Graduate School	Ex officio	
Students' Union Education and Welfare Officer	Ex officio	
Vacancy	Lay Governor Member	
Dr J L G Board	Group 1	1 Aug 99-31 Jul 02
Dr I Roxan	Group 2	1 Aug 98-31 Jul 01
Mr C Mills	Group 3	1 Aug 00-31 Jul 03
Professor P Johnson	Group 4	1 Aug 99-31 Jul 01

Secretary Mr G Morrison

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

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

Membership

	Status/Structure	Term of office
Mr J J Thomas	Chairman, Inter-Halls Committee	1 Aug 1998-31 Jul 2001
Director	Ex officio	
Pro-Director	Ex officio	
Dean of Undergraduate Studies	Ex officio	
Dean of Graduate School	Ex officio	
Academic Resident, Bankside	Ex officio	
Warden, Carr-Saunders	Ex officio	
Warden, Passfield	Ex officio	
Warden, Rosebery	Ex officio	
Warden, Butlers Wharf	Ex officio	
Senior Resident, Silver Walk	Ex officio	
Warden, High Holborn	Ex officio	
Warden, Bankside	Ex officio	
Senior Resident, Anson & Carleton Road	Ex officio	
Academic Resident, Great Dover Street	Ex officio	
To be advised	Student	
To be advised	Student, Carr-Saunders	

To be advised

To be advised

To be advised

To be advised

To be advised

To be advised

To be advised

Secretary Mr D Tymms

Student, Passfield

Student, Rosebery

Student, Butlers Wharf

Student, Bankside

Student, Silver Walk

Student, High Holborn

Student, Great Dover Street

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

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

Membership

	Status/Structure	Term of office
Sir Mark Weinberg	Chairman, Investments Committee	
Chairman of the Court of Governors	Ex officio	
A Vice-Chairman of the Court	Ex officio	
Director	Ex officio	
Chairman, Finance and General Purposes Committee	Ex officio	
Chairman, STICERD Steering Committee	Ex officio	
A Pro-Director	Ex officio	
Dr C Downton	Lay Member	1 Aug 2000-31 Jul 2001
Professor C Pissarides	Academic Member	1 Aug 1999-31 Jul 2001
Vacancy	Lay Member	1 Aug 2000-31 Jul 2003
Vacancy	Lay Member	1 Aug 2000-31 Jul 2003
Vacancy	Academic Member	1 Aug 2000-31 Jul 2003
To be advised	Student Member	

Secretary Mr B Pearce

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

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

Membership

	Status/Structure	Term of office
Dr J Leape	Chairman, Library Committee	
Director	Ex officio	
Pro-Director	Ex officio	
Librarian and Director of Information Services	Ex officio	
Chairman, Library Panel	Ex officio	
Students' Union Education and Welfare Officer	Ex officio	
Postgraduate Officer	Ex officio	
Mr L Grossman	Lay Governor	1 Aug 1999-31 Jul 2004
Vacancy	Lay Governor	1 Aug 2000-31 Jul 2003
Casual Vacancy	Academic Governor	1 Aug 1999-31 Jul 2002
Dr S Gomulka	Group 1	1 Aug 1999-31 Jul 2003
Vacancy	Group 1	1 Aug 2000-31 Jul 2003
Ms A Barron	Group 2	1 Aug 1999-31 Jul 2002
Dr M Thatcher	Group 2	1 Aug 1997-31 Jul 2001
Dr C Badcock	Group 3	1 Aug 1999-31 Jul 2003
Dr J Beall	Group 3	1 Aug 1997-31 Jul 2001
Dr S R Epstein	Group 4	1 Aug 1999-31 Jul 2003
Dr A C Howe	Group 4	1 Aug 1997-31 Jul 2001
To be advised	Student Member	
To be advised	Student Member	

Secretary Ms V Straw

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

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

Membership

	Status/Structure	Term of office
Mr I Hay Davison Director Pro-Director Librarian and Director of Information Services Chairman, Library Committee	Chairman, Library Panel	Ex officio Ex officio Ex officio Ex officio
Ms K Jenkins	Lay Governor	01 Aug 1999-31 Jul 2002
Mr L Grossman	Lay Governor	01 Aug 1998-31 Jul 2001
Mr R Worcester	Lay Governor	18 Dec 1998-31 Jul 2001
Mr B Asher	Ad personum	01 Aug 2000-31 Jul 2001
Professor D Stevenson	Academic Member	01 Aug 1999-31 Jul 2002
Professor P Dunleavy Secretary Ms Sally Thompson	Academic Member	27 Oct 1999-31 Jul 2002

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

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

Membership

	Status/Structure	Term of office
Dr G Bridge Director Pro-Director Adviser to Disabled Students Adviser to Women Students Vacancy Casual vacancy Casual vacancy To be advised Secretary Ms S Macauley	Chairman, LSE Health Service Committee Ex officio Ex officio Ex officio Ex officio Academic Member Academic Member Academic Member 4 student members	1 Aug 2000-31 Jul 03 1 Aug 2000-31 Jul 02 1 Aug 1999-31 Jul 01 Annual

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

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

Membership:

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

RESEARCH COMMITTEE*Committee of the Appointments Committee***Terms of Reference**

- The Committee shall encourage and facilitate research appropriate to the School as an academic centre of scholarship and teaching in social studies.
- In particular, the Committee shall keep under review the research activities of the School and:
 - seek to initiate and to secure means for the development of research;
 - have the right to receive for assessment all new proposals for research or for extensions of existing research projects, which involve commitments on School funds and resources, other than the personal research of the staff or research financed from the Staff Research Fund;

- make recommendations to the Director concerning proposed applications by the School or by members of the staff to outside bodies for research funds for which, if granted, the School would be accountable;
 - make recommendations to the Academic Planning and Resources Committee concerning the amount of the allocation to be voted annually to the Staff Research Fund;
 - have the right to receive for assessment annual reports on the use of all research funds and grants for which the School is accountable;
 - be responsible for oversight of policy relating to and distributions from the Staff Research Fund.
- The Committee's minutes shall be circulated to all members of the Appointments Committee and other papers shall be available for consultation by members of that Committee.
 - The Committee shall consider and make recommendation to the Appointments Committee on the academic standards and purposes of research centres.
 - The Committee shall make an annual report on its activities.
 - The Committee shall meet at least once in each term on dates to be published in the Calendar.
 - The Committee is empowered to make recommendations to the Director for executive action in respect of applications for or acceptance of research grants and other matters within its terms of reference.
 - The Committee shall refer to Academic Planning and Resources Committee any request it has for resources and the resource implications of any subjects it discusses.

Membership

	Status/Structure	Term of office
Professor Lord Desai Director A Pro-Director Librarian and Director of Information Services	Chairman Ex officio Ex officio Ex officio	
Professor S Nickell	Group 1	1 Aug 99-31 Jul 02
Dr T Ahrens	Group 1	1 Aug 98-31 Jul 01
Dr S Karmel	Group 2	1 Aug 98-31 Jul 01
Professor N Lacey	Group 2	1 Aug 98-31 Jul 02
To be advised	Group 3	1 Aug 00-31 Jul 04
Dr F Cannell	Group 3	1 Aug 98-31 Jul 01
Professor F Halliday	Group 4	1 Aug 98-31 Jul 01
Mr D Baines	Group 4	1 Aug 99-31 Jul 03
To be advised	Group 5	1 Aug 00-31 Jul 04
To be advised	Group 5	1 Aug 00-31 Jul 04
Secretary Mr N Gregory		

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

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

Membership

	Status/Structure	Term of office
Mr B Asher Professor J Rees Professor C J Hill	Chairman (Lay Governor Member of Finance & General Purposes Committee) Pro-Director Vice-Chairman of the Academic Board	17 Jan 2000-31 Jul 2003 Ex officio Ex officio
Mr J Madeley	Dean of Graduate School	Ex officio
Mr M Hoffman	Dean of Undergraduate Studies	Ex officio
Mr J J Thomas	Chairman, Inter-Halls Committee	1 Aug 1998-31 Jul 2001
Mr T Travers	A nominee of the Academic Board	1 Aug 1998-31 Jul 2001
Mr N Dodd	A member of the APRC	1 Aug 1998-31 Jul 2001
To be advised	Student member of the Inter-Halls Committee	
To be advised	Student member	
Secretary Mr D Tymms		

STANDING SUB-COMMITTEE OF THE APPOINTMENTS COMMITTEE**Terms of Reference**

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

The establishment of the Standing Sub-Committee is not intended to reduce the active participation in the work of the Appointments Committee of all its members. The Standing Sub-Committee, constituted as the Promotions and Review Committee, has therefore authority to act only in the matter of individual candidates for promotion and review. In all other matters it is a Standing Sub-Committee 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 Standing Sub-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 Standing Sub-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 Standing Sub-Committee papers may do so by notifying the School Secretary.

When considering questions which relate to a particular department of the School, the Standing Sub-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.

Membership

	Status/Structure
Director	Ex officio
Pro-Director	Ex officio
Vice-Chairman of the Appointments Committee	Ex officio
Professor J Sutton	Group 1
Professor S Bhattacharya	Group 1
Professor D C B Lieven	Group 2
Professor C Chinkin	Group 2
Professor D M Downes	Group 3
Professor P C Humphreys	Group 3
Professor J Worrall	Group 4
Professor C J Brown	Group 4
Secretary Mr J Peck	

STUDENT SUPPORT AND LIAISON COMMITTEE

Committee of the Academic Board

Terms of Reference

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

Membership

	Status/Structure	Term of office
Director	Ex officio	Ex officio
Pro-Director	Ex officio	Ex officio
Vice-Chairman of the Academic Board	Ex officio	Ex officio
Dean of Undergraduate Studies	Ex officio	Ex officio
Dean of Graduate School	Ex officio	Ex officio
General Secretary of the Students' Union	Ex officio	Ex officio
Senior Treasurer of the Students' Union	Ex officio	Ex officio
Students' Union Education and Welfare Officer	Ex officio	Ex officio
Convenor, Awards Panel	Ex officio	Ex officio
Casual Vacancy	Academic Governor	1 Aug 99-31 Jul 02
Dr A Schrauwers	Member of Academic Board	1 Aug 99-31 Jul 02
To be advised	Student Member	
Secretary Pippa Thompson		

SUMMER SCHOOLS BOARD

Committee of the Academic Board

Terms of reference

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

Membership

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

TEACHING QUALITY ASSURANCE COMMITTEE

Committee of the Academic Board

Terms of Reference

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

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

Membership

	Status/Structure	Term of office
Mr N Sims	Chairman, Teaching Quality Assurance Committee	
Pro-Director	Ex officio	
Vice-Chairman of the Appointments Committee	Ex officio	
Dean of Graduate School	Ex officio	
Dean of Undergraduate Studies	Ex officio	
Students' Union Education and Welfare Officer	Ex officio	
Mrs J Galbraith	Group 1	1 Aug 1998-31 Jul 2001
Vacancy	Group 2	1 Aug 2000-31 Jul 2003
Dr R Astuti	Group 3	1 Aug 1999-31 Jul 2002
Mr H Didiot-Cook	Group 4	1 Aug 2000-31 Jul 2003
Ms M Wade	Member of Library/IT Services	1 Aug 2000-31 Jul 2003
To be advised	Student Member of Committee on Undergraduate Studies	
To be advised	Student Member of Master/Diploma Students Committee	
To be advised	Student Member of Research Students Committee	
Secretary Dr E Wright		

COMMITTEE ON UNDERGRADUATE STUDIES

Committee of the Academic Board

Terms of Reference

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

Membership

	Status/Structure
Dean of Undergraduate Studies (Chairman)	Ex officio
Director	Ex officio
A Pro-Director	Ex officio
Senior Tutor to the General Course	Ex officio
General Secretary of the Students' Union	Ex officio
Students' Union Education and Welfare Officer	Ex officio
Two members of staff and two students of the Economics Department	
One member of staff and one student from each other department	
Secretary Mrs J Futerman	

Honorary Fellows

Her Majesty Queen Elizabeth the Queen Mother
 Her Majesty Queen Margrethe II of Denmark HonLLD HonPhD
 His Excellency Shlomo Argov BSc MScEcon
 Dr John Ashworth MA PhD DSc FIBiol
 Professor Kader Asmal LLM MA
 Mrs Pat Barker CBE BSc(Econ)
 Lord Bauer MA DSc FBA
 W J Baumol BS PhD HonLLD HonDoc HonDHumLett
 W T Baxter BCom PhD HonDLitt DScEcon CA
 Sir Terence Beckett KBE DL BSc(Econ) FEng FIMechE CBIM HonDSc
 HonDSc(Econ) HonDTech HonDU
 Daniel Bell BSS PhD
 Sir Kenneth Berrill GBE KCB BSc(Econ) MA HonLLD DUUniv HonDTech
 HonDSc
 Rt Hon Baroness Blackstone BScEcon PhD HonDLitt HonDUUniv 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 FRCom 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 DUUniv Grand Croix
 De L'Ordre de Léopold II
 Professor William Cornish FBA LLB BCL
 Hon J J Cremona KM BA PhD DLitt LLD FRHistS
 Rt Hon Lord Croham GCB BSc(Econ) HonDSc
 Rt Hon Lord Dahrendorf KBE FBA DrPhil PhD DLitt LLD DSc DUUniv
 DrScPol DHL HonDr DSSc HonMRIA Hon FRCS FRSA
 E L Dalemont DEnD Croix de Guerre Off.Lég.d'Honn, Com.Ordre nat. du
 Mérité
 Professor Partha Dasgupta PhD FBA
 A C L Day BA
 A L Diamond LLM HonMRCP
 A L Dias BA BSc(Econ) HonDPhil
 D V Donnison BA HonDLitt
 Rt Hon Lord Donoghue MA DPhil FRHistS
 R P Dore CBE BA FBA HonMem Japan Academy HonMem AAAS
 R Dumas LEnD Croix de Guerre Chev. Lég. d'Honn Croix du Combattant
 Volontaire Grand Cruz de la Orden de Isabella la Católica HonLLD
 Professor James Durbin MA
 A F Earle BSc(Econ) PhD
 Joan Eckstein BSc(Econ)
 H C Edey BCom HonLLD FCA
 S N Eisenstadt MA PhD HonDrPolSci MIASC HonFMAAAS FMAPS
 FANAS HonHLD HonLLD Hon PhD
 Fei Hsiao-tung BA PhD
 Sir Raymond Firth MA PhD DPh DHumLett LittD DrLetters DScEcon LLD
 FBA
 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 Mérité HonMem American Economic Assn
 HonPres Int Econ Assn Paolo Baffi Int Prize for Economics
 Sir Patrick Gillam BA (Hons)
 Sir Paul Girolami BCom FCA
 Goh Keng Swee BSc(Econ) PhD
 Sir Samuel Goldman KCB MScEcon
 David Goldstone LLB
 W M Gorman MA HonDSocSc HonDSc (SocSc) HonDEconSc
 C Goustis BA BSc(Econ) MSc PhD
 E Grebenik CB MScEcon
 W Guth DrRerPol
 F H Hahn BSc(Econ) MA PhD HonDSocSc HonDLitt DrHC HonDSc FBA
 Professor A H Halsey BSc(Econ) PhD MA HonDSocSc
 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
 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
 M Jagger
 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
 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
 Charles Y K Lee LLM FCCA FCIS
 B Levin CBE BSc(Econ)
 H Limann BSc(Econ) BA PhD
 Rachel Lomax MA MSc
 J M A H Luns GCMG CH LLD DCL
 R W Lyman BA LLD MA PhD LHD FRHistS
 Keith Mackrell BSc(Econ)
 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
 Shandi Modi BSc(Econ) MSc
 Datuk Mokhzani Bin Abdul Rahim BA MA PhD DPMP JMN
 Sir John Morgan KCMG BSc(Econ) HonDSocSci HonLLD FRSA FRAS
 M Morishima BEcon MA FBA
 W H Morris-Jones BSc(Econ)
 Sir Claus Moser KCB CBE FBA BSc(Econ) HonDUUniv HonDSc
 HonDSc(Econ) HonDTech HonDSocSci DrHC HonDLitt HonDr
 HonFRAM Com.Nat.Ordre du Mérité
 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
 Sir Peter Parker KBE LVO
 Dr I G Patel KBE BA PhD
 Sir Alan Peacock DSc MA HonDEcon HonDUUniv HonDSocSci 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
 Hon Sir Veerasamy Ringadoo GCMG LLB
 Professor Adam Roberts FBA BA MA
 B C Roberts MA
 Mary Robinson BA LLB LLM
 D Rockefeller BS PhD HonLLD HonDEng
 Rt Hon Lord Roll of Ipsden KCMG CB
 Rt Hon Lord Scarman OBE MA HonLLD HonDCL HonDUUniv QC
 I Schapera MA PhD DSc HonDLitt HonLLD FBA FRSSAF
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 (Staff Dining Room) Jacqui Beazley, (Robinson Room) Alison
 Goulstone, (Fast Food) To be appointed, (Beavers' Retreat) Peter
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The LSE Library is the library of the School and one of the world's leading social science libraries. Work to redevelop the library building began in the autumn of 1999 and will last about eighteen months. The redeveloped building has been designed by Sir Norman Foster and Partners and will provide a much improved, modern, high quality environment for library users. During the redevelopment Library services are based at Southampton Buildings, off Chancery Lane, a few minutes walk from the School.

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- A research collection of over four million items particularly rich in economics, transport, statistics, political science, public administration, international relations and modern history
 - A special *Course Collection* of books on LSE reading lists – many in multiple copy
 - An increasing range of electronic information sources – many networked around the School
 - Over 30,000 periodical titles, of which 10,000 are currently received
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- Special collections include historical pamphlets, archives and statistical datasets.

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- Enquiries service
- Self-service photocopying
- Training in use of information sources
- Guides on Library collections and services

The Library's online catalogue (material acquired since 1980) is available on the Web at: <http://blpes.lse.ac.uk>. The Library's homepage on the Web is at: <http://www.blpes.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), DECOMATE (electronic library for economists, funded by the EU), M25 Link (a single search tool being developed to search all HE library catalogues in London in one go) and HeadLine (using technology to guide users to electronic and other resources, funded by HEFCE).

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 1,700 desktop personal computers, the vast majority of which are IBM-compatible PCs. Of these, some 600 IBM PCs are available in open-access rooms, principally for student use.
- A high-speed network interconnecting all the School's computers. This provides access to a wide range of industry-standard software, as well as advanced research and teaching applications. The School is connected to a London-wide Metropolitan Area Network and, hence, to the national SuperJANET network and the Internet.
- A shared central computer, currently a Sun E4000 Unix system, which provides resources for computationally-intensive and large memory calculations. Access is also provided to remote mainframe and high performance computing facilities. These are services for approved research projects only.
- Internet access, electronic mail, remote login and file transfer to educational institutions and other organisations throughout the world.
- Access to a wide range of databases and information sources, including networked CD-ROMs, online data services and the World Wide Web.
- Computer rooms in most halls of residence, with some wired for direct connection to the School network. Students in certain 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. It is planned to introduce Windows 2000 as the standard environment in all of the public computer rooms in summer 2000. Hardware and software support is provided by IT Services, and open-access advisory and help desks are available to all students, which are backed up by teams of support specialists. A range of training is available from IT Services, concentrating on introductory courses. Computer-based training is also available on the network.

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

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

IT training and support is provided for all staff and there is also an Open Learning Centre for staff and research students, which includes various self-paced multimedia materials. IT Services has designated a member of staff as a point of contact for disabled students.

Students with Disabilities

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

In all future proposals concerned with the provision of information technology within the School, either in general or in relation to particular courses, the needs of disabled students will be taken into consideration and met so far as resources allow. IT Services, in collaboration with other relevant services and departments within the School, will seek to explore the potential of information technology to assist disabled students to engage in their chosen course of studies and, in particular, to carry out any associated course requirements and academic tasks.

The Economists Bookshop

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

In addition to these activities The Economists' Bookshop will continue to offer a comprehensive Mail Order service to all parts of the world. We would also draw attention to the shop's secondhand department where textbooks, review copies, out of print material and rare books are available. 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: economists@waterstones.co.uk

Short Courses, Contract Teaching and Executive Education

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

LSE Executive Education

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

LSE Executive Education offers custom programmes which can be conducted in your offices or at the LSE central London campus. We can also offer a range of course delivery options. Our collaborative approach enables us to deliver knowledge, insight and direction to leading professionals and executives preparing them for today's challenges. LSE Executive Education programmes are designed to provide executive education and professional development which is tailored for our clients. They are designed to build upon specific strengths and to equip participants with the knowledge and skills they need.

The School's Committee for Continuing Education (CCE) is responsible for overseeing the academic development and standards of all executive education and short courses other than Summer School programmes. The Research and Contracts Division provides administrative support to the CCE and to members of the School's academic staff who are interested in developing executive education programmes for corporate, commercial or public sector clients.

LSE Executive Education is happy to receive suggestions for new courses. If there is a particular course which you would like LSE to offer, please contact the Research and Project Development Division who will provide advice on the organisation, structuring and finance of courses.

Executive Education can be contacted:
by telephone on +44(0) 020 7955 7113
by fax on +44(0) 020 7955 6187
by email at EPE@lse.ac.uk

on the internet at <http://www.lse.ac.uk/epe/> or by writing to: Andrew Jones, Room F204, Research and Project Development Division or Jeni Steers, Room F206, Research and Project Development Division.

LSE Summer School

The 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 and Management.

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

Academic Convener: Professor R Jackman
Academic Directors: Professor P Abell
Dr J Board
Dr A Guyomarch
Dr F Ortalo-Magne
Summer School Manager: E Aitken
Senior Administrator: L McKeivitt
Accounts: R Smith

Contact:

Tel: +44(0)20 7955 7554
email: summer.school@lse.ac.uk
Fax: +44(0)20 7955 7674

LSE External Study

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

Access route
Diploma in Economics
BSc Accounting & Finance
BSc Accounting with Law/Law with Accounting
BSc Banking & Finance
BSc Economics (Revised Regulations)
BSc (Econ) Revised Regulations in the specialisms of Geography, Politics & International Relations, and Sociology
BSc Economics & Management
BSc Information Systems & Management (Revised Regulations)
BSc Management (Revised Regulations)
BSc Management with Law/Law with Management (Revised Regulations)

The Programme as a whole is part of the commitment of the School and the University to extending and widening opportunities for access to higher education worldwide. In particular the Diploma in Economics for External students is designed for those students without formal university entrance qualifications and is examined at the level of the first year of a university degree. It is also of interest to those

who are conventionally qualified. The Diploma may only be taught by institutions to which the School has given permission. In 1999/2000, institutions in Greece, Hong Kong, India, Malaysia, Pakistan, Singapore, Sri Lanka and Turkey had permission to teach for the Diploma.

The School is also one of five participants in the consortium running the External LLB on the same terms as the BSc.
Director: Rosemary Gosling

Office of Development and Alumni Relations

The Office of Development and Alumni Relations (formerly the LSE Foundation) is the School's in-house development arm. Its aim is to enable the School to achieve a programme of major development in order to maintain its position as a leading international teaching and research institution.

The Office of Development and Alumni Relations intends to build on the Foundation's achievement of raising over £30 million since 1993, by further initiatives to support the following:

- development of the School site, including pedestrianisation of Houghton Street;
- academic development, in particular in the areas of Media and Communications, Global Civil Society and Public Policy;
- student support; fundraising redevelopment of the Old Building and a new student services centre;
- efforts will be concentrated on the New Futures Fund, an innovative and flexible fund designed to promote access and excellence for students of the School.

The Office of Development and Alumni Relations runs an Annual Fund programme which involves current students in a telephone and direct mail campaign to enlist support among LSE alumni for the New Futures Fund.

The Office runs the Advance Database on behalf of the School and can provide departments or agents of the School with a variety of reports on alumni and friends of the LSE by prior agreement with the Operations Manager and the Pro-Director of the School.

The Office of Development and Alumni Relations is also responsible for alumni relations: activities in this field are described in the Alumni Services sections of the *Graduate School* and *Undergraduate Handbooks*.

Residential Accommodation

The School has four Halls of Residence: Bankside House, Carr-Saunders Hall, Passfield Hall and Rosebery Hall; three blocks of self-catering flats: Butlers' Wharf, Great Dover Street and High Holborn; 18 houses at Silver Walk in Rotherhithe and 18 furnished flatlets in Tufnell Park for couples and families with one child. In addition there are eight University of London Halls which accommodate students from the School as well as other London Colleges. The Students' Union Advice Centre and the University of London Accommodation Office help students find lodgings and flats in the private sector.

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

School Halls of Residence, Flats and Houses

Bankside House 24 Sumner Street, London SE1 9JA Telephone: 020 7633 9877
The School's largest residence on the South Bank accommodates over 600 men and women students. More than half of the rooms have private showers and toilets. There are 32 adapted spaces for disabled students.

Butlers' Wharf 11 Gainsford Street, London SE1 2NB Telephone: 020 7407 7164
Butlers' Wharf is a self-catering residence of forty-six purpose designed flats. There are 257 places in single study bedrooms and 24 places in twin rooms.

Carr-Saunders Hall 18-24 Fitzroy Street, London W1P 5AE Telephone: 020 7574 5300
Carr-Saunders accommodates 156 men and women students in 132 single and 12 twin rooms.

High Holborn 178 High Holborn, London WC1V 7AA Telephone: 020 7379 5589
Opened in September 1995, this is currently the most popular of the residences, accommodating 448 men and women students in self-catering flats.

Passfield Hall Endsleigh Place, London WC1H 0PW Telephone: 020 7387 7743
Passfield Hall accommodates 195 men and women students in single, twin and treble rooms. Two meals a day are included in the fees.

Rosebery Avenue Hall 90 Rosebery Avenue, London EC1R 4TY Telephone: 020 7278 3251
This hall accommodates 315 men and women students in 285 single and 15 twin study bedrooms.

Silver Walk 1-19 Pattina Walk, Silver Walk, London SE16 1HT Telephone: 020 7407 7164
Silver Walk accommodates 85 men and women students in 17 shared houses in Rotherhithe. There is also one common house for the students' recreational and study use. Twin rooms are often let to couples where one is a full-time graduate student. Silver Walk now offers spaces for families with one small child.

83 Anson Road and 73 Carleton Road London N7 0ET Telephone: 020 7955 7088
The School has 18 furnished flatlets at the junction of Anson and Carleton Roads which are available for letting to couples and families with one child where one is a full-time student at LSE.

University of London Halls of Residence (Intercollegiate Halls)

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

Canterbury Hall Cartwright Gardens, London WC1H 9EE Telephone: 020 7685 3000
230 women students are accommodated in 226 single and 2 twin study bedrooms.

College Hall Malet Street, London WC1E 7HZ Telephone: 020 7685 2000
252 women students are accommodated in 112 single and 70 twin study bedrooms. All first year undergraduates are expected to share.

Commonwealth Hall Cartwright Gardens, London WC1H 9EB Telephone: 020 7685 3500
Commonwealth Hall accommodates 418 men and women students in 412 single study bedrooms and 3 twin study bedrooms.

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

Hughes Parry Hall Cartwright Gardens, London WC1H 9EF Telephone: 020 7685 4000
This Hall provides accommodation for 299 men and women students in 289 single and 5 twin study bedrooms.

International Hall Brunswick Square, London WC1N 1AS Telephone: 020 7685 4500
Accommodation is provided for 533 men and women students in 503 single and 15 twin study bedrooms. Half the accommodation is reserved for British students and half for overseas students.

Nutford House Brown Street (off George Street), London W1H 6AH Telephone: 020 7685 5000
Accommodation is provided for 198 men and women students in 158 single and 20 twin study rooms.

Lillian Penson Hall Talbot Square, London W2 1TT Telephone: 020 7685 2500
The Hall is unique amongst the Intercollegiate Halls in that it accepts postgraduate students only, although it also welcomes applications from research fellows, research scholars and academics on sabbatical leave. There are 271 places for single men and women students and 194 places available for couples. Applications to the Hall are accepted at any time.

Other Residences

AFSIL Limited 10 Endsleigh Gardens, London WC1H 0EH Telephone: 020 7388 7144
AFSIL Limited is a charitable Housing Trust formed by five London colleges including the School and provides a number of furnished flats and flatlets for graduate students studying in London for the first time. The accommodation includes study bedrooms, self-contained bedsits for singles and couples and one- to three-bedroomed flats for couples with children.

University of London Accommodation and Property Management Office
Senate House, Malet Street, London WC1E 7HU Telephone: 020 7862 8881/7862 8880
As well as providing housing information, the ULAO provides and manages accommodation for around 550 students in several self-catering flats and houses.

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

LSE Health Service

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

Nursery

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

Careers Service

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

Students' Union

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

The Union General Meeting is the central decision-making organ of the Union. There are four student sabbatical officers (General Secretary, Treasurer, Education and Welfare Sabbatical, Entertainments Sabbatical) who, via the Executive Committee, are responsible to the Union General Meeting. The Executive Committee of the Union (13 members) is charged with carrying out decisions made by the Union General Meeting and each member has responsibility for a different aspect of Union affairs, including women students, overseas students, mature students and postgraduate students. There are also more than 100 societies. Full details of Union meetings and elections and of the committees and societies are obtainable from the SU Reception in the foyer of the East Building and are also widely advertised in the School.

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 Centre. The Students' Union Reception provides a first point of contact for students seeking information about Union services or Union activities as well as operating a room booking service on behalf of the School. The Union's main focus for administration is its offices on the second floor of the East Building.

The Union employs a number of permanent staff. The General Manager is responsible for the overall co-ordination and smooth running of all union services. The Student Advice Centre employs three Welfare Advisers, a Housing Adviser and a (part-time) counsellor.

The Union also provides a number of services in the fields of student and social welfare, entertainment and cultural and extra-mural education. Amongst these are the socials, discos and concerts organised by the Entertainments Committee and Societies. NUS cards, student rail cards and general information can be obtained from the SU Reception in the East Building foyer.

The Union may be able to offer financial help to students with financial hardship who wish to continue or terminate their (or their partner's) pregnancy, students with children, and disabled students who incur additional expenses due to their disability. The Union also operates a number of other funds which may be able to assist students facing financial difficulties because of unexpected circumstances. Applications should be made through the Student Advice Centre who can also advise all students of any other funds available within the School. All applications are treated in the strictest confidence. The Advice Centre also links up reading volunteers with visually handicapped students and welcomes such offers and enquiries. A free photocopying service is available to disabled students.

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

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

Athletics Union

Athletics are the responsibility of the Athletics Union which has the status of a society within the Students' Union and is a member of the University Athletic Union and Women's Intervarsity Athletics Board. All students are eligible to join the AU; membership is free. The subscription charged for membership of each club is £4 except for basketball, judo, rugby and rowing which is £5. Squash is £10 for

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

The sports grounds total some thirty-five acres at New Malden. There are pitches for Association and Rugby football, hockey and cricket, lawn tennis courts, and running tracks. The pavilions are well appointed and include refectories and bars, a games room and very well

equipped dressing room accommodation. Facilities at the School itself include squash courts, a circuit room, a gymnasium suitable for basketball, table tennis, five-a-side football etc. and the Student Union's state of the art fitness centre. There is an annual open day at New Malden, held in June.

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

Staff and Officers of the Students' Union

Sabbatical Officers

General Secretary Lee Federman
Treasurer Charlotte Knowles
Education and Welfare Officer Louise Proudlove
Entertainments Officer Amar Vidyarthi

Staff

General Manager Gethin Roberts
Finance Secretary Sam Kung
Central Services Administrator Alice Kington
Sports Administrator Sarah Crisp
Fitness Centre Supervisor Kevin Chan
Welfare Advisers Louise Allison, Schimpf Carruthers, Paul Conroy
Housing Adviser Sue Garrett
Counsellor Sheila Gill
Bars Manager Jim Fagan *Assistant Bars Manager* Paul Harman
Shop Manager Kate Slay *Assistant Shop Manager* Andrew Summers
Coffeeshop Manager Jane Yeomans *Coffeeshop Supervisor* Patience Ohaburo

Code of Practice for Compliance with the Education Act 1994

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

The Students' Union is an integral part of the School community, and the Council have drawn up a Code of Practice for compliance, copies of which are available from the Union Information Desk and from the School's Resource Centre in Room H616, Connaught House. 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 20 research centres and units at the School, and several institutes with an involvement in research activities on interdisciplinary topics. Research centre and units range from large multidisciplinary centres with annual turnovers of hundreds of thousands of pounds (eg STICERD, the Centre for Economic Performance, CASE and CARR) to small centres with more modest resources.

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

Most of LSE's research centres and units are entirely financed by industry, commerce, research councils or charitable foundations. The School is successful in attracting funds, both private and public, for research purposes. In recent years LSE received a substantial endowment, from Suntory Limited and the Toyota Motor Company of Japan; over £1 million from City sources for the LSE Financial Markets Group; £1.5 million from a charitable sponsor to establish the Centre for the Study of Global Governance plus £5 million from the Economic and Social Research Council to establish the Centre for Analysis of Risk and Regulation and the Centre for the Analysis of Social Exclusion. In addition, the School has been successful in attracting funds for new chairs, which will stimulate and strengthen research. Funds for research raised from outside sources exceeded £18.5 million in 1998-99.

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

The School recognises the importance of individual research in the social sciences, and each year allocates from general funds a sum (£313,900 for 1999-00) 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 small core staff of the Institute are actively involved in research and policy advice in a number of countries. Their interests include problems of poverty, rural development and crisis management in Asia and Africa, politics and development, institutional reform at national and international levels, gender relations and the political economy of sustainable development at national and international levels. Its members have done sustained work in India, China, Indonesia, the Philippines, Uganda, South Africa, Kenya, and Zimbabwe. In future we expect to develop these and other interests in association with the wide range of colleagues at the School with a strong interest in development studies.

The 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. Current projects include new approaches to the financing of local government investments for the cities of Naples, Brescia, Gorizia and Viareggio, and a series of studies for the preparation of regional development programmes for Agenda 2000 on behalf of the regions of Emilia-Romagna, Tuscany and Asturias, Campania. The Lab is also advising the Italian Government on the European Spatial Planning Perspective and Interreg III.

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

The **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 and the Vienna Institute for International Economic Studies, the Balkan Reconstruction Observatory which monitors and analyses developments in the region of Southeastern Europe. The Eleftherios Venizelos Professor in Contemporary Greek Studies is the Director of the Hellenic Observatory.

The **Association for the Study of Ethnicity and Nationalism (ASEN)** has an international, multidisciplinary membership of approximately 500 academics, researchers and students. Its journal *Nations and Nationalism* is published four times a year and is the only scholarly journal in the English-speaking world which is specifically concerned with the study of nationalism in all regions of the globe. In addition to its journal, ASEN publishes a bi-annual *Bulletin*, and hosts a range of seminars, lectures and conferences. The Ernest Gellner Nationalism Annual Lecture was inaugurated in 1996, and in 2000 was given by Professor B O'Leary; in 2000 the tenth annual ASEN conference addressed the topic of Nationalism and The State, and attracted a large international audience.

The **Forum for European Philosophy** was set up in 1996 in order to promote dialogue between philosophers in Britain and the rest of Europe as well as encouraging 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 38 Universities and Institutions as well as 50 Individual members. At the 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).

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.

Gender Institute

The Institute's research programme has six components:

- Feminist Political Theory – including the relationship between feminism and liberalism; democracy, difference and citizenship; the political representation of gender, race and ethnicity; multiculturalism; human rights; ethics, justice and care.
- Social Policy, Social Capital and Health – with a particular emphasis on gender and the analysis of social exclusion and social capital; inequalities in health between different population groups; ethnicity, community and health; HIV and public health; bio-technology and new reproductive technologies; the health of children and young people; the social networks of young people; gender and old age.
- Households, Employment and Work – with special attention to new patterns of work and new patterns of family life; gender and the labour market; female-headed households and lone parents; parenting in lesbian and gay communities; globalization and changing work practices; flexible labour deployment; new information technologies and the future of work; women as entrepreneurs.
- Media, New Communication Technologies, and Popular Culture – with particular focus on representations of femininity and masculinity and sexuality; audiences, consumption and spectatorship; new/digital media; information and communications technologies and questions of access, exclusion, equality and empowerment; radio, changing representational practices and cultural politics.
- Sexualities, and Sexual and Gender Identities – with special attention to social and cross-cultural constructions of masculinity and femininity; the relationship between gender and sexuality; transitions to adulthood for gay and lesbian youth; bisexuality and queer theory; relationship between ethnicity, gender and class.
- Gender, Violence and Conflict – with a particular emphasis on the analysis of gender relations and the reconstruction of societies in situations of war and civil conflict.

Interdisciplinary Institute of Management

The Institute's research programme includes:

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

The Methodology Institute

Current research projects in the Institute include:

- Survey methodology: sampling and non-sampling errors.
- Qualitative research: forms of interviewing, media analysis and quality indicators for qualitative methods.
- Multi-level modelling and event history analysis.
- Categorical data analysis.
- Judgement, Decision-making and bargaining.
- Risk perceptions and risk communication.
- Public perception of biotechnology and the public understanding of science.
- Changes in working conditions
- Trends in social class mobility

Research Centres

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

STICERD finances a wide variety of research by members of the School staff, both inside and outside the Centres. Areas of research being undertaken within the Centres include work on economic organisation and public policy; an empirical analysis of three of the principal dimensions of social exclusion – the economy and incomes, families and family change, and communities and neighbourhoods; on income distribution; research on industrial organisation and high technology industries, and on Japanese international studies. The Centres share with the Department of Economic History the Saji Research Senior Lectureship in Japanese Economic and Social History.

Support for postgraduate students is offered annually in the form of the Suntory and Toyota Studentships. The awards are intended to cover LSE fees, and may also include a maintenance grant. The Centres also offer two post-doctoral fellowships a year.

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

Seminars are organised in a variety of fields during the year, including the Theoretical Economics Workshop, the International Studies Programme Symposia, the Japanese Seminars, Development and Growth Seminars, the ESRC Centre for the Analysis of Social Exclusion Seminars and the Economics of Industry Seminars. Financial support is provided to the FMG for the Taxation Seminars and the Capital Markets Workshop.

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

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

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

The Asia Research Centre

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

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 £1.8M in research income has been generated.

Research staff are employed on the following projects: History of British Rail, 1974-97 (Dr Terry Gourvish, Dr Michael Anson); Information Technology Policy in Britain, 1945-1990 (Dr Martin Campbell-Kelly, Dr Richard Coopey); Mail Order Retailing in Britain (Dr Dilwyn Porter, Dr Richard Coopey). In addition, there are several projects directed by scholars connected with the Unit, including Dr Youssef Cassis (Big Business in 20th Century Europe); Dr Peter Lyth (International Airlines Development); Dr Dilwyn Porter (History of Financial Journalism); Dr Nick Tiratsoo and Dr Francesca Fauri (European Business Schools); and Professor Jim Tomlinson and Dr Nick Tiratsoo (Productivity Policies, 1945-70). The Unit also holds an EU TMR grant (Mr Giuliano Maielli, Restructuring of the Italian and British Motor Industries). It runs regular seminars for businessmen, staff and postgraduates and has a distinguished group of associates (former staff and others engaged professionally in business history outside the School) who contribute to its work. The Unit also organises regular international conferences on themes in business history and has a discussion paper series. The BHU is host to a number of academic visitors.

Centre for the Analysis of Risk and Regulation

The Centre for the Analysis of Risk and Regulation is in its first year as a major ESRC research centre. The Director of the Centre is Professor Michael Power (Accounting & Finance) and its Deputy Directors are Professor Robert Baldwin (Law) and Professor Bridget Hutter (Sociology). This interdisciplinary centre also includes staff from a number of departments, including Government, Geography & Environment, Social Psychology, Operational Research, and Economics.

The Centre focuses on regulatory systems and risk management practices and their interaction. Research addresses regulation and risk in the fields of corporate and governmental control, and combines quantitative and qualitative traditions of research and analysis. An important part of the remit of the centre is to attract world class academics and practitioners, and to provide a national centre for research on risk and regulation. Research is organised around three main programmes: Organisations and Risk Management; Business Regulation and Corporate Governance; Regulation of Government and Governance.

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 an endowed chair in risk management with a specific focus on the development of an MSc in *Management and Regulation of Risk*. This programme will be offered from 2001/2002. Aon, an insurance and professional services company is sponsoring a fellowship in risk management to focus on corporate risk, and BP Amoco are funding research in complex risk.

Centre for Civil Society

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

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

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

The Centre maintains a highly active and diversified research programme. Research projects at the Centre range from basic theoretical approaches and empirical work to organisational and policy studies to historical analysis. Many research projects are inter-disciplinary and comparative. Examples of current and planned research projects include: mapping civil society; understudying social entrepreneurship; NGOs and development, the culture of giving in Britain; evolution in the third sector: charity, social enterprises, and the new mutualism; the European Union and the voluntary sector; civil society and value changes in Britain; history of housing associations; developing a global civil society information system; foundations in Europe; studying small, local organisations; new work: 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*. The Centre supports two of the leading journals in the field: *Voluntas*, The International Journal of Nonprofit Organisations, the official journal of ISTR, the International Society for Third Sector Research; and *Nonprofit Management and Leadership*.

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: +44 020 7955 7375/7205; Fax: +44 020 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

The Centre for Discrete and Applicable Mathematics (CDAM) was founded at the School in its centenary year, 1995. At the meeting of the Research Committee in February 2000, CDAM was re-established for a further period of five years. It aims to bring together the many strands of mathematical work being carried out at the LSE, raising the profile of mathematics in the social sciences. CDAM is particularly active in the areas of Combinatorial Optimization, Game Theory, Theory of Economic Forecasting, Artificial Neural Networks, Complexity Theory, Mathematical Programming, Discrete Probabilistic Analysis, Social Choice Theory, Mathematics in Finance, and Rendezvous Search Theory.

CDAM Seminar: The weekly seminar at 2pm on Thursdays attracts good audiences from inside and outside the LSE. The seminar will continue at its traditional time, and it will be a regular meeting point for members of CDAM. We have a programme of speakers to reflect the widening horizons of the Centre.

CDAM Report Series: Established in 1992, there are now over 170 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

The Centre was established in April 1990 as a major ESRC interdisciplinary research centre. It builds on and incorporates the former Centre for Labour Economics and is now the School's largest research unit. The main aims of the Centre are to explain why some firms are persistently more successful than others, and why some countries' economies work better than others.

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

The 60 senior staff, drawn from all these disciplines, are mainly members of the LSE teaching staff. Further key contributions come from staff at Harvard (Professor Richard Freeman head of Labor Studies Program at NBER became part-time co-director in 2000), Aston, Kent, Bristol, Newcastle and Sussex. The 30 or so junior staff are mainly research assistants working for PhDs on an apprenticeship basis: six PhD's are completed in the Centre each year. This provides a real opportunity to attract and develop a core of well-trained social scientists in this area.

The work of the Centre is organised under three major programmes run by leading experts in the field: Labour Markets (Professor Steven Nickell) covering supply and demand for skills, labour market policies and institutions, people management and economic performance; Globalisation (Professor A Venables) dealing with trade and the location of economic activity, the reform of international financial systems, foreign direct investment and European integration; and Technology and Growth (Professor C Pissarides) dealing with knowledge and growth, uncertainty and macro-economic performance and the Internet Economy.

The ESRC contributes £1.2m a year and a further 60% is earned from contracts with the DfEE, European Commission, the Leverhulme Trust, OECD and the Rowntree Foundation. The Centre also obtains support from business, and runs events for its Senior Business Forum at which members of the Centre present their findings to a selected group of senior executives.

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

Centre for Educational Research

The Centre was established in 1990 under the directorship of Professor Desmond Nuttall, formerly head of the Inner London Education Authority's Research and Statistics Branch. It is now 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 policy in the UK and the European Union. In addition, a range of other research and consultancy activities are regularly undertaken.

The current programme of research includes the following:

- An evaluation of the specialist schools programme, funded by the DfEE.
 - Research on the financing of education and training, both in the UK and elsewhere.
 - Demand-side financing of education and training (including voucher mechanisms).
 - An investigation of environmental education curricula in the EU, funded by the Environment Directorate-General.
 - An investigation of higher education admissions and student mobility in the EU, funded by the Research Directorate-General of the European Commission.
 - An investigation of language learning statistics/survey data across the EU funded by the Education and Culture Directorate-General of the European Commission.
 - Research on the English education reforms and their impact on equity and social exclusion.
- Research and consultancy services are undertaken on a regular basis and clients have included the World Bank, the Office of Manpower Economics and the inner London boroughs. Other work has been carried out for a range of charitable foundations.

Centre for International Studies

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 1999-2000 the following Visiting Fellows were appointed: Dr Anita Inder Singh; Dr S Stanishchev, Bulgarian Socialist Party; Professor J Stiehm, US Army War College; Professor M Osiel, University of Iowa; Professor A Tovas, Hebrew University of Jerusalem; Mr G Joffe, (formerly) Royal Institute of International Affairs; Dr D Murphy, Georgetown University; Dr B Hansen, University of Copenhagen.

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*.

Centre for Philosophy of Natural and Social Science

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

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

The Popper Seminar Debate (1): *The Social Responsibility of the Scientist*

The Popper Seminar Debate (2): *How to put Science in a Museum?*

Sigma Club (1): *Conference on the Philosophical Foundations of General Relativity*

Sigma Club (2): *A New Critique of Theological Interpretations of Physical Cosmology*

Economics and Human Values Workshop

The Goldsmith Lecture: *The Science of Suffering*

All-London History and Philosophy of Science Seminar – *Objectivity and the Cosmic Community*

Rationality: *Emotion, Consciousness and Decision Making*

A thriving visitors programme attracts distinguished visitors from abroad whose research interests overlap with those of Centre members.

Research projects include Measurement in Physics and Economics, Travel and Tourism, Methodology of Experimental Economics, Economics, Human Values and Social Enquiry. The Lakatos Archive Project, the Rationality Project, the Biology, Medicine and Society programme, and the Goldsmith 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)

The Centre was established at the London School of Economics in 1990 under the direction of Dr Jonathan Leape. CREFSA has become a leading centre of independent research into the determinants of cross-border capital flows and their implications for macroeconomic policy in Southern Africa; the structure and development of the financial system and the framework for financial regulation in the region; and prospects for regional integration in the Southern African Development Community. The Centre has received substantial grants from the Commonwealth and the UK Department for International Development as well as grants from the Swedish and Danish development agencies and others. CREFSA has two related objectives: firstly, to help inform economic policy debates through a focused programme of research and secondly, to contribute to institution-building initiatives within the region. The Centre's research is disseminated primarily through the widely circulated *Review* which is now available online from CREFSA's web site. 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.

Centre for the Study of Global Governance

The Centre for the Study of Global Governance was established with an initial grant from the Maurice Laing and Rufford Foundations, and started regular operations in October 1992. The Centre has established itself as an innovative initiative which straddles academia, the policy-making world and the interested public. It has arranged public lectures by prominent international public servants and academics; disseminated discussion papers to a growing list of readers; and has arranged a high level small-scale intensive forum on global governance. It is currently engaged in a programme of research on global civil society financed by the MacArthur Foundation and the Rockefeller Foundation.

The Centre sees as its task:

to inquire into the origin and nature of urgent problems facing the globe (whether poverty, population growth, environmental degradation, human rights, migration of human populations, economic development or emergency relief) which are amenable to a global, multinational co-operative solution, and to advance solutions with a view

to inform by way of public lectures, discussion papers, an Annual Forum and a Report, the interested public, so as to encourage a debate and dialogue about the problems and their possible solutions, so as

to influence agencies and organisations engaged in seeking and implementing solutions to these urgent problems.

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

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

Computer Security Research Centre

The Centre was opened in July 1991 and focuses on the management and policy aspects of information security.

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

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

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

In addition to its continuing programme of doctoral research, the Centre is leading the following collaborative research projects:

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

Control of Money Laundering in the Electronic Years (COMELY): COMELY is a research project focusing on the new threats to money laundering control from emerging payment technologies. The Project began in October 1999 and has drawn in collaborators including law enforcement agencies, financial regulators and financial institutions.

Distance Learning Project (DISTL): The CSRC DISTL project researches teaching and learning by use of the Web. Funded since April 1998 by the Higher Education Funding Council (through the LSE Award Committee), the research has currently reached the stage where we are putting to the School a major proposal for an online MSc in Information Systems Security – Policy and Management Issues.

ESRC Research Centre for Analysis of Social Exclusion

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 and the Nuffield Foundation.

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

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

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

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

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

LSE Housing

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

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

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

Over the last year our research programmes have again had a highly productive year. The Centre has produced 25 Discussion Papers and 14 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 1999 we also had 4 conferences and 36 seminars and 25 visitors. The Centre has completed most of its planned research objectives within budget and has embarked on a number of new research initiatives for which we are currently seeking funding.

Greater London Group

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

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

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

In addition to major projects, Group members are regularly involved in research and consultancy on London and metropolitan issues. Regular conferences and seminars are held at the LSE and elsewhere. Group members addressed a number of conferences during 1997 and 1998, including ones held by the Association of London Government, the Institute of Public Policy Research, the London Research Centre, the Government Office for London, the Audit Commission and the Corporation of London.

A series of seminars was held in 1998 and 1999, arranged jointly with the City Policy, Architecture and Engineering Programme, involving a number of key individuals concerned with the new system of London government. Such speakers included: Lord Archer of Weston-super-Mare, Michael Cassidy, Sir Alan Greengross, Margaret Hodge, MP, Simon Hughes, MP, Ken Livingstone, MP, Steven Norris and Trevor Phillips. A London archive, consisting of policy papers and reports from the institutions most involved in London government, is maintained.

LSE Health

LSE Health was established in 1994 as a multidisciplinary research centre at the London School of Economics within the School's Department of Social Policy. It is also affiliated to the European Institute, the Department of Social Psychology and the Department of Operational Research. The Centre also brings together members of the LSE academic staff from other departments working on health policy issues. There are currently 25 staff members and 20 research associates.

LSE Health's fundamental mission is the production and dissemination of high quality knowledge about health and health care with a particular focus on international health policy. 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; health policy in Britain; health technology assessment and outcomes; and pharmaceutical economics and policies.

New areas that have attracted staff's particular research interests are European institutions' health policy developments; health outcomes with particular reference to methodology and survey research; and comparative research on rationing. Also of continuing interest are the theory and practice of quasi-markets, the methodology and analysis of comparative health policy, and surveys and empirical research on citizens' views on priority setting and health care reform.

The Centre organises the Jean Monnet Module in European and Comparative Health Policy as an option to several MSc courses and LSE Health organises several intensive courses and a summer school.

Research programmes have been and are being financed from a wide variety of external bodies, with general support for major programmes coming from the Economic and Social Research Council (ESRC), the Department of Health, and the European Commission.

LSE Health is a WHO Collaborating Centre for European Health and a founding member of the European Health Policy Research Network (EHPRN). In addition, substantial collaboration is undertaken with research units and academic departments within the LSE and with a range of other universities and external organisations. Staff are currently working with and in a range of countries including Russia, Croatia, Mexico, Australia, Japan, Canada, USA, Hungary, Romania and most Member States of the European Union.

LSE Health is a founding member of the European Observatory on Health Care Systems which is a joint initiative of seven partners. These include: WHO Regional Office for Europe (WHO/Europe); the Government of Norway; the Government of Spain; the World Bank (WB); the European Investment Bank (EIB), LSE and the London School of Hygiene and Tropical Medicine (LSHTM).

The aim of the Observatory is to provide background descriptive and analytic support to health policy-makers in the 51 countries of the WHO European region, as they formulate strategy for the development of their national systems, and to international agencies, as they provide consultation and programme support to governments.

The objectives of the Observatory are to provide high-quality knowledge about the health systems in countries of the European Region and in relevant countries outside the Region; to monitor health system developments and reforms, identify key experiences of good practice and assess the impact of different strategies; to analyse experience of major health system innovations by comparing existing research evidence from countries and utilising a format that is directly relevant to and accessible by key actors and policy-makers in countries; to communicate and disseminate the findings on an ongoing basis; to provide short-term training on policy related areas to selected policy-makers in the Region.

The Centre publishes a Discussion Paper Series. It also publishes *Eurohealth*, a quarterly bulletin which provides a forum for policy-makers and experts to express their views on health policy issues and so contribute to a constructive debate on public health policy in Europe. It plays a unique role in promoting debate between leading researchers and academics and senior policy-makers and government officials. The bulletin has an international audience of policy-makers, academics and health policy experts. *Eurohealth's* Special Supplement on Central and Eastern Europe is published annually and concentrates on the particular health policy and public health issues relevant to the Central and Eastern Europe (CEE) countries, including those of Russia and the Newly Independent States (NIS).

LSE London

Acting Chair: Professor Richard Sennett, Sociology

Director: Professor Christine Whitehead, Economics

Administration: 020 7955 6522

In 1998 the London School of Economics established LSE London as a center of research excellence on the economic and social issues of the London region, as well as the problems and possibilities of other urban and metropolitan regions.

Objectives:

1. Promote a creative research environment for those working in urban and metropolitan studies
2. Support links between the urban research and policy communities
3. Facilitate visits by urban scholars from outside the LSE
4. Publicize and distribute LSE research on urban and metropolitan issues

LSE London Activities: *Research, Seminars, Dissemination*

A Hub for Urban Research:

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

Current on-going research affiliated with LSE London:

- *Economic Competitiveness, Social Cohesion, and the Policy Environment in London:* an ESRC-funded project being undertaken in collaboration with researchers at the UCL, the University of Reading, and the University of Essex (Kleinman)
- *London/New York Study:* a comparative study of the economy, transport, and government in these major cities, funded by a consortium of London businesses and managed by Greater London Enterprise. (Scanlon, Travers)
- *London's Housing: Future Perspectives:* an examination of the likely demand for housing until 2021, the relationship between labor demand and housing provision, and the need for affordable housing, sponsored by GOL and the Housing Corporation (Whitehead)
- *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)
- *The Greater London Authority and Network Governance:* new ESRC-funded project that will examine the impact of the GLA on the existing mode of governance in London (Kleinman)
- *Institutional Change in London:* new ESRC-funded project that will examine the preparation for and start-up of the GLA (Travers, Kleinman)
- *Park Royal Partnership Strategy Development:* a study to inform strategy for this partnership, being undertaken with Llewellyn-Davies, a planning consultancy (Kleinman, Travers, Burdett)

LSE London Seminars:

In order to air research findings and encourage policy debate within and between the academic and policy-making communities, LSE London sponsors seminars on a serial and ad hoc basis.

LSE London Discussion Papers:

In order to disseminate policy-relevant research more quickly, LSE London launched a discussion paper series at the end of 1999. For a list of titles, consult LSE London's web entry on the directory of school research centers: <http://www.lse.ac.uk/Depts/research.htm>.

Mannheim Centre for Criminology and Criminal Justice

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

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

Personal Social Services Research Unit

The Personal Social Services Research Unit (PSSRU) conducts research on community care (health and social care) for adults and children, and related policy and practice issues. Particular attention is given to economic aspects of community care, older people and mental illness.

The PSSRU research focuses on needs, resources and outcomes in social and health care. Its concerns are resourcing, equity and efficiency from the perspective of users, agencies and others. Most of the PSSRU research, consultancy and policy analysis is focused on 'community care', but the Unit also works on other areas such as in-patient health care, housing, criminal justice services and the voluntary sector.

The PSSRU conducts policy analysis, research and consultancy in the UK and in many other countries.

Population Investigation Committee

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

Since 1947, the Committee has published *Population Studies*, the first English language journal devoted to the subject and one of the world's leading demographic publications. The first editors were Professor D V Glass and Mr E Grebenik (who continues as a member of the editorial board). The current managing editor is Mr J Simons, the other editors being Professor J Cleland (London School of Hygiene and Tropical Medicine), Professor J N Hobcraft (LSE), Professor Heather Joshi (City University), Professor M Murphy (LSE), Dr Gigi Santow (Stockholm University), Dr R Smith (Cambridge Group for the History of Population and Social Structure) and Dr I Timaeus (London School of Hygiene and Tropical Medicine). The journal appears three times a year and has a circulation of nearly 1,400, more than 85% of which is made up of overseas subscribers.

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

In 1981, the Committee set up a small grants scheme to encourage research work in population studies, and grants have been given to enable data to be collected in India, Italy, Swaziland, Sri Lanka and Malaysia, as well as in the UK. In addition, the Committee established in 1995 a Scholarship Fund, open to UK postgraduate students following an approved one-year Master's degree course in population studies.

The 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 or in connection with the School. Over the years there has been a steady and distinguished flow of papers, books and journals, some issued directly from the School and some issued in association with the School by selected British publishers.

Journals

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

The British Journal of Sociology

British Journal of Industrial Relations

Economica

The Journal of Transport Economics and Policy

Population Studies

Millennium

Russian Economic Trends

Government and Opposition

Modern Law Review

Development of the LSE's Publishing Resources

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

- To develop existing journals and foster new journal projects within the LSE, in print and electronic form
- To provide advice on the protection of the School's intellectual property rights
- To promote partnerships with commercial publishers for LSE-branded book series
- To provide advice to staff and students on getting published, and on contractual and financial matters

Contact Beverley Friedgood, Head of Academic Publishing, tel. 020 7955 7960, email B.Friedgood@lse.ac.uk

or Julie Savage, Academic Publications Secretary, tel 020 7955 7692, email J.Savage@lse.ac.uk

Books, Pamphlets and Occasional Papers

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

LSE Monographs on Social Anthropology (Athlone Press, Editor, Dr D McKnight)

Reprints of Scarce Works on Political Economy (*Economica* Office)

Greater London Papers (Greater London Group)

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

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

Centre for Economic Performance Discussion Papers

Geographical Research and Discussion Papers (Geography and Environment Department)

Financial Markets Group Discussion Papers

LSE Centre for Civil Society Papers

The Population Investigation Committee publications

LSE Handbooks in Economic Analysis (Simon & Schuster, Editor, Professor F A Cowell)

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

European Political Economy Series (publications of EPERN, European Institute)

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

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

Regulations as to Honorary Fellows

- The Nominations Committee of the Court of Governors shall consist of the Chairman and both Vice-Chairmen of the Court of Governors, the Director, both Pro-Directors, the Vice-Chairman of the Academic Board, three lay governor members, three academic members appointed by the Court on the recommendation of the Academic Board and two student members appointed by the Court on the recommendation of the Students' Union.
- 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 in April from:
 - each member of the Court of Governors
 - each member of the Academic Board
 - each Honorary Fellow
- Not more than two suggestions are permitted from the same person in any one year. If two suggestions are made, one should be the 'lead' suggestion and the other a 'supporting' one. Every suggestion shall be made in writing, shall be signed by the person making it and shall be received by the Secretary not later than 15 September. Unless successful or withdrawn, it shall be regarded as current for three successive years, including the year of nomination, after which it shall lapse; but a fresh suggestion of the same name can be made.
- 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.
- 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.
- 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

General

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

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

Admission

- An applicant for admission shall be required
 - to satisfy, or to be formally exempted by the School from, the entry requirements prescribed for the programme concerned, and
 - to apply through the prescribed procedure and to comply with subsequent administrative requirements.
- 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.
- 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.
- The School may from time to time determine the age or ages below which it will not admit students or will not admit them without special consideration.

Registration

- 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.
- 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:
 - to have satisfied the academic requirements for progression from the previous year of study, and
 - to have completed all forms required by the School as part of the re-registration process, and
 - 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
 - not to have been barred from further registration at the time concerned by application of these or other Regulations.
- Registration shall be effected in person at the School unless the Academic Registrar prescribes an alternative procedure.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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

- 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.
- Registration shall constitute entry for the examinations and/or other assessment in question, subject to Regulations 15 and 17.
- 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.
- 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.
- Students other than research students shall be governed by the *Regulations on assessment offences in taught degree and diploma courses*.
- To be eligible for the award of a degree, diploma or other qualification a student must
 - have completed to the satisfaction of the School the programme prescribed by the School for the qualification concerned, and
 - 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.
- 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.

Grievances and appeals

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

Termination of registration

- A student shall cease to be a student of the School if any of the following conditions apply:
 - completion of the programme of study for which he/she was registered
 - voluntary withdrawal from the programme for which he/she was registered
 - 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
 - failure to satisfy the requirements for registration or re-registration
 - expulsion by the Director under the Regulations for the Conduct of Students or under Regulation 29 of these Regulations.
- 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:
 - 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;
 - failure, without adequate reason, to enter for an element of assessment after completing the normal course;
 - any assessment offence admitted by the student or established under the *Regulations on assessment offences in taught degree and diploma courses*;
 - any other good academic cause;
 - 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.
- The point at which registration shall cease under Regulation 28 shall be
 - under Regulations 28.1 or 28.3, at the end of the final term of permitted study
 - under Regulation 28.2, at the end of the week in which formal notification of withdrawal is made
 - under Regulation 28.4, at a date determined from time to time by the Academic Registrar
 - under Regulation 28.5, at a date determined by the Director.

School Policy on Equal Opportunities

The London School of Economics and Political Science is committed to secure Equal Opportunities and treatment in employment, training and education. The School rejects any direct or indirect discrimination because of colour, race, religion, nationality, ethnic or national origins, gender or marital status, disability, HIV status, sexuality, age, political opinion and association and trade union membership and activities. The School is committed to a programme of action to give effect to this policy and fully associates itself with Opportunity 2000 as a major part of this initiative. *Approved by the Court of Governors, 29 June 1995*

School Policy on Students with Disabilities

The School's policy is:

- So far as is practicable, reasonable and financially feasible
 - to ensure that no application for a student place shall be rejected on grounds of disability, and
 - to ensure for students with disabilities safe access to, and working conditions in, the premises of the School, (including residential accommodation), and
 - to meet the special requirements a student may have.
- It is therefore helpful for the School to know about the degree of disability or handicap in advance so that it may offer advice on what facilities – or special treatment where necessary – may be available. Applicants are encouraged to inform the School in advance of the nature of their disability by using the forms provided.
- To keep under review, through the Adviser to Students with Disabilities in consultation with the Student Health Service, the Students' Union Welfare Office and such students with disabilities organisations as may be in existence, the formulation of policy towards students with disabilities their needs and the provision made for them.
- To develop a positive attitude towards disability through the Adviser to Students with Disabilities in consultation with other individuals and groups as necessary by furthering the awareness of non-disabled members of the School concerning the nature of various forms of disability.
- Through the Adviser to Students with Disabilities to investigate, promote and maintain contacts with other institutions concerned with the education and welfare of students with disabilities, both in the United Kingdom and in other countries.
- To continue to advise students with disabilities on their career prospects and to develop resources to that end wherever possible. *Approved by the Academic Board, 18 February 1987 and amended 27 November 1996*

Regulations for Short Courses and Summer Schools

General

1. These regulations are made pursuant to the School's General Academic Regulations.
2. For the purposes of these regulations, short courses and Summer Schools shall include all courses where the students are not registered under the Regulations for First Degrees, the Regulations for Diplomas, the Regulations for MA and MSc Degrees or the Regulations for the Degrees of MPhil and PhD. These students shall normally be recorded for the purposes of the Higher Education Statistics Agency in their record of non-credit-bearing courses.
3. Proposals for short courses and Summer Schools offered in the School's name must be considered for approval by the Committee on Continuing Education (CCE) or Summer School Board (SSB) as appropriate under procedures approved by the Academic Board; except that courses for which no certificate or other award in the School's name (other than a certificate of attendance) is offered, and which last for no longer than 42 contact hours, may be approved by the Chair of the CCE or other officer of the School approved by the CCE.
4. For short courses a member of the School's full-time staff shall be appointed either as Course Director or as a person responsible for ensuring that the course is designed and delivered to the standards required by the CCE, and Academic Directors will be responsible for ensuring academic standards in the Summer Schools.
5. Students on short courses and Summer Schools are subject to the appropriate Regulations, Codes of Practice and Procedures as published in the School *Calendar*, including the General Academic Regulations, the Regulations for Students, Code of Practice on Free Speech, Rules Relating to Student Activities, Procedure for the Submission of Grievances by Students on Academic Matters and Procedure for Complaints of Sexual Harassment. In respect of short courses the Course Director concerned or the Chair of the CCE shall be the appropriate person to act in respect of students in place of the Dean of the Graduate School or the Dean of Undergraduate Studies where these are referred to in regulations, codes and procedures. In the case of a Summer School students shall be referred to the Convener.
6. Students on short courses and Summer Schools are entitled to the use of School services as specifically defined (in agreement with the relevant offices and services) for each short course or Summer School; the fees for each short course and Summer School will be calculated and charged accordingly. The School will notify each student before registration of the terms and conditions of access to School services covered by the fees paid for their courses; unless the School notifies a student to the contrary, any relevant published code of practice, policy or procedure will apply to a student's use of a School service which is included in the fee for the course.

Examinations and Certification

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

External Clients

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

History of the School

The founding of the School in 1895 came at a time of great change in social thinking and of educational expansion and reform, including university extension work, particularly in London, and technical education. A group of politically-active intellectuals identified a need for a centre where political and social problems could be studied as profoundly as they were being studied in universities on the continent and in America. Opportunity matched the need when Henry Hunt Hutchinson died in 1894, leaving instructions that Sidney Webb and four other trustees were to dispose of the residue of his estate for socially progressive purposes but otherwise more or less as they thought fit. Sidney and Beatrice Webb, and others, drew on their very extensive individual and public contacts to gather support and collect subscriptions, and the School came into being.

Its aim 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 Fabians, but they firmly established that the School was not to be the servant of any political or economic dogma but only of the impartial pursuit of knowledge and understanding; they saw it as *a wider foundation than street-corner preaching*. ...It is *honestly scientific*. From the first the School set itself to cater for older students as well as for those of normal university age, attracting them particularly from business and administration; and from the first it held itself open equally to students of both sexes. The School joined the reorganised University of London in 1900, its three-year course providing the basis of the new BSc(Econ) degree.

At first there were 300 students. After the First World War there were 2,900, and 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 to a half in 1939 and to two-thirds in 1946. The proportion attending evening teaching fell from a half in 1920 to a third in 1939, and to a quarter in 1946. As opportunities for full-time study expanded 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.

The School remains unusual among British 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%, in the 1960s some 30% and now over 50%. The range of student origins has been wide: in 1921 the then Director claimed that at the School one could, in Samuel Johnson's words 'survey mankind from China to Peru'. Now over 130 countries are represented. Similarly, there are many contacts with overseas organisations and academic institutions. Many eminent scholars, world leaders and public figures come to lecture and debate or to attend seminars, and every year some 100 academic visitors come from abroad to work at the School.

Much of the development of the social sciences in this country has its origins in work done at the School. Seven Nobel Prize winners in Economics have been either LSE staff or alumni: Sir John Hicks (1972), Friedrich von Hayek (1974), James Meade (1977), Sir Arthur Lewis (1979), Ronald Coase (1991), Amartya Sen (1998) and Robert Mundell (1999); but, as the list of subjects in the original Articles of Association suggests, the School's work has concerned the social sciences in the widest senses, theoretical and empirical, quantitative and humanistic. 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 were 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.

This innovation continues, within established disciplines and at the points where they meet. In recent years research has been supported by many different public and private organisations (pre-eminent amongst which is the support of Suntory Ltd and Toyota Ltd for the International Centres for Economics and Related Disciplines). Externally-funded research continues at a high level: in 1998/99 nearly £12M of new research contracts were secured. Currently there are 30 research centres, the most recent being the Centre for the Analysis of Risk and Regulation and the Centre for the Economics of Education. The School performs at international standards in the regular research assessments conducted by HEFCE, and interpretations of the latest such exercise (1996) it was placed either first, second or third. Research at the School has frequently been disseminated through a series of journals, starting with *Economica* in 1921.

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. Now there are also activities at a different level, designed to bring towards higher education those local school students whose backgrounds might otherwise discourage them.

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. 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.

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, and 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, but in 1902 the LCC 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. The East Building followed in 1931. The St Clement's Building was opened in 1961. Connaught House was leased in 1966 and purchased in 1989. The St Clement's extension and the Clare Market building were opened in 1970. In 1978 the Library moved into the former headquarters of W H Smith, now renamed the Lionel Robbins Building: in one move the School obtained 60% more space. In 1992, the School acquired the former St Philip's Hospital and in 1995 the Royalty (now the Peacock) Theatre, providing an excellent venue for major occasions. In 1996 Clement House on Aldwych added attractive new teaching and office space. Only in 1997 did the School complete the purchase of all the properties in Houghton Street, which had originally been a street of small houses and shops with a public house (the Three Tuns, a name still used for the Students' Union Bar) and a school.

From 1999 the Library is being completely redeveloped with considerable funding from the HEFCE, the Heritage Lottery Foundation and private donors, and the new building, designed by Foster and Partners, will give the School an appropriate start to the new century. In 2000 the School purchased one office tower in Clements Inn for occupation during the next academic year, and may in due course purchase the other towers. Since 1989, the School has been acquiring new residences and by 1996 it owned one of the largest collections of residential accommodation in London. Land at New Malden has been used for playing fields since the 1920s.

Much has been done to improve the appearance of Houghton Street. 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 has proposed further pedestrianisation of the streets between its major buildings. Inside the buildings a major effort continues to improve conditions in public space and teaching rooms, and the deliberate use of artworks is bringing a new atmosphere to some areas.

Unusually but not uniquely the School does not possess a Royal Charter but is a company limited by guarantee. The idea of a Charter emerges from time to time, but its demerits have always been felt to be greater than its advantages. That there are problems in its present position, being open both to judicial review and to visitorial jurisdiction, has so far been a theoretical issue.

Over the years the School has owed much to the generosity of organisations and individuals. For many years the LCC gave invaluable support, and the School has enjoyed its share of government funding through the UGC and UFC; but private funding, much of it from overseas, has also played its part. The Ratan Tata Foundation helped fund early work in Social Administration; many inter-war developments relied on the help of the Laura Spellman Rockefeller Memorial. The response to successive appeals for the Library, for financial support for students, for the Butler's Wharf development and other developments, testifies to the importance attached world-wide to the continuing vitality of the School's work and to its standing as a major international institution in the social sciences.

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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.
5. *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: 1995-96 to 1999-2000

	Session 1995-96	Session 1996-97	Session 1997-98	Session 1998-99	Session 1999-2000
1. REGULAR STUDENTS					
Full-Time					
Undergraduate Degree	2763	2698	2757	2804	3009
Other Undergraduates	287	291	361	391	375
Total: Full-Time Undergraduates	3050	2989	3118	3195	3384
Higher Degree	1894	2339	2673	2893	2936
Higher Diploma	120	145	152	119	115
Research Fee	23	37	37	30	29
Exchange Students	2	16	20	17	20
Total: Full-Time Postgraduates	2039	2537	2882	3059	3100
TOTAL: ALL FULL-TIME STUDENTS	5089	5526	6000	6254	6484
Part-Time					
Undergraduate Degree	57	56	2	58	34
Other Undergraduates	22	2	-	-	-
Total: Part-Time Undergraduates	79	58	2	58	34
Higher Degree	784	797	779	814	774
Higher Diploma	8	6	9	9	3
Research Fee	3	2	4	2	2
Total: Part-Time Postgraduates	795	805	792	825	779
TOTAL: ALL PART-TIME STUDENTS	874	863	794	883	813
TOTAL: ALL UNDERGRADUATE STUDENTS	3129	3047	3120	3253	3418
TOTAL: ALL POSTGRADUATE STUDENTS	2834	3342	3674	3884	3879
TOTAL: ALL REGULAR STUDENTS	5963	6389	6794	7137	7297
2. OTHER STUDENTS					
Occasional Students	77	26	19	22	6
Single Term Students	116	61	-	-	-
TOTAL: OTHER STUDENTS	193	87	19	22	6
3. TOTAL: ALL STUDENTS	6156	6476	6813	7159	7303

Table B: Undergraduate and Postgraduate Students Domiciled Overseas: 1995-96 to 1999-2000

	Session 1995-96	Session 1996-97	Session 1997-98	Session 1998-99	Session 1999-2000
1. REGULAR STUDENTS					
Full-Time					
Undergraduate Degree	1008 (292)	1089 (344)	1232 (359)	1320 (349)	1438 (351)
Other Undergraduates	286 (30)	291 (80)	360 (41)	391 (83)	373 (42)
Total: Full-Time Undergraduates	1294 (322)	1380 (424)	1592 (400)	1711 (432)	1811 (393)
Higher Degree	1362 (414)	1785 (575)	2103 (707)	2311 (836)	2282 (813)
Higher Diploma	102 (25)	128 (35)	132 (47)	107 (46)	88 (30)
Research Fee	20 (10)	34 (19)	37 (21)	26 (14)	22 (14)
Exchange Students	2 (2)	16 (15)	20 (12)	17 (10)	20 (10)
Total: Full-Time Postgraduates	1486 (451)	1963 (644)	2292 (787)	2461 (906)	2412 (867)
TOTAL: ALL FULL-TIME STUDENTS	2780 (773)	3343 (1068)	3884 (1187)	4172 (1338)	4223 (1260)
Part-Time					
Undergraduate Degree	15 (3)	16 (4)	-	16 (5)	11 (2)
Other Undergraduates	22	-	-	-	-
Total: Part-Time Undergraduates	37 (3)	16 (4)	-	16 (5)	11 (2)
Higher Degree	267 (43)	286 (86)	300 (105)	342 (144)	319 (142)
Higher Diploma	1	2	4 (1)	4 (1)	1
Research Fee	2 (1)	1	4 (3)	2 (1)	2 (1)
Total: Part-Time Postgraduates	270 (44)	289 (86)	308 (109)	348 (146)	322 (143)
TOTAL: ALL PART-TIME STUDENTS	307 (47)	305 (90)	308 (109)	364 (151)	333 (145)
TOTAL: ALL UNDERGRADUATE STUDENTS	1331 (325)	1396 (428)	1592 (400)	1727 (437)	1822 (395)
TOTAL: ALL POSTGRADUATE STUDENTS	1756 (495)	2252 (730)	2600 (896)	2809 (1052)	2734 (1010)
TOTAL: ALL REGULAR STUDENTS	3087 (820)	3648 (1158)	4192 (1296)	4536 (1489)	4556 (1405)
2. OTHER STUDENTS					
Occasional Students	8	2	19 (19)	6 (6)	2 (2)
Single-Term Students	116	61	-	-	-
TOTAL: OTHER STUDENTS	124	63	19 (19)	6 (6)	2 (2)
3. TOTAL: ALL OVERSEAS STUDENTS	3211 (820)	3711 (1158)	4211 (1315)	4542 (1495)	4558 (1407)

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: 1997-2000

	SESSION 1997-98 STUDENT NUMBERS			SESSION 1998-99 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1. UNDERGRADUATE DEGREE STUDENTS									
BSc (Economics)									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	4	-	4	-	-	-	-	-	-
Final Year	20	5	25	10	-	10	2	-	2
Totals	24	5	29	10	-	10	2	-	2
BSc Accounting and Finance									
1st Year	71	34	105	62	46	108	85	56	141
2nd Year	66	40	106	58	32	90	62	47	109
Final Year	58	31	89	65	40	105	53	32	85
Totals	195	105	300	185	118	303	200	135	335
BSc Actuarial Science									
1st Year	28	15	43	19	16	35	25	19	44
2nd Year	28	7	35	20	12	32	20	15	35
Final Year	19	11	30	27	7	34	17	10	27
Totals	75	33	108	66	35	101	62	44	106
BA Anthropology and Law									
1st Year	3	1	4	7	10	17	3	5	8
2nd Year	3	6	9	3	1	4	6	10	16
Final Year	2	3	5	3	7	10	3	1	4
Totals	8	10	18	13	18	31	12	16	28
BSc Business Mathematics and Statistics									
1st Year	14	9	23	15	8	23	12	17	29
2nd Year	17	6	23	22	9	31	16	8	24
Final Year	23	6	29	20	8	28	23	9	32
Totals	54	21	75	57	25	82	51	34	85
BSc Econometrics and Mathematical Economics									
1st Year	10	3	13	11	1	12	12	1	13
2nd Year	11	5	16	5	-	5	8	1	9
Final Year	13	2	15	8	3	11	5	2	7
Totals	34	10	44	24	4	28	25	4	29
BSc Economic History									
1st Year	3	4	7	10	6	16	8	3	11
2nd Year	7	3	10	11	3	14	13	8	21
Final Year	5	2	7	9	4	13	11	3	14
Totals	15	9	24	30	13	43	32	14	46
BSc Economic History with Economics									
1st Year	2	2	4	5	6	11	1	3	4
2nd Year	2	1	3	1	-	1	3	3	6
Final Year	4	-	4	1	1	2	1	1	2
Totals	8	3	11	7	7	14	5	7	12
BSc Economic History with Population Studies									
1st Year	-	1	1	-	-	-	-	1	1
2nd Year	-	-	-	-	1	1	-	-	-
Final Year	-	1	1	-	-	-	-	1	1
Totals	-	2	2	-	1	1	-	2	2
BSc Economics									
1st Year	131	51	182	138	66	204	157	65	222
2nd Year	134	64	198	143	62	205	135	72	207
Final Year	118	56	174	129	65	194	135	60	195
Totals	383	171	554	410	193	603	427	197	624
BSc Economics and Economic History									
1st Year	3	1	4	4	4	8	7	2	9
2nd Year	4	-	4	2	1	3	2	2	4
Final Year	2	1	3	2	-	2	2	1	3
Totals	9	2	11	8	5	13	11	5	16
BSc Economics with Economic History									
1st Year	1	2	3	-	1	1	2	-	2
2nd Year	4	3	7	2	3	5	1	2	3
Final Year	1	2	3	5	4	9	2	3	5
Totals	6	7	13	7	8	15	5	5	10
BSc Environmental Geography									
1st Year	2	2	4	-	-	-	-	-	-
2nd Year	4	7	11	2	2	4	-	-	-
Final Year	3	6	9	6	7	13	2	2	4
Totals	9	15	24	8	9	17	2	2	4

Analysis of Regular and Other Students: 1997-2000 - continued

	SESSION 1997-98 STUDENT NUMBERS			SESSION 1998-99 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
BSc Environmental Management and Policy									
1st Year	-	-	-	2	3	5	3	1	4
2nd Year	-	-	-	-	-	-	2	3	5
Final Year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	2	3	5	5	4	9
BSc Environmental Policy with Economics									
1st Year	-	-	-	5	5	10	2	2	4
2nd Year	-	-	-	-	-	-	3	5	8
Final Year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	5	5	10	5	7	12
BA/BSc Geography									
1st Year	6	3	9	7	5	12	10	11	21
2nd Year	10	5	15	6	3	9	9	5	14
Final Year	7	4	11	9	6	15	7	3	10
Totals	23	12	35	22	14	36	26	19	45
BSc Geography and Population Studies									
1st Year	3	2	5	2	1	3	-	4	4
2nd Year	-	4	4	3	3	6	2	1	3
Final Year	-	-	-	-	3	3	3	2	5
Totals	3	6	9	5	7	12	5	7	12
BSc Geography with Economics									
1st Year	8	5	13	16	-	16	11	8	19
2nd Year	7	4	11	8	2	10	12	-	12
Final Year	2	2	4	8	4	12	8	3	11
Totals	17	11	28	32	6	38	31	11	42
BSc Government									
1st Year	8	6	14	11	11	22	7	3	10
2nd Year	9	6	15	11	7	18	14	11	25
Final Year	20	18	38	9	5	14	12	9	21
Totals	37	30	67	31	23	54	33	23	56
BSc Government and Economics									
1st Year	21	9	30	16	18	34	26	18	44
2nd Year	13	9	22	17	8	25	12	14	26
Final Year	13	10	23	12	9	21	17	8	25
Totals	47	28	75	45	35	80	55	40	95
BSc Government and History									
1st Year	3	3	6	3	4	7	7	2	9
2nd Year	1	1	2	4	4	8	2	6	8
Final Year	9	1	10	1	1	2	3	4	7
Totals	13	5	18	8	9	17	12	12	24
BSc Government and Law									
1st Year	2	7	9	-	-	-	-	-	-
2nd Year	1	2	3	2	7	9	-	-	-
Final Year	1	8	9	1	3	4	2	7	9
Totals	4	17	21	3	10	13	2	7	9
BA History									
1st Year	18	10	28	5	8	13	17	8	25
2nd Year	7	7	14	18	8	26	5	9	14
Final Year	9	5	14	7	7	14	17	7	24
Totals	34	22	56	30	23	53	39	24	63
BSc Industrial Relations and Human Resource Management									
1st Year	9	7	16	4	10	14	5	6	11
2nd Year	6	6	12	9	8	17	3	10	13
Final Year	4	9	13	6	7	13	10	11	21
Totals	19	22	41	19	25	44	18	27	45
BSc International History									
1st Year	4	8	12	5	6	11	5	2	7
2nd Year	10	11	21	4	10	14	6	7	13
Final Year	10	4	14	13	14	27	4	10	14
Totals	24	23	47	22	30	52	15	19	34
BSc International Relations									
1st Year	17	23	40	15	31	46	12	35	47
2nd Year	21	18	39	17	25	42	16	35	51
Final Year	18	24	42	20	18	38	19	22	41
Totals	56	65	121	52	74	126	47	92	139
BSc International Relations and History									
1st Year	8	11	19	13	9	22	10	9	19
2nd Year	1	7	8	7	8	15	13	8	21
Final Year	4	9	13	1	7	8	7	7	14
Totals	13	27	40	21	24	45	30	24	54

Analysis of Regular and Other Students: 1997-2000 - continued

	SESSION 1997-98 STUDENT NUMBERS			SESSION 1998-99 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
BSc Management									
1st Year	38	20	58	34	26	60	28	23	51
2nd Year	27	14	41	36	21	57	37	24	61
Final Year	32	20	52	26	14	40	42	20	62
Totals	97	54	151	96	61	157	107	67	174
BSc Management Sciences									
1st Year	23	8	31	23	17	40	26	12	38
2nd Year	22	19	41	19	6	25	23	14	37
Final Year	24	9	33	20	19	39	18	7	25
Totals	69	36	105	62	42	104	67	33	100
BSc Management Sciences with French									
1st Year	2	3	5	-	1	1	-	-	-
2nd Year	-	-	-	2	2	4	-	1	1
Final Year	6	-	6	1	2	3	1	2	3
Totals	8	3	11	3	5	8	1	3	4
BSc Mathematics and Economics									
1st Year	17	5	22	21	12	33	29	13	42
2nd Year	18	9	27	15	6	21	19	12	31
Final Year	8	-	8	17	7	24	15	5	20
Totals	43	14	57	53	25	78	63	30	93
BA/BSc Philosophy									
1st Year	8	1	9	8	3	11	5	2	7
2nd Year	7	1	8	8	1	9	8	5	13
Final Year	6	4	10	7	1	8	6	1	7
Totals	21	6	27	23	5	28	19	8	27
BSc Philosophy and Economics									
1st Year	16	1	17	15	11	26	14	10	24
2nd Year	10	4	14	16	1	17	15	8	23
Final Year	12	5	17	9	3	12	15	1	16
Totals	38	10	48	40	15	55	44	19	63
BSc Philosophy and Mathematics									
1st Year	1	2	3	3	-	3	1	-	1
2nd Year	1	1	2	-	1	1	3	-	3
Final Year	-	1	1	1	-	1	-	2	2
Totals	2	4	6	4	1	5	4	2	6
BSc Population Studies									
1st Year	2	2	4	1	2	3	2	-	2
2nd Year	1	3	4	2	2	4	2	2	4
Final Year	4	2	6	1	3	4	1	2	3
Totals	7	7	14	4	7	11	5	4	9
BSc Psychology and Philosophy									
1st Year	1	4	5	2	9	11	5	3	8
2nd Year	4	3	7	1	4	5	1	9	10
Final Year	2	1	3	4	3	7	1	4	5
Totals	7	8	15	7	16	23	7	16	23
BSc Russian Joint Studies									
1st Year	1	1	2	-	4	4	-	1	1
2nd Year	-	3	3	1	1	2	-	3	3
Final Year	-	-	-	-	3	3	1	1	2
Totals	1	4	5	1	8	9	1	5	6
BA/BSc Social Anthropology									
1st Year	5	20	25	7	13	20	5	20	25
2nd Year	5	7	12	5	20	25	8	13	21
Final Year	8	18	26	4	7	11	5	19	24
Totals	18	45	63	16	40	56	18	52	70
BSc Social and Economic History with Population Studies									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	-	-	-	-	-	-	-	-	-
Final Year	-	1	1	-	-	-	-	-	-
Totals	-	1	1	-	-	-	-	-	-
BSc Social Policy									
1st Year	3	9	12	3	3	6	7	6	13
2nd Year	3	12	15	3	8	11	4	6	10
Final Year	4	8	12	3	12	15	3	9	12
Totals	10	29	39	9	23	32	14	21	35
BSc Social Policy and Government									
1st Year	3	6	9	6	6	12	4	5	9
2nd Year	3	7	10	2	5	7	6	5	11
Final Year	2	3	5	4	6	10	3	5	8
Totals	8	16	24	12	17	29	13	15	28

Analysis of Regular and Other Students: 1997-2000 – continued

	SESSION 1997-98 STUDENT NUMBERS			SESSION 1998-99 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
BSc Social Policy and Population Studies									
1st Year	–	–	–	–	1	1	–	–	–
2nd Year	–	–	–	–	–	–	–	1	1
Final Year	–	1	1	–	–	–	–	–	–
Totals	–	1	1	–	1	1	–	1	1
BSc Social Policy and Sociology									
1st Year	1	–	1	1	3	4	–	–	–
2nd Year	1	–	1	1	–	1	1	2	3
Final Year	1	1	2	1	–	1	1	–	1
Totals	3	1	4	3	3	6	2	2	4
BSc Social Policy with Social Psychology									
1st Year	1	1	2	1	2	3	–	5	5
2nd Year	–	6	6	1	1	2	1	1	2
Final Year	1	–	1	1	6	7	1	1	2
Totals	2	7	9	3	9	12	2	7	9
BSc Social Psychology									
1st Year	–	–	–	–	–	–	–	–	–
2nd Year	–	1	1	–	–	–	–	–	–
Final Year	4	12	16	–	1	1	–	–	–
Totals	4	13	17	–	1	1	–	–	–
BSc Social Psychology with Social Policy									
1st Year	–	–	–	–	–	–	–	–	–
2nd Year	–	–	–	–	–	–	–	–	–
Final Year	1	–	1	–	1	1	–	–	–
Totals	1	–	1	–	1	1	–	–	–
BSc Sociology									
1st Year	8	15	23	8	22	30	13	13	26
2nd Year	3	18	21	7	15	22	9	22	31
Final Year	10	16	26	2	18	20	8	15	23
Totals	21	49	70	17	55	72	30	50	80
LLB									
1st Year	45	63	108	43	65	108	67	65	132
2nd Year	37	46	83	43	60	103	41	69	110
Final Year	52	59	111	39	52	91	41	59	100
Totals	134	168	302	125	177	302	149	193	342
LLB with French Law									
1st Year	3	7	10	6	9	15	8	3	11
2nd Year	1	3	4	1	3	4	6	7	13
3rd Year	2	2	4	1	2	3	1	3	4
Final Year	–	–	–	2	2	4	1	2	3
Totals	6	12	18	10	16	26	16	15	31
TOTAL: UNDERGRADUATE DEGREE STUDENTS									
1st Year	553	387	940	557	484	1041	641	462	1103
2nd Year	513	379	892	538	376	914	549	486	1035
3rd Year	2	2	4	1	2	3	1	3	4
Final Year	542	381	923	514	390	904	528	373	901
Totals	1610	1149	2759	1610	1252	2862	1719	1324	3043
OTHER REGULAR STUDENTS									
General Course	205	123	328	214	148	362	219	145	364
Erasmus Exchange Students	11	4	15	6	7	13	2	6	8
Other Exchange Students	1	17	18	5	11	16	2	1	3
TOTAL: OTHER REGULAR STUDENTS	217	144	361	225	166	391	223	152	375
TOTAL: REGULAR UNDERGRADUATES	1827	1293	3120	1835	1418	3253	1942	1476	3418
OTHER STUDENTS Occasional	17	2	19	12	10	22	4	2	6
TOTAL: OTHER STUDENTS	17	2	19	12	10	22	4	2	6
TOTAL: ALL UNDERGRADUATE STUDENTS	1844	1295	3139	1847	1428	3275	1946	1478	3424

Analysis of Regular and Other Students: 1997-2000 – continued

	SESSION 1997-98 STUDENT NUMBERS			SESSION 1998-99 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
2. POSTGRADUATES									
PhD/MPhil STUDENTS									
Accounting and Finance									
1st year	1	–	1	5	1	6	4	2	6
Subsequent years	7	1	8	8	1	9	10	1	11
Totals	8	1	9	13	2	15	14	3	17
Anthropology									
1st year	3	8	11	5	6	11	2	4	6
Subsequent years	16	32	48	9	33	42	16	27	43
Totals	19	40	59	14	39	53	18	31	49
Demography and Population Studies									
1st year	1	4	5	–	–	–	–	1	1
Subsequent years	2	4	6	2	6	8	1	8	9
Totals	3	8	11	2	6	8	1	9	10
Development Studies									
1st year	5	7	12	2	2	4	2	3	5
Subsequent years	11	9	20	17	17	34	13	13	26
Totals	16	16	32	19	19	38	15	16	31
Economic History									
1st year	6	1	7	8	–	8	3	3	6
Subsequent years	16	16	32	21	16	37	20	12	32
Totals	22	17	39	29	16	45	23	15	38
Economics									
1st year	23	10	33	18	5	23	24	12	36
Subsequent years	49	12	61	43	23	66	43	25	68
Totals	72	22	94	61	28	89	67	37	104
European Studies									
1st year	7	6	13	6	5	11	10	4	14
Subsequent years	4	8	12	11	13	24	11	14	25
Totals	11	14	25	17	18	35	21	18	39
Gender									
1st year	2	6	8	–	5	5	2	5	7
Subsequent years	–	6	6	2	11	13	1	12	13
Totals	2	12	14	2	16	18	3	17	20
Geography									
1st year	5	1	6	4	3	7	3	2	5
Subsequent years	18	9	27	18	8	26	16	6	22
Totals	23	10	33	22	11	33	19	8	27
Government									
1st year	17	10	27	22	14	36	10	5	15
Subsequent years	66	39	105	74	39	113	69	41	110
Totals	83	49	132	96	53	149	79	46	125
Industrial Relations									
1st year	1	1	2	4	3	7	–	1	1
Subsequent years	16	9	25	10	8	18	12	8	20
Totals	17	10	27	14	11	25	12	9	21
Information Systems									
1st year	3	1	4	2	8	10	6	2	8
Subsequent years	22	10	32	21	10	31	15	12	27
Totals	25	11	36	23	18	41	21	14	35
International History									
1st year	9	2	11	5	2	7	8	8	16
Subsequent years	19	14	33	22	12	34	22	9	31
Totals	28	16	44	27	14	41	30	17	47
International Relations									
1st year	19	11	30	25	12	37	16	10	26
Subsequent years	75	41	116	91	43	134	93	44	137
Totals	94	52	146	116	55	171	109	54	163

Analysis of Regular and Other Students: 1997-2000 - continued

	SESSION 1997-98 STUDENT NUMBERS			SESSION 1998-99 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Law									
1st year	8	2	10	10	4	14	9	4	13
Subsequent years	18	19	37	20	19	39	24	16	40
Totals	26	21	47	30	23	53	33	20	53
Management									
1st year	8	2	10	2	-	2	1	2	3
Subsequent years	10	5	15	15	5	20	13	4	17
Totals	18	7	25	17	5	22	14	6	20
Marine Policy									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	2	-	2	2	-	2	1	-	1
Totals	2	-	2	2	-	2	1	-	1
Mathematics									
1st year	-	1	1	-	1	1	2	-	2
Subsequent years	1	-	1	1	1	2	1	2	3
Totals	1	1	2	1	2	3	3	2	5
Operational Research									
1st year	2	-	2	1	1	2	-	3	3
Subsequent years	4	4	8	3	3	6	3	2	5
Totals	6	4	10	4	4	8	3	5	8
Philosophy									
1st year	5	1	6	7	2	9	3	-	3
Subsequent years	24	3	27	24	5	29	30	7	37
Totals	29	4	33	31	7	38	33	7	40
Philosophy (By Thesis and Exam)									
1st year	2	-	2	1	1	2	-	-	-
Subsequent years	3	-	3	1	-	1	2	-	2
Totals	5	-	5	2	1	3	2	-	2
Political Economy									
1st year	-	-	-	-	-	-	-	2	2
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	-	-	-	-	-	-	1	2	3
Psychology									
1st year	2	7	9	4	5	9	3	8	11
Subsequent years	13	14	27	16	15	31	15	11	26
Totals	15	21	36	20	20	40	18	19	37
Regional Planning									
1st year	6	2	8	2	-	2	2	1	3
Subsequent years	9	1	10	11	2	13	10	2	12
Totals	15	3	18	13	2	15	12	3	15
Social Policy									
1st year	7	9	16	4	10	14	4	17	21
Subsequent years	40	40	80	37	44	81	30	44	74
Totals	47	49	96	41	54	95	34	61	95
Sociology									
1st year	9	9	18	6	12	18	6	6	12
Subsequent years	28	30	58	24	35	59	23	35	58
Totals	37	39	76	30	47	77	29	41	70
Statistics									
1st year	1	-	1	-	1	1	-	2	2
Subsequent years	9	3	12	6	4	10	3	3	6
Totals	10	3	13	6	5	11	3	5	8
TOTAL: PhD/MPhil STUDENTS									
1st year	152	101	253	143	103	246	120	107	227
Subsequent years	482	329	811	509	373	882	498	358	856
Totals	634	430	1064	652	476	1128	618	465	1083

Analysis of Regular and Other Students: 1997-2000 - continued

	SESSION 1997-98 STUDENT NUMBERS			SESSION 1998-99 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
TAUGHT MASTERS STUDENTS (Area Studies students included in the course most appropriate to their major subject)									
Accounting and Finance									
1st year	66	26	92	43	19	62	45	24	69
Subsequent years	-	-	-	-	-	-	1	1	2
Totals	66	26	92	43	19	62	46	25	71
Analysis for Health Care Decisions									
1st year	3	2	5	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	3	2	5	-	-	-	-	-	-
Analysis, Design and Management of Information Systems									
1st year	80	63	143	107	70	177	94	46	140
Subsequent years	-	-	-	-	1	1	1	-	1
Totals	80	63	143	107	71	178	95	46	141
Anthropology and Development									
1st year	-	-	-	-	-	-	3	11	14
Subsequent years	-	-	-	-	-	-	-	1	1
Totals	-	-	-	-	-	-	3	12	15
Cities, Space and Society									
1st year	-	-	-	-	-	-	2	7	9
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	2	7	9
City Design and Social Science									
1st year	-	-	-	11	10	21	14	7	21
Subsequent years	-	-	-	-	-	-	1	1	2
Totals	-	-	-	11	10	21	15	8	23
Criminal Justice Policy									
1st year	9	16	25	6	8	14	3	8	11
Subsequent years	-	-	-	1	2	3	1	2	3
Totals	9	16	25	7	10	17	4	10	14
Criminology									
1st year	7	5	12	9	9	18	2	12	14
Subsequent years	-	-	-	-	-	-	1	2	3
Totals	7	5	12	9	9	18	3	14	17
Decision Sciences									
1st year	9	5	14	3	6	9	7	2	9
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	9	5	14	3	6	9	7	2	9
Demography									
1st year	2	10	12	2	3	5	2	2	4
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	2	10	12	2	3	5	2	2	4
Development Management									
1st year	13	32	45	13	21	34	16	26	42
Subsequent years	-	-	-	-	1	1	-	2	2
Totals	13	32	45	13	22	35	16	28	44
Development Studies									
1st year	29	82	111	32	73	105	30	64	94
Subsequent years	-	-	-	-	3	3	-	4	4
Totals	29	82	111	32	76	108	30	68	98
Econometrics and Mathematical Economics									
1st year	27	5	32	37	7	44	15	8	23
Subsequent years	-	-	-	2	-	2	4	1	5
Totals	27	5	32	39	7	46	19	9	28
Economic History									
1st year	25	11	36	20	15	35	24	19	43
Subsequent years	-	-	-	-	1	1	-	2	2
Totals	25	11	36	20	16	36	24	21	45

Analysis of Regular and Other Students: 1997-2000 - continued

	SESSION 1997-98 STUDENT NUMBERS			SESSION 1998-99 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Economics									
1st year	122	41	163	65	42	107	86	33	119
Subsequent years	-	-	-	2	1	3	1	1	2
Totals	122	41	163	67	43	110	87	34	121
Economics and Economic History									
1st year	-	-	-	-	-	-	6	8	14
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	6	8	14
Economics and Philosophy									
1st year	4	1	5	7	2	9	4	1	5
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	4	1	5	7	2	9	4	1	5
Environment and Development									
1st year	-	-	-	-	-	-	9	13	22
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	9	13	22
Environmental Assessment and Evaluation									
1st year	19	14	33	13	19	32	10	26	36
Subsequent years	-	-	-	1	1	2	1	-	1
Totals	19	14	33	14	20	34	11	26	37
European Political Economy: Integration									
1st year	-	-	-	-	-	-	12	10	22
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	12	10	22
European Politics and Policy									
1st year	23	19	42	21	13	34	31	18	49
Subsequent years	-	-	-	-	-	-	1	1	2
Totals	23	19	42	21	13	34	32	19	51
European Social Policy									
1st year	2	8	10	2	11	13	1	11	12
Subsequent years	-	-	-	-	1	1	-	2	2
Totals	2	8	10	2	12	14	1	13	14
European Studies									
1st year	38	37	75	53	53	106	46	36	82
Subsequent years	-	-	-	1	1	2	1	4	5
Totals	38	37	75	54	54	108	47	40	87
European Studies: EU Policy Making									
1st year	-	-	-	-	-	-	6	5	11
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	6	5	11
Finance and Economics									
1st year	27	11	38	35	22	57	38	6	44
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	27	11	38	35	22	57	38	6	44
Gender									
1st year	1	25	26	1	35	36	1	16	17
Subsequent years	-	-	-	-	4	4	-	4	4
Totals	1	25	26	1	39	40	1	20	21
Gender and Development									
1st year	-	-	-	-	-	-	1	3	4
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	1	3	4
Global Market Economics									
1st year	-	-	-	-	-	-	12	6	18
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	12	6	18

Analysis of Regular and Other Students: 1997-2000 - continued

	SESSION 1997-98 STUDENT NUMBERS			SESSION 1998-99 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Health and Social Services									
1st year	8	17	25	7	11	18	3	6	9
Subsequent years	-	-	-	3	7	10	2	7	9
Totals	8	17	25	10	18	28	5	13	18
History of International Relations									
1st year	37	37	74	36	46	82	27	18	45
Subsequent years	-	-	-	-	-	-	1	2	3
Totals	37	37	74	36	46	82	28	20	48
Housing									
1st year	39	43	82	15	20	35	17	21	38
Subsequent years	1	-	1	15	21	36	17	25	42
Totals	40	43	83	30	41	71	34	46	80
Human Geography Research									
1st year	2	1	3	3	-	3	2	-	2
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	2	1	3	3	-	3	3	-	3
Industrial Relations and Personnel Management									
1st year	32	53	85	51	80	131	32	68	100
Subsequent years	-	-	-	-	1	1	4	4	8
Totals	32	53	85	51	81	132	36	72	108
Information Systems Development									
1st year	12	21	33	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	12	21	33	-	-	-	-	-	-
International Accounting and Finance									
1st year	25	14	39	41	16	57	29	21	50
Subsequent years	-	-	-	-	-	-	-	2	2
Totals	25	14	39	41	16	57	29	23	52
International Health Policy									
1st year	-	-	-	-	-	-	7	10	17
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	7	10	17
International History (MA/MSc)									
1st year	-	-	-	-	1	1	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	1	1	-	-	-
International Relations									
1st year	35	36	71	50	40	90	43	38	81
Subsequent years	-	-	-	-	-	-	-	1	1
Totals	35	36	71	50	40	90	43	39	82
International Relations Research									
1st year	7	1	8	6	7	13	8	1	9
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	7	1	8	6	7	13	8	1	9
Later Modern British History									
1st year	2	-	2	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	2	-	2	-	-	-	-	-	-
Law and Accounting									
1st year	-	-	-	-	-	-	14	17	31
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	14	17	31
LLM (Intercollegiate)									
1st year	128	89	217	115	129	244	129	120	249
Subsequent years	-	-	-	7	6	13	6	7	13
Totals	128	89	217	122	135	257	135	127	262
LLM (Labour Law)									
1st year	-	-	-	-	-	-	2	6	8
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	2	6	8

Analysis of Regular and Other Students: 1997-2000 – continued

	SESSION 1997-98 STUDENT NUMBERS			SESSION 1998-99 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Local Economic Development									
1st year	4	4	8	12	10	22	12	6	18
Subsequent years	-	-	-	-	-	-	2	1	3
Totals	4	4	8	12	10	22	14	7	21
Management									
1st year	38	29	67	38	35	73	44	35	79
Subsequent years	-	-	-	2	-	2	-	-	-
Totals	38	29	67	40	35	75	44	35	79
Management of Non Governmental Organisations									
1st year	5	2	7	3	7	10	14	7	21
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	5	2	7	3	7	10	15	7	22
Mathematics									
1st year	2	1	3	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	2	1	3	-	-	-	-	-	-
Media and Communications									
1st year	12	27	39	16	47	63	16	27	43
Subsequent years	-	-	-	-	-	-	1	4	5
Totals	12	27	39	16	47	63	17	31	48
Nationalism and Ethnicity in Europe									
1st year	-	-	-	-	-	-	1	-	1
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	1	-	1
Operational Research									
1st year	28	14	42	26	20	46	20	20	40
Subsequent years	-	-	-	-	1	1	4	1	5
Totals	28	14	42	26	21	47	24	21	45
Philosophy and History of Science									
1st year	10	1	11	8	4	12	10	3	13
Subsequent years	-	-	-	1	-	1	-	-	-
Totals	10	1	11	9	4	13	10	3	13
Philosophy of the Social Sciences									
1st year	6	8	14	11	3	14	12	3	15
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	6	8	14	11	3	14	12	3	15
Political Economy of Transition									
1st year	25	17	42	18	17	35	22	22	44
Subsequent years	-	-	-	-	1	1	-	1	1
Totals	25	17	42	18	18	36	22	23	45
Politics 1 – Political Theory									
1st year	12	12	24	22	11	33	27	13	40
Subsequent years	-	-	-	-	-	-	1	2	3
Totals	12	12	24	22	11	33	28	15	43
Politics 3 – Political Sociology									
1st year	1	3	4	1	12	13	3	7	10
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	1	3	4	1	12	13	3	7	10
Politics 5 – Comparative Politics									
1st year	23	20	43	17	31	48	21	26	47
Subsequent years	-	-	-	-	-	-	-	2	2
Totals	23	20	43	17	31	48	21	28	49
Politics 6 – Public Administration and Public Policy									
1st year	22	19	41	21	9	30	20	13	33
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	22	19	41	21	9	30	21	13	34

Analysis of Regular and Other Students: 1997-2000 – continued

	SESSION 1997-98 STUDENT NUMBERS			SESSION 1998-99 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Politics of Development (Latin America)									
1st year	23	16	39	9	9	18	12	6	18
Subsequent years	-	-	-	-	-	-	1	3	4
Totals	23	16	39	9	9	18	13	9	22
Politics of Empire and Post Imperialism									
1st year	14	10	24	7	9	16	5	8	13
Subsequent years	-	-	-	-	1	1	-	1	1
Totals	14	10	24	7	10	17	5	9	14
Politics of the World Economy									
1st year	45	18	63	42	25	67	38	27	65
Subsequent years	-	-	-	-	-	-	1	1	2
Totals	45	18	63	42	25	67	39	28	67
Population and Development									
1st year	-	6	6	3	8	11	4	9	13
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	6	6	3	8	11	4	9	13
Public Financial Policy									
1st year	-	-	-	-	-	-	10	9	19
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	10	9	19
Real Estate Economics and Real Estate Finance									
1st year	-	-	-	5	1	6	6	-	6
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	5	1	6	6	-	6
Regional and Urban Planning Studies									
1st year	23	12	35	21	11	32	14	17	31
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	23	12	35	21	11	32	14	17	31
Regulation									
1st year	10	6	16	11	9	20	11	2	13
Subsequent years	-	-	-	1	-	1	1	-	1
Totals	10	6	16	12	9	21	12	2	14
Religion and Contemporary Sociology									
1st year	-	-	-	1	2	3	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	1	2	3	-	-	-
Russian and Post Soviet Studies									
1st year	6	19	25	10	9	19	8	5	13
Subsequent years	-	-	-	1	-	1	-	-	-
Totals	6	19	25	11	9	20	8	5	13
Social Anthropology									
1st year	9	13	22	14	14	28	4	14	18
Subsequent years	-	-	-	1	1	2	-	-	-
Totals	9	13	22	15	15	30	4	14	18
Social and Organisational Psychology									
1st year	10	21	31	11	33	44	12	28	40
Subsequent years	-	-	-	-	1	1	-	4	4
Totals	10	21	31	11	34	45	12	32	44
Social Policy and Planning									
1st year	14	24	38	6	19	25	9	21	30
Subsequent years	-	-	-	2	7	9	-	-	-
Totals	14	24	38	8	26	34	9	21	30
Social Policy and Planning in Developing Countries									
1st year	25	29	54	17	32	49	23	30	53
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	25	29	54	17	32	49	23	30	53

Analysis of Regular and Other Students: 1997-2000 - continued

	SESSION 1997-98 STUDENT NUMBERS			SESSION 1998-99 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Social Psychology									
1st year	2	14	16	6	14	20	4	22	26
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	2	14	16	6	14	20	4	22	26
Social Research Methods									
1st year	7	19	26	10	20	30	9	23	32
Subsequent years	-	-	-	2	1	3	3	4	7
Totals	7	19	26	12	21	33	12	27	39
Sociology									
1st year	3	13	16	14	10	24	8	16	24
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	3	13	16	14	10	24	9	16	25
Statistics									
1st year	5	7	12	3	3	6	5	3	8
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	5	7	12	3	3	6	6	3	9
Theory and History of International Relations									
1st year	20	9	29	21	13	34	13	6	19
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	20	9	29	21	13	34	14	6	20
Voluntary Sector Organisation									
1st year	6	26	32	7	19	26	6	17	23
Subsequent years	-	-	-	1	3	4	3	6	9
Totals	6	26	32	8	22	30	9	23	32
TOTAL: TAUGHT MASTERS STUDENT									
1st year	1243	1144	2387	1215	1254	2469	1256	1199	2455
Subsequent years	1	-	1	43	67	110	66	106	172
Totals	1244	1144	2388	1258	1321	2579	1322	1305	2627
DIPLOMA STUDENTS									
(a) Diplomas Awarded by the University									
Law									
1st year	-	1	1	-	-	-	-	-	-
Totals	-	1	1	-	-	-	-	-	-
(b) Diplomas Awarded by the School									
Accounting and Finance									
1st year	15	8	23	10	8	18	8	10	18
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	15	8	23	10	8	18	8	10	18
Business Studies									
1st year	21	25	46	26	25	51	21	35	56
Subsequent years	-	-	-	1	1	2	-	1	1
Totals	21	25	46	27	26	53	21	36	57
Econometrics									
1st year	1	-	1	-	1	1	3	1	4
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	1	-	1	-	1	1	3	1	4
Economics									
1st year	46	19	65	14	10	24	15	7	22
Subsequent years	-	-	-	-	3	3	-	-	-
Totals	46	19	65	14	13	27	15	7	22
Sociology									
1st year	2	1	3	3	2	5	1	3	4
Subsequent years	-	-	-	1	-	1	1	-	1
Totals	2	1	3	4	2	6	2	3	5
World Politics									
1st year	12	10	22	8	14	22	6	6	12
Subsequent years	-	-	-	-	1	1	-	-	-
Totals	12	10	22	8	15	23	6	6	12
TOTAL: DIPLOMA STUDENTS									
1st year	97	64	161	61	60	121	54	62	116
Subsequent years	-	-	-	2	5	7	1	1	2
Totals	97	64	161	63	65	128	55	63	118

Analysis of Regular and Other Students: 1997-2000 - continued

	SESSION 1997-98 STUDENT NUMBERS			SESSION 1998-99 STUDENT NUMBERS			SESSION 1999-2000 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
RESEARCH FEE/ VISITING RESEARCH STUDENTS									
Accounting and Finance	-	2	2	3	-	3	1	2	3
Anthropology	2	-	2	-	-	-	-	2	2
Development Studies	-	-	-	1	-	1	-	-	-
Economics	6	7	13	4	1	5	2	1	3
European Institute	-	1	1	-	-	-	-	-	-
Geography	-	1	1	3	-	3	1	-	1
Government	1	2	3	-	1	1	2	-	2
Industrial Relations	4	-	4	3	-	3	7	1	8
Information Systems	-	-	-	-	1	1	-	-	-
International History	-	-	-	1	-	1	-	-	-
International Relations	3	1	4	2	1	3	1	-	1
Law	2	-	2	-	1	1	1	2	3
Management	1	-	1	-	-	-	-	-	-
Operational Research	1	-	1	1	-	1	-	-	-
Philosophy	2	-	2	-	-	-	1	-	1
Regional Planning	-	-	-	-	-	-	-	1	1
Social Administration	1	2	3	-	2	2	1	1	2
Social Psychology	1	-	1	1	5	6	1	1	2
Sociology	1	-	1	-	-	-	1	1	2
Statistics	-	-	-	-	1	1	-	-	-
TOTAL: RESEARCH FEE STUDENTS	25	16	41	19	13	32	19	12	31
EXCHANGE STUDENTS	10	10	20	12	5	17	15	5	20
TOTAL: ALL POSTGRADUATE STUDENTS	2010	1664	3674	2004	1880	3884	2029	1850	3879
TOTAL: ALL UNDERGRADUATE STUDENTS	1844	1295	3139	1847	1428	3275	1946	1478	3424
TOTAL: ALL STUDENTS	3854	2959	6813	3851	3308	7159	3975	3328	7303

Analysis of Overseas Students by Domicile: 1997-2000

COUNTRY OF DOMICILE	1997-98			1998-99			1999-2000		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Afghanistan	-	-	-	-	-	-	-	1	1
Albania	1	2	3	1	1	2	2	-	2
Algeria	-	-	-	-	1	1	-	-	-
Angola	-	-	-	-	-	-	-	1	1
Antigua	-	1	1	-	-	-	1	-	1
Argentina	3	20	23	3	25	28	7	29	36
Armenia	-	2	2	1	6	7	1	6	7
Australia	3	25	28	6	30	36	9	18	27
Austria	25	20	45	25	32	57	24	27	51
Azerbaijan	1	1	2	1	4	5	-	3	3
Bahamas	1	2	3	2	3	5	2	1	3
Bahrain	2	4	6	2	2	4	1	3	4
Bangladesh	7	8	15	9	5	14	8	5	13
Barbados	2	-	2	2	2	4	-	2	2
Belarus	-	1	1	1	-	1	1	1	2
Belgium	21	29	50	23	40	63	20	43	63
Bermuda	-	-	-	1	-	1	1	-	1
Bhutan	-	-	-	-	-	-	-	1	1
Bolivia	-	4	4	-	5	5	-	4	4
Bosnia	1	1	2	1	1	2	-	3	3
Botswana	1	2	3	1	1	2	1	1	2
Brazil	5	27	32	7	40	47	9	35	44
Brunei	5	-	5	5	-	5	10	-	10
Bulgaria	4	13	17	10	10	20	9	4	13
Burma	-	-	-	1	-	1	1	-	1
Cameroon	-	1	1	-	-	-	-	-	-
Canada	13	158	171	22	134	156	22	137	159
Cayman Islands	-	-	-	2	-	2	3	-	3
Chile	-	12	12	-	10	10	-	18	18
China (People's Republic)	3	23	26	8	45	53	13	49	62
Colombia	4	38	42	4	34	38	1	15	16
Costa Rica	-	1	1	-	2	2	2	-	2
Croatia	1	5	6	5	10	15	5	13	18
Cyprus	52	26	78	49	29	78	55	10	65
Czech Republic	2	1	3	2	3	5	3	4	7
Denmark	8	31	39	13	38	51	12	32	44
Dominica	-	-	-	-	-	-	-	1	1
Dominican Republic	-	1	1	-	1	1	-	1	1
Ecuador	1	1	2	1	2	3	2	2	4
Egypt	-	7	7	-	11	11	-	8	8
Eire	1	20	21	1	38	39	1	30	31
El Salvador	1	-	1	1	-	1	-	-	-
Eritrea	-	1	1	-	3	3	-	-	-
Estonia	-	1	1	1	2	3	-	1	1
Ethiopia	-	2	2	-	1	1	-	2	2
Finland	15	12	27	18	9	27	25	8	33
France	52	101	153	77	143	220	58	137	195
French West Indies	-	1	1	-	1	1	-	1	1
Gabon	-	1	1	-	-	-	-	-	-
Gambia	-	1	1	-	-	-	-	1	1
Georgia	-	-	-	1	6	7	-	3	3
Germany	156	187	343	134	200	334	118	203	321
Ghana	12	2	14	13	5	18	8	4	12
Greece	45	158	203	50	184	234	39	169	208
Grenada	-	1	1	-	1	1	-	-	-
Guatemala	1	3	4	-	2	2	-	3	3
Guyana	-	1	1	-	1	1	-	-	-
Haiti	-	-	-	1	-	1	-	-	-
Honduras	1	1	2	-	1	1	-	1	1
Hong Kong	84	37	121	97	42	139	123	47	170
Hungary	1	5	6	-	10	10	2	14	16
Iceland	-	4	4	-	7	7	-	14	14
India	34	68	102	37	75	112	45	83	128
Indonesia	6	14	20	8	12	20	10	6	16
Iran	-	2	2	1	2	3	1	1	2
Israel	7	26	33	2	32	34	1	30	31
Italy	31	141	172	32	165	197	32	170	202
Ivory Coast	-	-	-	-	1	1	2	-	2
Jamaica	1	4	5	-	3	3	1	2	3
Japan	34	139	173	33	121	154	24	122	146
Jordan	9	6	15	5	7	12	2	9	11
Kazakhstan	-	6	6	1	10	11	2	11	13
Kenya	38	9	47	40	13	53	41	12	53
Korea (North)	-	2	2	-	2	2	1	1	2
Korea (South)	6	47	53	4	36	40	16	41	57
Kuwait	4	2	6	3	-	3	2	-	2

Analysis of Overseas Students by Domicile: 1997-2000 - continued

COUNTRY OF DOMICILE	1997-98			1998-99			1999-2000		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Kyrgyzstan	-	2	2	-	-	-	-	-	-
Latvia	2	3	5	2	3	5	1	3	4
Lebanon	1	3	4	1	9	10	2	9	11
Lesotho	-	1	1	-	-	-	-	1	1
Libya	-	-	-	-	1	1	1	-	1
Liechtenstein	1	-	1	1	-	1	2	-	2
Lithuania	3	2	5	4	-	4	4	1	5
Luxembourg	13	7	20	11	6	17	9	6	15
Macau	1	-	1	1	-	1	1	-	1
Malawi	-	-	-	2	-	2	2	-	2
Malaysia	174	25	199	171	24	195	178	23	201
Maldives	-	1	1	1	1	2	1	1	2
Malta	-	3	3	-	3	3	-	9	9
Mauritius	51	6	57	45	9	54	36	3	39
Mexico	1	66	67	2	63	65	2	56	58
Moldova	-	-	-	-	2	2	-	-	-
Mongolia	-	2	2	-	1	1	-	1	1
Morocco	1	-	1	4	-	4	2	1	3
Mozambique	-	-	-	-	1	1	-	-	-
Namibia	-	-	-	-	-	-	-	1	1
Nepal	2	-	2	1	-	1	1	2	3
Netherlands	6	11	17	12	27	39	12	17	29
New Zealand	1	3	4	-	10	10	-	8	8
Nigeria	2	15	17	7	17	24	9	16	25
Norway	24	68	92	28	82	110	26	84	110
Oman	-	1	1	-	1	1	-	1	1
Pakistan	34	25	59	30	34	64	32	48	80
Panama	1	1	2	-	1	1	-	-	-
Paraguay	-	1	1	-	1	1	-	-	-
Peru	3	9	12	1	10	11	1	16	17
Philippines	-	4	4	-	3	3	1	3	4
Poland	8	9	17	11	9	20	17	14	31
Portugal	4	25	29	7	30	37	8	32	40
Puerto Rico	1	2	3	-	1	1	-	-	-
Qatar	1	-	1	-	-	-	1	2	3
Romania	2	5	7	5	2	7	6	5	11
Russia	16	29	45	22	23	45	39	15	54
Rwanda	-	-	-	-	-	-	-	1	1
San Marino	-	1	1	-	1	1	-	-	-
Saudi Arabia	3	1	4	2	2	4	1	4	5
Serbia	-	1	1	-	-	-	-	-	-
Seychelles	-	-	-	-	1	1	-	-	-
Sierra Leone	1	2	3	1	1	2	-	-	-
Singapore	139	42	181	156	40	196	162	40	202
Slovakia	1	1	2	1	3	4	1	1	2
Slovenia	3	2	5	2	2	4	1	6	7
Somali Republic	-	1	1	-	-	-	-	-	-
South Africa	3	14	17	4	8	12	5	10	15
Spain	22	60	82	15	77	92	7	74	81
Sri Lanka	8	11	19	12	7	19	13	8	21
St Lucia	-	-	-	-	-	-	-	1	1
St Vincent	1	-	1	1	-	1	1	-	1
Sudan	1	1	2	1	3	4	1	1	2
Surinam	-	-	-	-	-	-	-	1	1
Swaziland	-	1	1	1	1	2	2	-	2
Sweden	32	36	68	30	46	76	42	37	79
Switzerland	23	54	77	27	44	71	36	45	81
Syria	-	1	1	1	1	2	1	-	1
Taiwan	7	58	65	10	45	55	12	39	51
Tajikistan	-	-	-	-	-	-	1	-	1
Tanzania	2	10	12	-	1	1	2	1	3
Thailand	10	70	80	14	34	48	18	35	53
Trinidad and Tobago	8	-	8	8	3	11	6	5	11
Turkey	4	38	42	4	47	51	5	49	54
Turkmenistan	-	-	-	-	-	-	1	-	1
Uganda	17	7	24	1	10	11	1	7	8
Ukraine	7	9	16	6	12	18	7	10	17
United Arab Emirates	6	7	13	13	4	17	11	1	12
Uruguay	-	1	1	-	2	2	-	3	3
USA	245	341	586	268	347	615	295	347	642
Uzbekistan	-	1	1	-	-	-	-	2	2
Venezuela	-	11	11	1	11	12	-	9	9
Vietnam	2	5	7	2	6	8	1	2	3
West Indies	-	-	-	-	1	1	-	2	2
Yemen	-	-	-	-	-	-	-	1	1
Yugoslavia	3	3	6	6	11	17	5	8	13
Zambia	1	1	2	-	-	-	3	1	4
Zimbabwe	4	8	12	9	2	11	10	1	11
GRAND TOTAL	1611	2600	4211	1733	2809	4542	1824	2734	4558

Analysis of Overseas Students by Domicile: 1997-2000 - continued

COUNTRY OF DOMICILE	1997-98			1998-99			1999-2000		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
1. THE CONTINENTS OF:									
EUROPE	587	1091	1678	636	1321	1957	631	1262	1893
ASIA	593	680	1273	635	651	1286	702	679	1381
AFRICA	134	94	228	129	91	220	126	73	199
NORTH AMERICA	276	580	856	310	564	874	336	557	893
SOUTH AMERICA	17	127	144	17	142	159	20	137	157
AUSTRALASIA	4	28	32	6	40	46	9	26	35
TOTAL	1611	2600	4211	1733	2809	4542	1824	2734	4558
2. MEMBERSHIP OF THE COMMONWEALTH	661	476	1137	634	474	1108	666	461	1127
3. MEMBERSHIP OF THE EUROPEAN UNION	431	838	1154	435	997	1432	407	985	1392

Statistics of Staff

The figures below are correct as at 1 June 2000 (1999 figures are based on data as at 1 June 1999). Some staff hold appointments in more than one category, and the figures exclude some staff who are appointed, and work, away from Houghton St. Teaching load statistics and staff-student ratios are calculated on the basis of individual course teaching and cannot be calculated by reference to the figures below.

	June 1999			June 2000		
	M	F	Total	M	F	Total
Academic Staff (full-time equivalent)	M	F	Total	M	F	Total
Professor	96	13	109	110	20	130
Reader	43	8	51	39	9	48
Senior Lecturer	36	12	48	43	14	57
Lecturer	134	66	200	108	63	171
Total	309	99	408	300	106	406
Research Staff (full-time equivalent)	M	F	Total	M	F	Total
Senior Research Fellow	5	4	9	7	5	12
Research Fellow	10	10	20	9	8	17
Research Officer	23	16	39	26	29	55
Research Assistant	13	17	30	13	19	32
Total	51	47	98	55	61	116
Academic-Related/Other-Related Staff	M	F	Total	M	F	Total
Total (head-count)	106	102	208	121	121	242
Clerical and Secretarial Staff	M	F	Total	M	F	Total
Total (head-count)	103	339	442	127	344	471
Occasional Teachers	M	F	Total	M	F	Total
Total (head-count)	234	130	364	240	150	390
Occasional Research Assistants	M	F	Total	M	F	Total
Total (head-count)	215	123	338	164	161	325
Other/Miscellaneous Staff¹	M	F	Total	M	F	Total
Total (head-count)	224	150	374	234	143	377

¹ Other/Miscellaneous Staff includes porters, catering, maintenance, technical and other staff who hold appointments not related to any other staff group

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ABOUT LSE



THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

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STUDYING IN THE US

Calendar 2000-2001

Graduate School Handbook

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ALUMNI ASSOCIATION

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KEY ADDRESSES

Chair of the Graduate School Committee Professor Tim Murphy, A372, ext 7257	<i>Secretary Rachel Spalding, A369, ext 7683</i>
Dean of the Graduate School John Madeley, K304, ext 7186	<i>Secretary Nicola Dallen, A202, ext 7849</i>
Adviser to Women Students Dr Kirsten Schulze, E507, ext 7105	Adviser to Students with Disabilities Ms Stephanie Black, H509, ext 7694
Senior Assistant Registrar Dr Catherine Manthorpe, ext 7149 Administrative Officer (Graduate School) Shola Alabi, H212, ext 7150 Administrative Officer (Graduate Admissions) Jo Griffiths, H212, ext 6082 Administrative Officer (Financial Support) Pippa Thompson, H106, ext 7163 <i>Financial Support tel: 020 7955 7162/7155 fax: 020 7831 1684; e-mail: scholarships@lse.ac.uk</i>	<i>Secretary Miss Linda Newman, H210, ext 7121</i> Graduate Registry Manager Melanie Peter, H201, ext 7750 Administrative Officer (Graduate Examinations) Ms Elena Lo, H206, ext 6267 Graduate School Office H201 <i>Graduate Admissions tel: 020 7955 7159; fax: 020 7955 6137 e-mail: graduate-school@lse.ac.uk Graduate Registry/examinations tel: 020 7955 7152; fax: 020 7955 6099 e-mail: graduate-registry@lse.ac.uk</i>
Accounts Office H403; tel: 020 7955 7468/7765; fax: 020 7955 7427	Chaplaincy K51; tel: 020 7955 7965
Students' Union E296	Student Advice Centre E297; tel: 020 7955 7145
Health Service St Philip's Building; tel: 020 7955 7016	Dentist St Philip's Building; tel: 020 7955 7444

KEY DATES

September	28	Michaelmas Term starts.
	29	<i>Deadline: payment of Michaelmas Term fees.</i>
October	20	<i>Deadline: return of course registration form, except for students on LLM and MSc Philosophy and History of Science.</i>
November	17	<i>Deadline: return of course registration form for students on LLM and MSc Philosophy and History of Science.</i>
December	8	Michaelmas Term ends.
January	8	Lent Term starts. <i>Deadline: payment of Lent Term fees.</i>
	26	<i>Deadline: for amendments to course registrations</i>
March	16	Lent Term ends.
April	23	Summer Term starts. <i>Deadline: payment of Summer Term fees.</i>
June	29	Summer Term ends.

Dates of Terms

Session 2000-2001

Michaelmas Term: Thursday, 28 September 2000 to Friday, 8 December 2000
(Teaching begins Monday, 2 October 2000)

Lent Term: Monday, 8 January 2001 to Friday, 16 March 2001

Summer Term: Monday, 23 April 2001 to Friday, 29 June 2001

Session 2001-2002

Michaelmas Term: Thursday, 4 October 2001 to Friday, 14 December 2001
(Teaching begins Monday, 8 October 2001)

Lent Term: Monday, 14 January 2002 to Friday, 22 March 2002

Summer Term: Monday, 29 April 2002 to Friday, 5 July 2002

ABOUT LSE

THE BUILDINGS

In term

Mondays to Fridays: 0800 to 2130 (after 1830 by main entrances only; after 2130 identification required).

Saturdays: 0800 to 1700 (A and S only, by main entrances only; after 1700 identification required. Access to other buildings by Main Lodge in A: identification required.)

Sundays: Access via Main Lodge: identification required.

In vacation

Mondays to Fridays: 0800 to 1830 (from 1830 to 2130, A and S by main entrances only; after 2130 identification required).

Saturdays & Sundays: Access via Main Lodge; identification required.

Access to K, L, T, X, Y, Z, PS, G and N is restricted after 1830 and restricted at weekends. Access to B is restricted after 1730 and at weekends. C opens between 0800 and 1830 in term-time only; at other times access to it is via Main Lodge; identification required.

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

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

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

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

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

Fire precautions

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 data held on computer. The same requirements apply to any records held by individual students on computer about identifiable living individuals.

If you are keeping computer data 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 law

The Data Protection Officer is Dr I L Stephenson.

Normal opening times

see below for building codes

Other restrictions

Room numbering

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

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

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

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

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

The DPA register

Your rights

Policy on manual files

YOUR PROGRAMME OF STUDY

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

REGISTRATION

If you are about to start a new programme of study your registration date will be between Thursday, 21 September and Friday, 29 September 2000 *unless* you are an MSc Housing student or a student in the Economics Department in which case your registration date will have been earlier in September. Registration takes place in the Circle foyer of the Peacock Theatre in Portugal Street. After 29 September students who are unavoidably late should contact the Graduate School Office on the second floor of Connaught House for advice on how to register.

New students

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

Continuing students

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

LSE Card

The final date by which new and returning students may register for the session is 31 October 2000. 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

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

DURATION OF STUDY

For taught courses the requirement is in practice for nine or twelve months, and for research students for at least two or three years. You must live within normal commuting distance of London in the UK; not go away during term-time without first consulting the Graduate School Office and your supervisor; and come to the School for tuition and attend lectures, classes, seminars, etc, as your programme and supervisor require.

Attendance requirements: all students

If you are a full-time student you must normally complete all the requirements for your programme of study within the year in which you are registered. If you are part-time you must normally complete within the two-year registration period for your programme.

Diploma and Master's students

Your registration period will have been specified in your offer of admission. Your programme of study will be agreed in conjunction with your supervisor. You may be allowed to take examinations on an informal basis: they will be marked and the results made available to you in the form of a transcript of your studies but cannot count towards a degree at the School.

Visiting Research Students

If you are on a taught programme it is not usually in your interest to interrupt your studies. However, if you think you need to do so, please complete the *interruption of registration* form available in Graduate School Reception. If your request is approved you will be allowed to interrupt your registration for a year and resume your studies at the point you left off.

Interrupting your studies: taught courses

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

If you interrupt your registration your fees will be adjusted and you will be charged fees when you resume your registration at the rate in operation at the time.

You are expected to remain in London in term-time for the duration of your studies. After formal examinations you may pursue research for your dissertation outside London during the summer months; no permission is required.

Leave of absence for research:

Master's and diploma students

Before you make a final decision to terminate your studies, discuss your position with your supervisor or one of the School's Advisers - or the Dean.

Withdrawal from the School

If, for whatever reason, you decide you are unable to continue with your programme and wish to leave in mid-session, you should complete the relevant form available in Graduate School Reception. Any refund due will be calculated on the basis of a 30 week year. **You will be liable for fees up to and including the week the Graduate School Office receives written notification of your withdrawal.**

The contract between you and the School ends on the date of the main examination board for your degree programme (or viva voce examination in the case of MPhil/PhD students), unless you formally withdraw from the School before then and before taking your final examinations.

You remain subject to the School's regulations until the end of contract, but you are not expected to remain in attendance after term ends. If you have disciplinary proceedings pending after the end of the contract, the School reserves the right to withhold any award until the conclusion of such proceedings.

Teaching starts on Monday, 2 October. In general lectures begin at five past the hour and finish five minutes to the hour. A daily timetable (listing lecture and graduate seminars in departmental and time order for the whole week) is displayed on the wall opposite room A86 and the School's web site: <http://www.lse.ac.uk/central-admin/timetable/default.htm>.

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

Where relevant, it is your responsibility to ensure that your status in the School is compatible with your status under the Immigration Rules. Research students should refer to the section on Research Programmes.

Few programmes at the School are designed specifically for part-time students. Usually tuition takes place at the same time as for full-time students. If you are registering on a part-time basis you must ensure that you can attend lectures, classes and seminars when required.

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

No changes may take place after 31 October without the permission of the Dean of the Graduate School. This permission should be sought via the Graduate School Office.

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 transfer form available in Graduate School Reception. Permission will depend on the number of students already on the programme, your own qualifications, and the admission quota for each programme. We will tell you the decision in writing.

If after having registered you wish to change from full-time to part-time registration you must complete a transfer form from Graduate School Reception. You will not normally be allowed to switch after the first few weeks of the session. See *Part-time Study* above.

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.

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.

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.

The deadline for registering Michaelmas term course choices is 20 October 2000 but students on the LLM and MSc Philosophy and History of Science programmes have until Friday, 17 November 2000.

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 director. Your programme director must give his or her permission by signing your course registration form. The form must be returned to the Graduate School Office no later than 20 October 2000.

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).

Duration of contract and discipline

LECTURES, CLASSES AND TIMETABLE

PART-TIME STUDY

Taught course students

CHANGING YOUR PROGRAMME

You cannot automatically assume that you will be allowed to change programmes.

Changing from full-time to part-time studies

CHOOSING YOUR COURSES

Initial course choice

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

Choosing a course outside the regulations

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 Graduate School Office of your non-attendance because of ill-health and when you expect to return.

If you think illness may affect your examination performance you should get a medical certificate from your doctor and pass a copy with a letter of explanation to the Graduate School Office. The Office will keep the letter and certificate on file and advise the board of examiners.

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

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

Study Skills

Contact Liz Barnett, Teaching and Learning Development Officer. email l.barnett@lse.ac.uk or ext 6623.

- Who should attend?** Anyone who feels these sessions would be useful. Particularly relevant to students with no previous experience of UK higher education.
- Teaching** Sessions scheduled for Wednesday afternoons – mainly in the Old Lecture Theatre. Visit the website for access to further support materials, and look out for posters and adverts in *News and Views*, and around the School. Further one-to-one support/study clinics also available during term-time.
- Contents** The series of lectures and practical workshops addresses basic study concerns in the Social Sciences. They are most relevant to students on taught Masters and Diploma courses who did not study for their undergraduate degree in the UK. There are three lectures at the start of the Michaelmas term:
- *Introduction to study at the LSE, reading and note-taking*
 - *Analysing concepts, critical reasoning, and creative thinking*
 - *Essay writing*
- These are followed by a series of practical workshops for anyone who would like more detailed support/advice:
- *Making the most of lectures, and developing effective reading techniques*
 - *Reviewing essay writing technique*
 - *Presenting seminar papers*
 - *Dyslexia in HE*
- In the Lent term, there are sessions on:
- *Writing MSc dissertations*
 - *Handling data*
- There is also a series of three sessions to help you prepare effectively for exams. These sessions will include ideas on:
- *Advanced planning and preparation for revision*
 - *Preparing to answer different types of exam questions*
 - *Last minute preparations.*

Suggested reading: P J Dunleavy, *Studying for a degree in the humanities and social sciences*; D Rowntree, *Learning how to study*.

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*.

Library and Information Skills

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

- Who should attend?** All new students at LSE are strongly recommended to make use of a selection of the Library training sessions.
- Teaching** Each term there is a range of hands-on sessions on specialised information sources. Dates and times of classes are in the Information Skills training leaflet, available in the Library and on the Library website. No booking is needed.

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

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

Contents

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

Induction

At the start of the session tours of the Library are available several times each weekday for the first few weeks of term. These will enable you to find your way around the building and find out what services are available. Each term there are also several hands-on sessions on using the Library's catalogue (Unicorn).

Other sessions

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

- *Finding journal articles*: How to use journal index databases such as *IBSS: The International Bibliography of the Social Sciences* (via BIDS) and *The Social Sciences Citation Index* to search for articles from any networked terminal in the School or from home, and email or download the results.
 - *Electronic Journals*: How to access and download the full text of a wide selection of journal articles available over the Internet.
 - *Datastream*: How to access and search this important online source of worldwide data (current and historical) on economic and financial topics.
 - *British Government Publications*: Research British government history and policy using the original documents. The Library has a vast collection of British government publications and information sources going back to the last century which documents the development of government policy.
 - *European Union: bibliographic sources*: Trace EU publications using EU bibliographic databases available online and on CD-ROM.
 - *United Nations: finding information*: Find out how to access information about the UN and United Nations documentation through Internet sites and other on-line sources.
 - *Electronic legal information*: An introduction to some of the electronic sources available for legal research and how to find your way around legal information on the Internet.
 - *Lexis*: How to identify, search and download appropriate information from this full text on-line source of worldwide legal materials including law reports and legislation.
 - *European Union: legal databases*: Find out how to use the Official Journal of the European Communities and European Court Reports on CD-ROM.
- Methodology Institute
- *Doing a Literature Search*: How to select the appropriate electronic sources for your research.
 - *Using the Internet*: How to find and access the wide range of resources available via the Internet.
 - *Citing references and creating a bibliography*: How to use the Harvard system to cite bibliographic information in your work and how to create a bibliography according to the accepted standards of academic research.
 - *Using EndNote*: How to use this bibliographic software, available on the School's network, for storing references and exporting them to documents as citations and footnote references.
 - *Using datasets and sources of statistics*: How to gain access to and explore the statistical source material available in the Library and at other dataset sites in the UK.

IT Skills

Contact Sam Thornton, IT Training and Information Manager, IT Services. email s.thornton@lse.ac.uk

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

Teaching

Classes run throughout the Michaelmas and Lent terms. Advanced booking is necessary. The weekly schedule of classes is posted on the notice board outside Room S169. To book a place, simply sign your name on the appropriate booking sheet. Each class consists of a hands-on practical lesson in a computer classroom.

For further information, see the booklet *IT Training Courses for Students*, available from the IT Services Information Desk in S198, or on the Web at www.lse.ac.uk/depts/its/stdtrain/intro.htm. Alternatively, follow the IT link on the Learning Support and Careers Development Skills Website.

Research students are welcome to attend **staff training sessions**. These last for three hours. A schedule of courses is produced each month – see IT Services web pages for details. To book, either leave a message on ext 6223 or email IT_Training@lse.ac.uk.

Contents*The IT induction programme*

The principal aim of the IT Induction Programme is to provide you with a set of skills to enable you to make use of the IT facilities at LSE. The Programme is aimed at all students new to the School, even if you have some experience of using computers, as the courses introduce you not only to the use of computers but also to the IT environment at LSE.

The Programme consists of a series of training modules based on Windows 2000. They cover Microsoft Office 2000 (Word, Excel, PowerPoint), Microsoft Outlook (email), Internet Explorer (Web browser) and SPSS (statistics software).

There is also a "fast track" course called *Introduction to IT at the LSE* intended for students already familiar with Windows and applications such as word processing, spreadsheets and electronic mail, who simply need to be introduced to the IT facilities at LSE.

Staff Training Courses open to research students: Staff training courses reflect the School's standard computing environment: PCs running Windows, Microsoft Office (Word, Excel, PowerPoint and Access) and Microsoft Outlook (Exchange electronic mail and personal information management). There are courses at introductory, intermediate and advanced level.

Computer-based training: For students who prefer to work on their own rather than in a classroom situation or who wish to extend IT skills beyond the level of the Induction Programme, computer-based training (CBT) is available in the computer classrooms and public areas. CBT packages available include Windows and Microsoft Office (Word, Excel, PowerPoint, Access).

Typing tutor: There is a typing tutor on the network, called AccuType, to help you to improve your typing skills, both speed and accuracy.

Online tutorials: Many software packages for Windows include online tutorials, which give new users a short introduction to the use of the software. These are normally found on the Help menu of the application.

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

English for Academic Purposes

Contact John Heyworth on 7933 or j.heyworth@lse.ac.uk

LN990**English for Academic Purposes**

- If you are a student whose first language is not English, the LSE Language Centre can provide a flexible programme of support relating to your needs.
- In order to establish the level of the support you may need, you must have your English assessed by a member of our team.
- We hope to assess most students during the first two weeks of the study term. Please contact the LSE Language Centre on arrival to find out when you can be assessed.

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:**

- You must have your English assessed as soon as possible
- 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 termly update.

Modern Foreign Languages

Contact John Heyworth on 7933 or j.heyworth@lse.ac.uk

Languages other than those below may be offered: ask for the latest update.

INTRODUCTION**Certificate courses are**

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

The following levels are offered for all eight languages:

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

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

Each level will be sub-divided into categories that may reflect differentiated sub-levels or specialist interests, for example:

- French Level 2A: Level 2 but with an initial revision of key areas of level 1
- French Level 2B: Level 2 Fast-track
- German Level 5A: Grammar
- German Level 5B: Politics

Special modules may be offered for Management and Business, Law and European Studies at Level 5 (Advanced/Specialist interest) (F, G, S).

Classes have the following formats, all at a course price of £95:

Ordinary programmes: 40 hours contact time + recommended independent study. Class size 16. Certificate optional.

Fast/Speedtrack programmes: 30/40 hours contact time + compulsory guided study. Class size 12/16. Certificate mandatory.

Specialist programmes: 20 hours contact time + recommended independent study. Class size 8. Certificate optional.

Teaching: Two hours per week.

Books: Contact the Language Centre or enquire on enrolment.

THE CERTIFICATE COURSES**Languages for Social Sciences: Ordinary Programmes***Level One (Absolute Beginners)*

Arabic	LN001	<i>Availability</i> No previous knowledge of the target language required.
Chinese	LN011	
French	LN021	
German	LN031	
Italian	LN041	
Japanese	LN051	
Russian	LN061	
Spanish	LN071	

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.

Level Two (Re-start/Elementary)

Arabic	LN002	<i>Availability:</i> Some basic knowledge of the target language required such as a previous 1 or 2 year programme, or an intensive course or equivalent.
Chinese	LN012	
French	LN022	
German	LN032	
Italian	LN042	
Japanese	LN052	
Russian	LN062	
Spanish	LN072	

Core syllabus: A consolidation programme aimed to build up your proficiency in the key areas of speaking, listening, reading and writing, transferable skills, grammar, study and residence abroad, topical issues.

Level Three (Lower Intermediate)

Arabic	LN003	<i>Availability:</i> You should have GCSE at grade C or above or equivalent in the target language; or you should demonstrate the necessary linguistic competence, probably from 4-5 years of continuous study.
Chinese	LN013	
French	LN023	
German	LN033	
Italian	LN043	
Japanese	LN053	
Russian	LN063	
Spanish	LN073	

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.

Level Four (Higher Intermediate)

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

Level Five (Advanced)

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

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

Some of the Ordinary Programmes will be supplemented by Fast-track, Specialist and Guest Lecture Programmes. Further details available direct from Language Centre. Guest speaker programmes are mostly timetabled on Wednesday afternoon and Monday to Thursday 1800-2000.

Teaching Development Programme

Contact Liz Barnett, Teaching and Learning Development Officer email l.barnett@lse.ac.uk

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

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

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

Career Development Programme

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

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

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

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

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

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

FINANCIAL MATTERS

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

FEES

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

Undertaking

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

Status

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

Debts

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

Refunds

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

Fees for the 2000/01 session

FULL-TIME STUDENTS	Home/EU students	Overseas students
	£	£
Research students (MPhil/PhD): years one and two	2740	8724
Research students (MPhil/PhD): year three	2055	6543
Visiting research students	9684	9684
Master's degree and diploma	6288	9684
<i>except as follows</i>		
Analysis, Design and Management of Information Systems	9684	9684
City Design and Social Science	9684	9684
European Political Economy	9684	9684
Finance and Economics	9684	9684
Global Market Economics	9684	9684
Global Media and Communications	9684	9684
Industrial Relations (professional stream)	6788	10,184
International Health Policy	6788	10,184
LLM	3500	9684
Law and Accounting	9684	9684
Management	9684	9684
Management of Non-Governmental Organisations	9684	9684
Media and Communications Regulation	9684	9684
New Media, Information & Society	9684	9684
Philosophy and History of Science	2740	9684
Public Financial Policy	9684	9684
Real Estate Economics and Real Estate Finance	9684	9684

PART TIME STUDENTS

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

COMPLETION FEE for research degree students

All students
£400

FINANCIAL ASSISTANCE

If you are facing financial difficulties during your programme due to changes in circumstances which you could not have expected when you registered you may apply for assistance from the Student Support Fund. Application forms are available on display in Graduate School Reception. The maximum award is normally £3000.

Student Support Fund

UK graduate students are eligible to apply for an award from the Access Fund. Applications will be available from the Graduate School reception as soon as the Government has confirmed funding for 2000/01, probably in late October.

Access Funds

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

Student loans

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

Graduate prizes

Delia Ashworth Prize	£275	Awarded to postgraduate on Social Science and Administration Course.
Devons Prize Fund	£100	Outstanding performance in MSc Economics, Econometrics and Mathematical Economics.
Foundation on Automation and Human Development Annual Awards	£75 each; four prizes.	Outstanding achievement in MSc Industrial Relations and Personal Management.
Firth Prize	£225	Best paper in MSc Anthropology.
Maurice Freedman Prize	£60	Best dissertation in MSc Anthropology.
Hilde Himmelweit Prize	£50	Based on Academic Merit in Social Psychology.
Imre Lakatos Prize	£150	Best MSc dissertation in Philosophy Department
C M Lloyd Memorial Prize	£100	Outstanding performance in MSc Social Policy exams
Loch Exhibition Prize	£100 each; three prizes	Nominations requested from department of Social Policy.
Madge Waley Joseph Scholarship	£150	Nominations requested from department
Robert McKenzie Prize	Up to 4 not exceeding £3000	For outstanding performance in MA, MSc, MPhil or PhD degrees.
Robson Memorial Prize	Between £2000 and £3000	To help current or recent students of the School to prepare for articles or books in subjects covering public administration, planning, law, nationalised industries and city and local government within a national or international perspective.

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

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.

Small sums of money are available for helping students with disabilities. A free photocopying service may be available to some students. Apply through the Student Advice Centre.

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

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

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

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

This section applies to UK students only.

NATIONAL INSURANCE

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

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

EMPLOYMENT

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

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

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

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

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

LSE rules

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

SCHOOL SERVICES

Introduction

- Students deserve service of the highest possible standard and quality. To achieve it, students and staff are expected to meet their obligations to each other and to maintain an effective working relationship, resolving difficulties through normal internal channels. This section sets out the agreed obligations; see also the appropriate codes of practice for teaching and learning. The obligations represent statements of intent which are not part of the formal relationship between student and School, and do not create any new legal relationship; nor do they affect students' legal rights. Any failure to comply with them or with any of the delivery targets set will not itself give rise to any legal liability on the part of the School. The obligations do not apply during School closure periods.
- This section is reviewed annually. Constructive suggestions should be addressed to the Academic Registrar.

Obligations of students

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

Special circumstances

- There may be occasions when 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, and 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

- Anyone who has a complaint about any aspect of a service should speak, in the first instance, to the appropriate member of staff concerned. If no remedy is found, concerns may be stated in writing to the office supervisor or manager; their names appear in the Code. Complaints or concerns may also be pursued through the Students' Union. If no adequate explanation and/or apology is obtained the matter may be taken further by writing to the appropriate senior officer: names are published in the *Calendar*.
- Students have elected representatives on School committees which deal with the various services. A full list of these committees and their memberships can be found in the *Calendar* 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 2000. All telephone numbers are internal. Each can be dialled from outside by using the (UK) code 020 7955 followed by the appropriate four-digit number.

Accommodation Office

East Building

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

Opening hours

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

Useful telephone number

7531

LSE aims to provide

see also *Student Advice Centre* in this section

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

Accounts Office

Fourth floor, Connaught House

Accounts collects and processes student fee payments, distributes grant cheques and pays School loans, grants and scholarships.

Opening hours

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

Useful telephone numbers

Fee billing	7765, 7468	Bank transfers	7889, 7874
Fee payment	7877, 7878, 7882	Award cheque collection	7877, 7878, 7882, 7765, 7468

During registration and at the beginning of each term some numbers give recorded information rather than offer a personal response. To protect security, specific information and details of any fee account or grant values will be given only on production of a valid student registration card. No information will be given over the telephone.

LSE aims to provide

- receipt for the payment of fees at the counter during opening hours.
- public notice when grant cheques have arrived and when and where they can be collected.
- loan, grant or scholarship cheques within two days of receiving written notice from the Financial Support Office.
- enquiries to be dealt with promptly and efficiently at the counter.
- a bank payment trace to be completed within three working days, subject to bank's time.
- an internal payment trace to be completed within two working days.
- in the event of a major problem, a point by which the matter should be resolved, normally one or two working days.

Students undertake to help the Accounts Office by

- collecting grant cheques when they are available.
- showing proof of identity (registration card) when asked to do so.
- paying all fees due on time.
- providing evidence of sponsorship when requested.

Careers Advice

East Building

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

Opening hours

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

Closed on Saturday and Sunday

Useful telephone numbers

Senior Careers Adviser: Mike Tiley	7133	Office Manager	7135
Careers Advisers: Mary Baldwin and Lesley Martin	7132	Information Officer	7135

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

LSE aims to provide

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

Students undertake to help the Careers Service by

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

Catering

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

Opening hours

Brunch Bowl	Term-time	Monday - Friday	0900 to 1900
		Saturday	1100 to 1600
	Vacation	Monday - Friday	0900 to 1700
Robinson Room	Term-time	Monday - Friday	1200 to 1430
Fast Food	Term-time	Monday - Friday	1200 to 1700

Beavers Retreat	Term-time	Monday - Friday	1200 to 1430, 1700 to 2100
	Vacation	Monday - Friday	1200 to 1400, 1700 to 1900
Café Pepe	Term-time	Monday/Tuesday, Thurs Wednesday, Friday	1000 to 1900 1000 to 1700

Contact Catering Services Manager 7220

LSE aims to provide

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

Students undertake to help Catering Services by

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

Comments and complaints

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

Chaplaincy

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

Useful telephone numbers 7965

Chaplains

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

Cloakrooms and lockers

Access hours

Term-time and Easter vacation	Monday - Friday	0900 to 2120
	Saturday	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.
- c2000 lockers around the main School buildings for general use, in addition to library cloakroom short term use lockers.
- 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.

Graduate School Office and Financial Support Office

Second floor, Connaught House

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

Opening hours

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

During registration these times may be reduced, and some numbers may give recorded information rather than offer a personal response.

Useful numbers

Student records	7152	email graduate-registry@lse.ac.uk
Financial Support	7751	Fax 020 7955 6137
Examinations	6202	

The Graduate School Office offers

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

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

LSE aims to provide

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

General

- prompt answers to counter enquiries during opening hours
- replies to letters/emails within ten working days of receipt.
- full information on procedures and deadlines for registration and financial assistance; clear and concise instructions communicated in good time and prominently displayed.
- certificates of registration within five working days of a request.
- completion of other forms within five working days of receipt.

Examinations

- a replacement student registration card within one working day of request.
- the examinations timetable by subject by the end of the Lent term.
- the daily examination timetable by the fourth week of the Summer term.
- permission for special examination arrangements at least one week before examination.
- individual seat numbers posted outside each room on the day of the examination.
- 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: a decision within four weeks of receiving a completed application with all the necessary documentation.
- processing times and dates vary according to selection procedures. Students will be informed of appropriate details and receive every practical assistance from the Financial Support Office.

Student Support Fund Other loans and awards

Students undertake to help the relevant office by

- informing the office immediately of changes such as address or name.
- enclosing all necessary documentation when making an application for financial support.
- submitting loan applications early in the day.
- notifying the Financial Support Office immediately of any changes in financial circumstances taking place after receiving an award from the School.
- 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.
- repaying all loans on time according to set payment schedules.

Information Technology Services

St.Clement's Building

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

Opening hours

Term-time	Monday - Friday	0930 to 1900
Vacations	Monday - Friday	0930 to 1700
<i>Open access IT</i>	Term-time	Monday - Sunday
	Vacations	Monday - Friday
<i>Student Help Desk</i>	Term-time	Monday - Sunday
	Vacations	Monday - Friday
		Monday - Friday

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

Contacts

Student Help Desk	6728	email: IT_Help_Desk@lse.ac.uk
User Services Manager: Sue Wing	7722	Training and Information Manager: Sam Thornton 7735
Head of IT Services: David Dalby	7752	

LSE aims to provide

A minimum of one week's notice will be given before any user facility is temporarily removed from use for a scheduled maintenance activity

- Information Desk**
- 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.
- Students' Help Desk**
- opening hours and scheduled weekly rota of advisory staff, clearly displayed
 - all student 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 one week in advance; 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
 - equipment faults reported to the Information Desk during opening hours investigated within one hour
 - in term, no more than one workstation a room out of use due to hardware error, at the start of any day.
 - equipment faults reported to the Information Desk in normal office hours investigated within one working day.
 - no more than 4% of workstations out of use awaiting repair
- IT public areas**
- training sessions in the use of selected IT facilities and software packages; list of available courses with enrolment details displayed.
- Training**
- 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.
- Customer liaison**

Students undertake to help IT Services by

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

LSE Library

Southampton Buildings

The LSE Library is the library of the School, purchasing books and subscribing to a large number of journals and electronic information services which students need for courses and research. It maintains extensive collections for research students and academic staff.

Opening hours

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

* Services close 10 minutes earlier

Useful numbers

Library admission enquiries	6733	Loan enquiries	7225
Book renewals	7225	Information desk	7229

Web <http://www.blpes.lse.ac.uk>

LSE aims to provide

- Access**
- access to the Library during opening hours and a seat and table.
 - entitlement with a valid student card to enter the Library during all opening hours.
- Customer service**
- access to senior staff during core hours when a request cannot be met by counter staff.
 - a box for suggestions and complaints in a prominent position.
 - a complaint or suggestion which contains its author's name to receive a written reply within ten working days, and normally the reply displayed on the Talk Back Board.
 - regular surveys so that you can influence services and how they are managed.
 - attendance by the Librarian or representative at a staff/student or other appropriate committee, when invited, to discuss Library and related matters.
- Materials**
- at least one copy of each item notified to the Library as on a current LSE reading list, subject to availability.
 - priority at all stages of the ordering and cataloguing process to books on current notified LSE reading lists.
 - books awaiting cataloguing, and so identified through the Library system, catalogued on request and given priority processing.
 - materials available from closed access and held locally, fetched for the user within one hour of request.
 - renewal of borrowed items if not reserved by another user and if no fines are owed; renewals in person or by telephone during opening hours.
 - facility to reserve an item that may be borrowed for a week or more if all copies are on loan.
 - daily analysis of reservations and loans, to assess demand and to take appropriate action to change of the loan period.
 - reshelving of all general open access materials within a 48-hour cycle in opening hours.
 - availability of online catalogue and system loan facilities for over 95% of opening hours over a session.
 - professionally qualified staff to deal with enquiries.
 - a referral enquiry service if the query cannot be answered in sufficient detail immediately.
 - information on subjects within the scope of the Library, as well as advice on other sources.
 - guidance on how to use sources.
 - a full range of printed leaflets and guides to the Library services and collections, free to all.
 - up-to-date information on Library services available on the World Wide Web.
- Information**
- a variety of special services to support students with special needs, for example a study room, a book-fetching service, free photocopying.
- Special help**

Students undertake to help the Library by

- obeying the Library rules: failure may result in disciplinary action and affect access and borrowing rights.
- showing consideration for other users: eg by returning books to the reshelving stacks after consulting them; by returning books on loan by the due date; by not hiding items, thereby preventing others from access; by not vandalising materials.

Medical Centre

St Philip's Building

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

Opening hours

Monday - Friday 0900 to 1700 For urgent medical problems when the Centre is closed ring 7016

Useful telephone numbers

All medical enquiries 7016 Dentist 7444

LSE aims to provide

General

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

Doctor

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

Nurse

- access on the same day.

Psychotherapist

- urgent counselling problems to receive attention within one working day.

Dentist

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

Additional services for those registered with the NHS

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

Additional services

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

Students undertake to help the Medical Centre by

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

Nursery

Parish Hall

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

Opening hours

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

Useful telephone number

7772

LSE aims to provide

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

Students undertake to help by

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

Security

LSE aims to provide

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

Students undertake to help School security by

- calling 666 only when necessary.
- reporting anything suspicious on extension 666.
- never leaving offices unlocked and unattended.
- leaving personal belongings, bags or bicycles unattended *only* in designated places.

Timetables and teaching rooms

All enquiries should be made to the Graduate School Office.

LSE aims to provide

Subject to course choice procedures

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

The Students' Union

GENERAL

E296

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

- To represent students to the School and to outside institutions on student-related and wider issues.
- A social function: the Union runs a bar, shop and coffee bar and puts on regular entertainments. In addition there are dozens of societies catering for numerous nationalities, interests and political persuasions. It also runs a photocopy shop.

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 Advice Centre if supported by a written request from an authorised member of the LSE Health Service. Non-members do not have separate membership on School committees.

No additional charge is made to non-members for the use of any Union services to which the School may decide they are still entitled.

General

Membership

Opting out of SU membership

No rebate will be made to students who opt out.

STUDENT ADVICE CENTRE

E297

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

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

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

020 7955 7145

Welfare Advisers
Louise Allison and
Sandra Bent

Housing Adviser
Sue Garrett

NIGHTLINE

020 7631 0101

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

See also *Student Advice Centre, Supervision and assessment of progress and Help for students with disabilities.*

STUDENT ADVISERS

Dean of the Graduate School

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).*

John Madeley, K304,
ext 7186

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 Kirsten Schulze, E507,
ext 7105

Adviser to Students with Disabilities

The Adviser is in contact with support groups within the School and in the South East area and will be able to offer advice and information on disability issues. The Student Advice Centre and the Medical Centre also play a vital role in relation to students with disabilities. A notice board for disability issues and information is on the second floor of St Clement's Building. A leaflet giving guidance for disabled students is available from the Graduate School Office and will have been sent to everyone declaring a disability.

Ms Stephanie Black, H509,
ext 7694

ALUMNI RELATIONS

The Alumni Relations programme aims to create a fuller relationship between the School, its alumni and friends. Its aims are:

- to maintain contact with former students of LSE and to encourage support for the School's strategic objectives.
- to support a network of alumni groups organised in sometimes overlapping ways, geographical, professional or academic, including some groups linked to School departments.
- to encourage involvement of non-alumni including staff, former staff, parents, academic visitors, and other individuals and organisations linked to the School.

The alumni website is located at <http://www.lsealumni.org> It includes lists of alumni events in and outside the UK, alumni contacts, bulletin boards, chat rooms and mentoring scheme.

All alumni are automatically members of the Alumni Association and receive the following services free of charge: free access to the Library, the *LSE Magazine* twice a year, a free alumni email address, discounts on accommodation in London, invitations to public lectures and reunions and a mail forwarding service.

LSE has several active UK-based groups: the LSE Lawyers' Group, the LSE Environmental Initiatives Network, the LSE Media Group and the Economicals football club to cater for alumni with particular professional or personal interests. There is also a London alumni group, the London Activities Committee.

There are LSE alumni groups in more than 60 countries, varying considerably in range and scale of activities. Their main aims are:

- to keep LSE's alumni and friends in touch with each other and with the School;
- to organise activities of interest and benefit to alumni;
- to provide information about LSE to potential students;
- to promote the interests of LSE locally and regionally.

Activities include seminars and lectures on topical and professional issues, social events and group meetings with visiting LSE academics. Some groups give career advice to recent LSE graduates or help with student recruitment and publicity.

Countries with LSE contacts include Argentina, Australia, Austria, Bahrain, Belgium, Bolivia, Brazil, Brunei, Bulgaria, Canada, Central America, Central Asia, Chile, China, Colombia, Cyprus, Denmark, Finland, France, Germany, Greece, Hong Kong, Iceland, India, Indonesia, Israel, Italy, Jamaica, Japan, Kenya, Latvia, Liechtenstein, Luxembourg, Malaysia, Malta, Mauritius, Mexico, Nepal, Netherlands, New Zealand, Nigeria, Norway, Pakistan, Peru, Philippines, Poland, Romania, Russia, Saudi Arabia, Singapore, South Africa, Spain, Sri Lanka, Sudan, Switzerland, Taiwan, Thailand, Turkey, Uganda, USA, Venezuela, Zambia, Zimbabwe.

The American Friends of LSE are in Atlanta, Arizona, Boston, Chicago, Davis/Sacramento, Denver, downstate Illinois, Florida N, Florida S, Indiana, Los Angeles, Maine, Michigan, New York, Ohio, Philadelphia, San Diego, San Francisco, Seattle, Texas and Washington DC. New chapters are formed according to local interest. General enquiries to The American Friends of LSE, Box 7712, McLean, VA 22106, USA. Tel +1 (202) 296 2406; email USAFLSE@aol.com. AFLSE Scholarships offer financial aid for LSE graduate study.

The Canadian Friends of LSE are in Alberta, British Columbia, Halifax, Montreal, Ontario and Winnipeg. Membership is by annual subscription. General enquiries to The Canadian Friends of LSE, 6709 Jubilee Road, Halifax, NS B3H 2H7, tel +1 (902) 421 6262 or email elarkin@coxdownie.ns.ca. Robert McKenzie Scholarships offer aid for LSE graduate study.

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

Online services

LSE Alumni Association

UK alumni activities

International alumni activities

USA

Canada

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 2001.

EXAMINATION
TIMETABLE

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

LATE SUBMISSION OF
COURSE WORK

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

EXAMINATION ENTRY

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

QUALIFYING
EXAMINATIONS

Supervisors tell the Graduate School of students who have to take these examinations. The Office makes the arrangements and tell you the date and time of your examination.

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 next year you should complete a **deferment request form** available from Graduate School Reception and give it to your supervisor. (The approval of your supervisor, the Chair of the relevant board of examiners and the Chair of the Graduate School Committee is required.) You will be told, in writing, of the decision.

You must ask no later than Friday 27 April 2001 except for unforeseen and unexpected circumstances.

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

EXAMINATIONS
OVERSEAS

You may be allowed to take examinations overseas if they are normally scheduled after the end of the Summer term (the LLM) or if you are re-sitting any other examinations and are no longer in attendance at the School. If you are eligible and wish to sit overseas, start by contacting the Graduate School early in the Lent term, **and certainly no later than 26 January 2001**. 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 that the board of examiners take your illness into consideration. You must get a medical certificate confirming your illness and write formally to the board via the Graduate School Office, quoting your student number and your programme of study.

ILLNESS AND
EXAMINATIONS

If you are taken ill *during* your examination, or have an accident just before it, you can ask to be given permission to enter it at the next available occasion or ask that special papers be set for the examination(s) missed. You must apply in writing to the Graduate School Office and your case will be considered by the Chair of the GSC, but you will need the support of the Exam Board Chair of your department.

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 apply as above either to take it at the next available occasion or ask that special papers be set for the examination(s) missed. You must apply in writing to the Graduate School Office and your case will be considered by the Examinations and Regulations Sub-Committee. Approval for special papers to be set will be subject to the department agreeing to set the papers.

Unforeseen
circumstances

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

SPECIAL FACILITIES

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

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

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

ASSESSMENT OFFENCES

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

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

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 in Graduate School Reception. Your results will be sent to your permanent home address. The Graduate School Office will **not** give examination results over the telephone.

You are allowed two entries only for each examination paper.

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

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

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

All re-sitting students are required to pay a fee of £75 per Master's paper and £60 per Diploma paper. The fee of £75 is also to be paid if you have to re-submit your dissertation.

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

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

If you have chosen options from another 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 December rather than July.

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

Cheating

Plagiarism

RESULTS

RE-SITS

See EXAMINATIONS OVERSEAS above.

Re-sits and re-registration

Re-sits and course choices

Re-sit fees

PRESENTATION CEREMONIES

EXAMINATION APPEALS

REGULATIONS ON ASSESSMENT OFFENCES IN TAUGHT DEGREE AND DIPLOMA COURSES

Introduction

1. These Regulations apply to the making of allegations of assessment misconduct against any candidate, to the subsequent hearing of those allegations and the actions that may then follow. In these Regulations the word script refers to work of any kind submitted for assessment, and the term examination board refers to the body of examiners that initially considers the work of the candidate.
2. Assessment offences are defined by the *General Academic Regulations*. Such an offence can take place in connection with any work handed in for assessment, as part of an examination or part of coursework.

Assessment offences

3. Assessment is the means by which the standards that students have achieved are declared to the School and beyond, and which provides students with detached and impartial feedback on their performance. It is also a significant part of the process by which the School monitors its own standards of teaching and student support. It follows that in all cases all work presented for assessment, by whatever means are specified, must be that of the candidate and must be prepared and completed according to regulation and to the instructions of examination boards.
4. Infringement of these regulations will render a candidate liable to action under these regulations and under the *Regulations for Students*.
5. Cheating is an attempt to deceive the examiners and is an offence under these regulations. It includes but is not limited to
 - 5.1 the use of books, notes, instruments, computer files or other materials or aids in the examination room that are not expressly permitted,
 - 5.2 assistance or the communication of information by one candidate to another in an examination room or where not permitted by the examiners,
 - 5.3 copying or reading from the work of another candidate or from another candidate's books, notes, instruments, computer files or other materials or aids, unless expressly permitted by the examiners,
 - 5.4 plagiarism.
6. Work submitted by a candidate for assessment must be his/her own alone. The passing off of the work of others as the work of the candidate is plagiarism. It refers to any work by others, whether published or not, and can include the work of other candidates. Any quotation from the published or unpublished works of other persons including other candidates must be duly acknowledged.
7. The examination board will specify such books, notes, instruments, computer files or other materials or aids as are permitted to be used in conjunction with assessment.
8. Where candidates are permitted to use their own electronic calculators in examinations, the machine to be used must be of the hand-held type, quiet in operation and compact, and must have its own power supply. Candidates are entirely responsible for ensuring that their machines are in working order and for providing in advance for alternative means of calculating in the event of calculator failure during the examination. Where a candidate uses an electronic calculator at an examination he/she must state clearly on the examination script the name and type of machine used. The unauthorised use of information contained in the memory of an electronic calculator or the use of unauthorised software constitutes cheating.
9. Except as provided in 7 and 8 above no books, notes, instruments, computer files or other materials or aids whatsoever may be handled or consulted during an examination. Any such articles in the possession of a candidate on entry to the examination room must be deposited immediately with the invigilator.
10. Any unauthorised books, notes, instruments, computer files or other materials or aids introduced by a candidate into an examination room must on request be surrendered to the invigilator. The invigilator will pass such articles to the School, which may in turn pass them to the University. Either or both of the School and the University may make copies of such articles, and the original articles (together with the copies) may be retained by the School and/or the University at their absolute discretion.

Making the allegation

11. Any member of the School may make the suggestion that a candidate has committed an assessment offence, by writing confidentially to the Academic Registrar, who will refer it to the relevant examiner.
12. Only an invigilator or examiner may make an actual allegation of assessment misconduct against a candidate. An invigilator should normally make an allegation in connection with his or her report on the examination concerned. An examiner proposing to make an allegation should first inform the chair of the examination board concerned before making the allegation, which should specify the passages of any script thought to be affected, but he/she should continue to mark the script in the usual way.
13. All allegations must be made confidentially in writing to the Academic Registrar. They will be acknowledged.
14. The making of an allegation renders the matter effectively *sub judice*, and candidates against whom an allegation has been made should be questioned, only under these regulations, about possible offences.

The allegation

15. On receipt of an allegation, the Academic Registrar will consult the chair of the examination board responsible for the course in question. The results of the consultation will be as follows, on condition that where no agreement is reached the course of action more favourable to the candidate shall be adopted:
 - 15.1 Where it is agreed that the evidence does not support an assessment offence no further reference will be made to the allegation except that the Academic Registrar will so inform the person making the allegation. Information about it will not be added to the student's file.
 - 15.2 Where it is agreed that the evidence supports a technical but not material case of an assessment offence, then with the consent of the candidate a note will be placed on his or her file and the tutor or supervisor may counsel the candidate as to his or her future behaviour; the examination board will be informed of the technical offence but will assess the candidate as if no assessment offence has taken place. If the candidate does not so consent the allegation will be heard under regulations 16 to 24.
 - 15.3 Where it is agreed that the evidence supports a *prima facie* case of a material assessment offence the allegation will be heard under regulations 16 to 24. The Academic Registrar will inform the person(s).

Hearing the evidence

16. The candidate has a right to know precisely what is alleged, to know the rules of procedure under which action will be taken and be advised how to obtain advice. The Academic Registrar will:
 - (a) send to the candidate a copy of the allegation and the procedures for hearing it
 - (b) invite the candidate to state whether the allegation is true or false and provide a statement and/or any evidence relevant to the case
 - (c) advise the candidate that he/she might wish to seek advice (if an undergraduate) from the Tutor, Departmental Tutor or Dean of Undergraduate Studies, or (if a graduate student) from the supervisor or Dean of the Graduate School.
 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.

17. If the candidate admits the allegation, the Academic Registrar shall ask him/her for any written observations that would assist the School in determining the action to be taken and shall refer the matter to the appropriate Misconduct Sub-Committee for action under Regulation 26.
18. Each Main Examination Board and the Graduate School Committee shall annually establish a Misconduct Sub-Committee comprising four persons, normally the Chair of the Main Examination Board or of the Graduate School Committee as appropriate, who shall chair the Sub-Committee, two examiners and sabbatical officer of the Students' Union or a student drawn by lot from the panel of student members of Boards of Discipline. No person directly involved in the assessment in question or connected in any way with the allegation will serve when the Sub-Committee considers the case. All relevant documentation shall be placed before the Sub-Committee which shall be required
 - (a) to determine the truth of any allegation as to assessment offences, and
 - (b) to make a recommendation drawn from the penalties set out in these procedures, where the allegation is found proved.
19. The Sub-Committee is quorate when there are three of its members present, one of whom must be the Chair.
20. The Sub-Committee should where practicable interview the person(s) making the allegation, as well as the candidate, unless the candidate chooses to have the matter heard in his/her absence. The Sub-Committee may seek such other evidence, oral or written, as would assist it in its work. The School reserves the right to enquire in detail into any use of its information technology hardware or software to assist in resolving allegations of copying or plagiarism, consistent with its published rules and practices.
21. If the candidate does not reply to the invitation set out in 16(b) above or if the candidate denies the charge, the Academic Registrar shall inform him/her of the date on which the hearing of the allegation is to take place. The candidate shall be invited to comment on the allegation and the evidence, both in response to particular questions and generally. He/she may elect to be accompanied by an officer of the Students' Union or by a friend or representative, who shall have the same rights as the candidate.
22. The candidate shall have the rights to see or to listen to, as appropriate, all evidence given; to question the witnesses appearing before the Sub-Committee; and to submit documents to the Sub-Committee.
23. The validity of the proceedings of the Sub-Committee shall not be affected by the unwillingness or inability of the candidate, or other person acting with or for him/her, to reply to questions, orally or in writing, or to appear before the Sub-Committee.
24. The Sub-Committee shall in all cases decide that an allegation is not proved unless and until the evidence demonstrates the contrary to the satisfaction of a majority of its members present.

Subsequent action

25. If the Sub-Committee decides that the allegation is not proved, the Academic Registrar shall so inform the candidate in writing. No further action shall be taken, and no record of the allegation or the proceedings shall be included on the student's record.
26. If the Sub-Committee decides that an offence against these Regulations has been committed by the candidate, or if an offence has been admitted with or without written observations submitted under Regulation 17, the Sub-Committee shall have the power to recommend to the examination board either
 - (a) that the results in all papers taken in the year be cancelled and a mark of zero returned and, subject to the approval of the Director, the candidate's right to re-register for the examinations or equivalent be withdrawn, or
 - (b) that the results in all papers taken in the year be cancelled and a mark of zero returned, or
 - (c) that the results in the paper or papers concerned be cancelled and a mark of zero returned and, subject to the approval of the Director, without the right to re-register for the examinations or equivalent, or
 - (d) that the results in the paper or papers concerned be cancelled and a mark of zero returned, or
 - (e) that it admonish the candidate and proceed to assess the candidate on the basis of such of his/her work as is unaffected by the offence.
27. The decision of the Sub-Committee under Regulation 26 may be given to the candidate orally by the chair of the Sub-Committee and shall be conveyed to him/her in writing by the Academic Registrar.
28. The examination board may at its discretion accept or not accept any recommendation made to it under Regulation 26, except that it shall not call into question any relevant facts established by the Sub-Committee and it shall not be empowered to apply a penalty more severe than that recommended to it.
29. The decision of the examination board under Regulation 28 shall be conveyed to the candidate in writing by the Academic Registrar.
30. Where a Sub-Committee has decided that an offence against these regulations has been committed by the candidate, the candidate shall have the right to appeal against that decision on the grounds that the Sub-Committee was constituted in such a way as to cast doubt on its impartiality and/or that relevant fresh evidence has been received that might have caused a different decision to have been made provided that it can be shown that it was neither reasonable nor practical for such evidence to have been presented to the Sub-Committee before its decision. Any such appeal must be received by the Academic Registrar within five working days of the date of the letter sent under Regulation 27. The Director or a Pro-Director shall have the sole right of determining whether sufficient evidence is presented to warrant the reopening of the hearing. If he or she so determines, he or she shall direct a rehearing either by the original Sub-Committee or by a different one, which shall consider the matter *de novo*.
31. The examiners will not take into account any work presented by a candidate that is affected by the assessment offence, except where covered under Regulation 15.2.

Representations

32. If a candidate wishes to make representations against the decision of the examination board on grounds of procedural irregularity or against the penalty imposed, he/she should write in the first instance to the examination board through the Academic Registrar, within twenty eight working days of the despatch of the letter referred to in Regulation 29.
33. Any appeal against a decision of the examination board may be made under the *Regulations for the consideration of appeals against decisions of Boards of Examiners for taught courses*.

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

General

1. These Regulations govern the means by which a student may appeal against a decision of a board of examiners where the School is responsible for administering the examination in question, as given in Schedule 1 to these Regulations. They apply to intercollegiate students as well as students of the School. There are no other or further means for making such a request within the School.
2. These Regulations concern only decisions made by boards of examiners and do not cover complaints or grievances about other matters, including teaching and supervision. Such complaints and grievances must be raised under the appropriate regulations, procedures and codes before any examination is held.

Grounds for making an appeal

3. The grounds for making an appeal shall be only that there was such procedural defect in the conduct of the examination or in the subsequent processing of scripts or marks (including the proceedings of boards of examiners) as to render the decision of the examiners unsafe.

4. The grounds in regulation 3 shall include but shall not be limited to
 - 4.1 miscalculation of marks.
 - 4.2 failure to consider evidence, such as medical evidence, available to the board.
5. 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 Dean) there was good reason for such evidence not to have been presented earlier.
6. 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

7. 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

8. 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
 - 8.1 the name of the student,
 - 8.2 an address or addresses at which the student may be contacted during the period of the hearing of the appeal,
 - 8.3 the examination in respect of which the appeal is made,
 - 8.4 the grounds for claiming procedural defect, and if it has been signed and dated by the student.
9. The Academic Registrar shall acknowledge receipt of the appeal and shall inform the chair of the board of examiners that it has been made.

First stage of appeal

10. The Academic Registrar shall forthwith cause a scrutiny to be made of the facts of the case and shall present it to the chair of the board with any comments s/he may wish to make.
11. The chair of the board shall expeditiously decide 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.
12. If the chair shall have decided 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 14 to 20.

Second stage of appeal

13. A student shall have the right to appeal against a decision under Regulation 11 not to refer the matter to the board for re-consideration.
14. 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 11, request the Academic Registrar to invoke the formal procedures for the second stage of appeal.
15. On receipt of a valid request under regulation 14 the Academic Registrar shall
 - 15.1 acknowledge receipt to the appellant
 - 15.2 call a meeting of the Appeals Committee as constituted under Regulations 22 to 25
16. The Appeals Committee shall meet as soon as is practicable. It will invite the appellant or a representative to appear before it and/or to give written evidence if desired.
17. 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.
18. The Academic Registrar shall cause a record to be made of the proceedings of the Committee.
19. The Committee may at its discretion and on behalf of the School make one of the following decisions:
 - 19.1 that the appeal be allowed and the matter be referred back to the board, or
 - 19.2 that the appeal be dismissed.
20. The Academic Registrar shall by letter convey the decision under regulation 19 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 19.1 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

21. 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 whose appeal has been dismissed under Regulation 19.2
 - 21.1 if a student registered on a programme leading to a degree, to petition the Visitor of the University of London by request to the Academic Registrar of the University.
 - 21.2 if not a student eligible to petition the Visitor, to petition the Chairman of the Court of Governors who may assign a Governor or Governors (not being staff or students of the School) to consider whether the appeal has been properly considered according to regulation and procedure and, if not, whether it should succeed. A petition under this regulation must be in writing and must have been despatched so as to have been received by the Chairman within fourteen days of the despatch of the letter sent to the appellant under regulation 20. If the Governor or Governors shall have decided 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

22. 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.
23. The Committee shall consist of
 - 23.1 an experienced chair of examiners, in the chair
 - 23.2 two members of the academic staff
 - 23.3 one member of the academic staff appointed by the appellant.
24. 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.

25. Membership for each case shall be determined by the Director or Pro-Director who shall make appointments from a panel annually established by the Academic Board.

Schedule 1

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

Programme	Relevant board
BA and BSc degrees	The School Board of Examiners for BA and BSc Degrees
LLB degrees	The School Board of Examiners for LLB Degrees
MA/MSc degrees	The programme board concerned
Diplomas	The programme board concerned
Other programmes	The programme board concerned

LIBRARY AND IT SERVICES

RULES OF THE LSE LIBRARY

Admission to the Library

- The Library is open for the purpose of study and research to:
 - Governors of the School
 - Honorary Fellows of the School
 - Current members of the staff of the School and retired members of the academic and academic related staff
 - Registered students of the School
 - Members of the LSE Association (including life members of the LSE Society and members accorded the privilege by overseas groups of Friends of LSE on payment of a fee)
 - Members of the academic staffs and research students of the Schools and institutions of the University of London
 - Students enrolled for courses of study in the Schools and institutions of the University of London (on such basis as is from time to time agreed)
 - Members of the academic staffs of 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 educational, commercial and industrial organisations on payment of a fee
 - Such other persons as may, on application to the Librarian or his/her representatives, be granted an official authority to use the Library.
- All users must possess a current Library card or permit and show it on request. Admission may be refused to anyone who does not do so. Such authorisations to use the Library are not transferable.
- Applicants for a Library card or permit may be required to provide evidence of status.
- The Library Committee will, from time to time, prescribe fees to be charged to certain categories of permit holders.
- Users may bring cases or bags into the Library but must present such bags for checking by security staff at the exit.

Hours of opening

- Hours of opening shall be determined from time to time by the Librarian in consultation with the Library Committee.
 - The Library will normally be closed
 - on School holidays
 - on such other occasions as the Director of the School or the Librarian may direct.

Loan facilities and terms of borrowing

- Subject to the terms set out in this Section, the following persons may borrow from the Library:
 - Those stipulated in categories (a) to (f) of Rule 1
 - Other persons covered by a reciprocal agreement with another institution
 - Such other persons who, on application to the Librarian, may in exceptional circumstances receive official authorisation to borrow.

Main Collection Books

- Books listed in the Library's catalogues are normally available for borrowing with the following exceptions:
 - those in the reference collections
 - those in the special collections
 - those designated as 'Not for loan'. Some of these may, in special circumstances, be borrowed by arrangement with the Librarian or an authorised representative.
- Books may be borrowed from the Course Collection subject to the terms set out in Rules 16-19.
- Loans may be renewed if the book is not required by the Library for another user.
- The limits on borrowing shall be as follows:
 - Governors, Honorary Fellows, Academic and Academic-related staff of the School may borrow up to forty volumes of books and serials at any one time.
 - Secretarial, technical, clerical and related staff of the School may borrow up to forty volumes of books at any one time.
 - Teaching assistants and research students of the School may borrow up to thirty volumes of books at any one time.
 - Undergraduate and postgraduate course work students of the School may borrow up to twenty volumes of books at a time.

Main Collection Serials

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

Nonbook materials

- Nonbook materials – eg microforms, CD-ROMs, computer discs and tapes – are not normally available for loan. Videos may be borrowed, as may computer discs which accompany printed works.

Course Collection

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

General

- All loans shall be authorised by a member of the Library staff at the Service Counter. Borrowers shall present a current Library card on each occasion of borrowing.
- Loan periods applicable to particular categories of material or categories of borrower shall be determined from time to time by the Librarian in consultation with the Library Committee.
- Books or serials on loan to any one person may not be transferred to another. The person in whose name the loan is made is solely responsible for the safekeeping and due return of the volumes loaned.

23. Books or serials on loan may be recalled at any time if required by the Library for the use of another reader or for placing in the Course Collection, and the borrower must return the book within seven days of the recall notice.
24. Failure to return a recalled book within the specified time may result in the imposition of a fine as provided by Rule 27.
25. All books and serials borrowed must be returned within the stipulated loan period. Failure to do so may result in the imposition of a fine as provided by Rule 27.
26. Where the last day for the return of a book or serial falls during vacation the Librarian or an authorised representative may, at the Librarian's discretion, decide to extend the stipulated loan period by such a period as shall appear reasonable in the circumstances.
27. Fines shall be charged at rates determined from time to time by the Librarian, in consultation with the Library Committee. The late return of a book or serial or failure to pay a fine imposed for late return may result in the suspension of borrowing privileges.
28. Where an item is lost, returned damaged or not returned after a reasonable period of time, the borrower will be charged for the item at replacement cost. An item charged for as above remains the property of the Library.

Use of material within the Library

29. Library materials on open access shelves may be removed for use within the Library without reference to Library staff. After use they should be replaced in their correct position or left on the re-shelving stacks.
30. Library materials not on open access may be read following application to the Library staff member on duty at the appropriate service point.
31. Special rules apply to the use of rare books, manuscripts and other materials in the Archives Reading Room or administered by its staff. These rules are on display in the Archives Reading Room.
32. Readers are permitted to bring their own books and papers into the Library but no responsibility is accepted for their safety.
33. No book or other property of the Library may be taken from the building at any time without authority.
34. Readers allocated a locker may keep in it Library materials formally on loan to them and recorded as such at the Service Counter. Any non-issued Library materials found will be removed and the reader will be asked to return the key to the locker.

Copyright

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

Use of Information Technology Services within the Library

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

Conduct within the Library

37. Noise, disturbance or unseemly behaviour is prohibited in any part of the Library.
38. Food and drink must not be brought into the public areas of the Library.
39. Smoking is not permitted in any area of the Library.
40. The use of mobile phones is prohibited in the Library.
41. Readers may not alter the arrangement of furniture, fittings or equipment or misuse them in any way.
42. No broad sheets, hand bills, newspapers or any material other than official notices from the Library may be distributed within the Library.
43. Personal books and papers should not be left at reader places overnight.
44. Readers must, on leaving the Library, present for inspection by Library staff all books, newspapers and folders they are carrying and any bag large enough to contain a book.
45. Any damage or defacement of Library materials, by marking, erasure or mutilation is strictly prohibited. Library users are asked to report to a member of Library staff any instances of such defacement noted.

Enforcement

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

Application of Rules

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

POLICY STATEMENT ON THE USE OF INFORMATION TECHNOLOGY

Introduction

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

Scope

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

Authorised Users

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

Obligations of users

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

Detailed Regulations and Conditions

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

Permissions

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

Access to the Systems

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

Penalties

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

CONDITIONS OF USE OF IT FACILITIES

Disclaimer of Liability

1. Any facility or service, including software, provided by IT Services is used entirely at the risk of the user. IT Services will not be liable for any loss, damage or inconvenience arising directly or indirectly from the use of any IT facility at the LSE.
2. Whilst IT Services takes appropriate security measures against unauthorised access to data and the deliberate or accidental alteration, disclosure or destruction of personal or other data, it does not operate high security systems and cannot, and does not, give any warranties or undertakings to users about the security or confidentiality of personal or other data. Users must make appropriate data security arrangements.
3. Although IT Services takes reasonable care to prevent the corruption of information, it cannot, and does not, give any warranties or undertakings to users about the integrity of information.
4. Although IT Services takes reasonable care, it will not be responsible for any loss, damage or inconvenience arising from any operation on or with equipment owned by the School or any other body, including personally-owned equipment.

General

5. Users will observe the Code of Conduct for the Use of Computer Software at Higher Education and Research Council Establishments 1992. In particular, users must comply with the licence agreements of all software, not to copy or distribute copies of software and to use the software only for the purposes defined in the agreement.
6. It is the user's responsibility to comply with all statutory and other provisions and regulations currently in force in the field of data protection and information policy.
7. No work of a commercial nature, or for reward, may be performed using the facilities provided by IT Services.
8. Users must not load on to the School's IT facilities any software contrary to licence agreements nor any software that interferes with the normal working of the equipment.
9. Users must not deliberately introduce a virus nor take any action to circumvent, or reduce the effectiveness of, any anti-virus precautions established by IT Services.
10. Users are responsible for all use of their username. They should not make their username or password available to another user nor use any other user's username.
11. Users must not create, display, produce or circulate offensive material in any form or medium.
12. Users must not use electronic mail for the mass distribution of unsolicited messages.

Legal, disciplinary and good conduct rules

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

The law

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

LSE Disciplinary regulations

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

Consideration for other IT users

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

Computer Misuse

20. Users must comply with the provisions of the *Computer Misuse Act (1990)* which makes it an offence to access, or try to access, any computer system for which access authorisation has not been given.

Copyright

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

Internet Publishing

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

Data Protection

23. Users must not act in breach of any requirement of the *Data Protection Act (1984)* and are required to comply with the Data Protection Principles. The Act is "To regulate the use of automatically processed information relating to individuals and the provision of services in respect of such information". All persons using computers to hold data about living individuals are, with very few exceptions, required to register that fact. Contact the LSE's Data Protection Officer, if you think you may need to register under the Act.
24. Student users must not construct or maintain computer files of personal data for use in connection with their academic studies/research without the express authority of an appropriate member of staff. When giving such authority, the member of staff should make the student aware of the Act's requirements, inform them that they must abide by the Data Protection Principles, and of the appropriate level of security arrangements which should attach to a particular set of personal data.

DISCIPLINARY AND OTHER REGULATIONS AND PROCEDURES**REGULATIONS FOR STUDENTS****Preamble**

1. The School exists for the pursuit of learning. Its fundamental purpose can be achieved only if its members, and visitors to it, can work and conduct their business peacefully in conditions which permit freedom of thought and expression within a frame-work of respect for the rights of other persons.
2. The Regulations exist to maintain these conditions, in accordance with the purposes of the School as set out in paragraph 3(a) of its Memorandum and Articles of Association, and with the Code of Practice on Free Speech, and to protect the School from actions which would damage its reputation or the standing of the School and its members.
3. The School does not consider that disciplinary proceedings instituted under the Regulations are the most appropriate way of dealing with conduct or matters which appear to involve a serious criminal offence.
4. The School reserves the power to commence disciplinary proceedings in all cases where there appears to have been a breach of the Regulations, including circumstances where a breach of the Regulations also appears to the School to involve a criminal offence.
5. The School reserves the power to suspend or discontinue proceedings at any time. The School will immediately suspend proceedings if the complainant or respondent refers the matter to the police.
6. The School reserves the right to refer the matter to the police in circumstances which the School considers so serious that it must take such action in order to protect its own rights and interests.
7. The continued suspension of disciplinary proceedings will not necessarily be dependent on a police decision on whether or not to take action.

Alterations and Additions

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

General

9. No student of the School shall:
- (a) disrupt teaching, study, research or administrative work, or cause or threaten to cause injury or otherwise prevent any member of the School and its staff from carrying on his or her work, or do any act likely to cause such disruption or prevention;
 - (b) damage or deface any property of the School, or perform any act likely to cause such damage or defacement;
 - (c) use the School premises contrary to Regulations and Rules, or do any act reasonably likely to cause such use;
 - (d) engage in any conduct in the School, or in relation to the School, or in relation to the activities of its members in connection with the School, which is, or is likely to be, detrimental to the School's purposes or reputation;
 - (e) behave dishonestly;
 - (f) breach any School Regulations and Codes, particularly the Regulations for Students, the Code of Practice on Free Speech, the Rules Relating to Student Activities, the Regulations on Assessment Offences, the Policy Statement on the Use of Information Technology, and the Conditions of Use of IT Facilities, including all the codes referred to therein.

Friendly settlement [conciliation] procedure

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

The Press

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

Public Statements

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

Copyright in Lectures

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

Data Protection

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

Misconduct

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

Penalties for Breaches of Regulations

19. The following penalties may be imposed for misconduct:
- 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**

- 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.
- 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.

- 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 of the emergency.
- The student members of the Student Support and Liaison Committee shall be elected annually. The election shall be carried out by the Returning Officer of the Students' Union in accordance with the normal procedure for the election of student members of School committees.
- The Panel of Student Members of Boards of Discipline shall consist of ten persons who are registered full-time students selected 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.
- The Panel of Lay Governor Members for Boards of Discipline shall consist of ten Lay Governors appointed annually by the Council, provided that no Governor who is a member of the Council shall be a member of the Panel. The appointment of Lay Governors to the Panel shall take place in the year preceding the year of office. Additional appointments may be made during the year of office to fill casual vacancies.
- 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**1. Preamble**

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

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

2. Meetings and Functions

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

3. Times of Opening and Closing the School

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

4. Responsibility for Visitors

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

5. Admission of the Press

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

6. Sale of Alcohol on School Premises

- (a) Alcohol may only be sold in licensed areas, namely:
 - (i) The restaurants and bars operated by the School's Central Catering Services;
 - (ii) In the Three Tuns Bar, which is the Students' Union's responsibility, and in any other licensed premises operated by the Students' Union, provided authority has been obtained from the School.
- (b) Application to sell alcohol outside normal licensing permitted hours must be made in advance to the House Manager; permission from the relevant licensing authority is also necessary.

7. Notice Boards

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

8. The Law of the Land

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

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

CODE OF PRACTICE ON FREE SPEECH

1. Preamble

1.1 The following is one of the most important of the clauses in the School's Memorandum and Articles of Association.

- (a) Everyone shall be entitled to equal treatment on the basis of individual merit and without unfair discrimination as regards admission to and membership of the Corporation, and status as a member, officer or employee of the Corporation, and as a student or other individual associated with the Corporation, and as regards access to the benefits, facilities and services provided by the Corporation.
 - (b) Every member, officer and employee of the Corporation, and every student and other individual associated with the Corporation, shall be entitled to freedom of thought, conscience and religion, to hold opinions without interference, disability or disadvantage, and to freedom of expression within the law, including the right to seek, receive and impart information and ideas of all kinds.
- 1.2 In pursuance of its duties as laid down in Section 43 of the Education (No. 2) Act 1986, the School has adopted this Code with a view to taking steps to ensure that freedom of speech within the law is secured for students, employees and other members of the School (including honorary and visiting staff) and for all persons authorised to be on School premises including visiting speakers duly invited in accordance with Clause 3.3.3 of this Code.
- 1.3 The Code takes cognizance of the fact that the United Kingdom is a party to the United Nations Covenant on Civil and Political Rights and the European Convention on Human Rights and the School attaches great importance to the values described in these documents. The basic right to freedom of expression and the permitted exceptions thereto are specified in Article 19 of the UN Covenant and Article 10 of the European Convention:
- 1.3.1 *UN Covenant on Civil and Political Rights, Article 19:*
- (1) Everyone shall have the right to hold opinions without interference.
 - (2) Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his or her choice.
 - (3) The exercise of the rights provided for in paragraph 2 of this Article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others;
 - (b) For the protection of national security or of public order or of public health or morals.
- 1.3.2 *European Convention on Human Rights, Article 10:*
- (1) Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This Article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.
 - (2) The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

2. Range and application

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

3. Responsibilities of the School authorities

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

4. Responsibilities of the Students' Union

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

5. Responsibilities of event organisers

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

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

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

7. Sanctions

- 7.1 If any person is dissatisfied with the School authorities' exercise of their responsibilities as set out in Section 1 and 3 of the Code or with the Students' Union's exercise of its responsibilities as set out in paragraph 4 of the Code, he or she may appeal personally or in writing to the Director; a report will be made to the Standing Committee of the Court on the action the Director then takes in response to such complaint.

- 7.2 If event organisers fail to comply with their responsibilities as set out in paragraph 5 of the Code, the School authorities may refuse or withdraw permission for the relevant event at any time, or terminate the event once begun. In the action they take the School authorities will bear in mind whether the organisers of the meeting are or are likely to be responsible for unlawful acts or whether persons not connected with the organisers, are or are likely to be responsible for such acts.
- 7.3 Action by any member of the School or other person contrary to this Code, will be regarded as a serious disciplinary offence and, subject to the circumstances of the case, may be the subject of proceedings under the relevant disciplinary regulations, as promulgated from time to time.
- 7.4 Action by anyone who is not a member of the School, including a visiting speaker, contrary to this Code, may result in the withdrawal of his or her licence to be on School premises, resulting in future exclusion from the School's premises or action for trespass if necessary.

8. Operation and interpretation of the Code

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

PROCEDURE FOR THE SUBMISSION OF GRIEVANCES BY STUDENTS ON ACADEMIC MATTERS

- 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 with other academic or related administrative matters may seek redress and correction of any deficiency. The procedure does not apply to matters arising from the results of examinations, which are governed by the Regulations for the consideration of appeals against decisions of boards of examiners for taught courses or, for research students, the University of London appeal regulations. In this procedure the term Director means either the Director of the School or such other person authorised by the Director to act on the Director's behalf.
- A student who is dissatisfied should as soon as possible seek a remedy at the time informally, if an undergraduate through the Tutor, Departmental Tutor, Departmental Convener or Dean of Undergraduate Studies, or if a graduate student through their Supervisor, Research Student Tutor, Departmental Convener or Dean of the Graduate School, as appropriate.
- A student who wishes to submit a formal grievance shall give written notice to a Pro-Director within fourteen days of the instance giving rise to the grievance. The notice shall explain the grounds on which the grievance is submitted and the evidence offered in support of it. The Pro-Director will cause the complaint to be investigated expeditiously. A notice submitted after the student has left the School will not normally be considered.
- If as a result of the investigation the Pro-Director is satisfied that there is a case to answer, the case will be referred to the Director for action under paragraph 6.
- If as a result of the investigation the Pro-Director decides that there is no case to answer, the Pro-Director will inform the student accordingly and will take no further action. A student who is not satisfied with such a decision by the Pro-Director may submit a written appeal to the Director within 14 days of the date of the Pro-Director's letter being sent, and the Director will either uphold the Pro-Director's decision (and so inform the student) or proceed under paragraph 6.
- If the Director decides that it would be appropriate for the grievance to be disposed of informally, the Director will seek the agreement of the student to this course of action. The student's non-reply to the Director's letter will not be taken as agreement. Where there is agreement the Director will proceed at his discretion. Where there is no agreement the matter will be considered under paragraph 7.
- If the grievance has not been disposed of informally under paragraph 6, the Director shall expeditiously either:
 - decide that the subject matter of the grievance could properly be considered with (or form the whole or any part of) a complaint under the Disciplinary and Dismissals Procedure for Academic Staff, or make a determination under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmary and take action accordingly, notifying in writing the student submitting the grievance, or;
 - refer the matter to a Grievance Committee appointed by the Council as set out below.
- Where the Director proceeds under paragraph 7.2, the student shall be notified in writing:
 - of the establishment of the Committee and its membership. If the student objects to a member, he or she should state the reasons for that objection in writing to the Secretary of the School and the Director shall determine whether the member objected to should be excluded from membership;
 - of his/her right to be heard by the Committee and to present evidence;
 - of the date, time and place when the case will be considered by the Committee. The date arranged for the hearing must give the student reasonable time to prepare the case. The student may ask for an adjournment which may be granted or refused at the discretion of the Committee;
 - of his/her right to present the grievance by means of a written submission or to appear before the Committee in person and to bring a friend or adviser (who might be a legal adviser) and to call witnesses on his/her behalf;
 - of the procedure to be adopted. The student shall receive notification of the procedures to be followed both when the student is to appear before the Committee in person and when the student makes a submission in writing.
- The student will be asked to state in writing, by a specified date in advance of the hearing, whether he or she proposes to make a written submission or to attend in person with or without a friend or adviser. If proposing to bring a friend or adviser, the student shall provide in writing to the Secretary of the School, not later than three days before the date fixed for the hearing of the grievance, notice of the name and status of the friend or adviser.
- The student will also be asked whether he/she would require the meeting of the Committee to be held in public. In the absence of any such requirement it will meet in private according to these procedures.
- After hearing the case and considering the evidence, the Grievance Committee shall make such report or recommendation to the Director, as it considers appropriate in the circumstances of the case. The report may propose whatever remedy the Committee considers appropriate in respect of a grievance which is found to be substantiated; such remedy may include a proposal that all or part of the subject matter of the grievance be considered under the Disciplinary and Dismissals Procedure for Academic Staff, or determined under the Procedure for Termination of Appointment for Incapacity Arising From Ill-Health or Infirmary.
- The report of the Committee will be presented to the student and to its members. In writing its report the Committee shall have regard to the need to protect the position of any witnesses. The student will be notified in writing of the decision of the Director, with the reasons for that decision.

13. The Grievance Committee shall be appointed by the Council of the School in consultation with the Students' Union, and shall comprise:
- a lay governor member of the Council;
 - a member of the academic staff appointed by and from a panel established for this purpose by the Academic Board;
 - another person, not employed by the School, preferably a recent alumnus of the School.
- The Committee shall appoint one of its members to take the chair.

PROCEDURE FOR COMPLAINTS OF SEXUAL HARASSMENT

The procedure is designed to cover complaints made by any student – male or female – against a member of staff. The procedure is open to review in the light of experience. A full copy of the procedure document is available from the School's Resource Centre in Room H616.

Preliminary Stages

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

Informal Procedure

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

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

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

Formal Procedure

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

Criminal Offence

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

STUDENT REPRESENTATION

Every department has a staff-student committee as a focus of communication between the department and its students. Some departments have a committee specifically for graduate students and in others graduate students are represented on the committee.

**Staff-student
committees**

The Dean chairs the Master's Students' Sub-Committee and the Research Students' Sub-Committee on which sit a student from each department and institute. Members are selected in the Michaelmas Term by students in each department or institute. The Sub-Committees normally meet once a term and report to the Graduate School Committee.

**Students' Sub-
Committees**

A member of the Master's Students' Sub-Committee and of the Research Students' Sub-Committee is elected by the relevant Sub-Committee to sit on the Graduate School Committee, which oversees the work of the Graduate School. The Committee meets three times a year, in December, March and May.

**Graduate School
Committee**

DIPLOMA PROGRAMMES

School Diplomas are governed by the Regulations for Diplomas and by the Code of Practice for Diploma Programmes.

INTRODUCTION

When choosing your courses you should first read the programme regulations governing the choice of subjects for your Diploma. Only those subjects or combinations of subjects explicitly permitted by the regulations for each Diploma may be offered for examination. Where special permission is required for a particular subject or combination of subjects, you must apply for permission, in writing, to the Academic Registrar at the start of the session.

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.

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REGULATIONS FOR DIPLOMAS

General

- These Regulations apply to all persons having registered for a programme of study leading to a diploma other than a diploma of the University and to those having registered for any part of such a programme. They are made subject to the General Academic Regulations of the School.

Entrance qualifications

- The normal minimum entrance qualification for registration for a diploma is a degree or qualifications and/or experience deemed acceptable by the School. An applicant for admission will also be required to meet any additional entrance requirements specified in the relevant programme regulations.
- The School may prescribe English language and/or other tests as conditions of admission.
- Application for admission to a programme and registration for that programme shall be undertaken in accordance with procedures specified by the School.
- The School may exceptionally exempt a student from part of a programme on the basis of previous study at another institution and may exempt such a student additionally from part of the examinations prescribed for the degree.

Programmes of study

- Programmes shall be so organised as to fall into one or both of the following categories:
 - 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;
 - a period of part-time study of between two and four years, during which candidates will be examined in accordance with the individual programme regulations.
- A student may be allowed, at the discretion of the School and provided that the individual programme regulations so permit, to spend a maximum period of six months or, in the case of students pursuing a part-time programme, an equivalent period, on project work under appropriate supervision at an organisation or institution approved by the School as having a function relevant and suitable to the field of study. The student will not normally be permitted to undertake the project work outside the School.
- A student will normally register for courses up to the value of four courses in each year. Courses must be chosen to comply with the programme regulations concerned.
- The School may permit a student to transfer from one programme to another within the School. Such permission will be given only on the recommendation of the departmental tutors of the department responsible for the student's current diploma and for the programme into which he/she wishes to transfer. A student wishing to transfer must apply for permission, in writing, to the Academic Registrar.
- In exceptional circumstances, the School may permit a student to vary his or her programme by substituting for courses to the maximum value of one full unit, listed in the course regulations, other graduate courses of equivalent value. Such permission will be given only on the recommendation of the departmental tutor for the department responsible for the programme concerned. A student wishing to substitute a course must apply for permission, in writing, to the Academic Registrar.

Entry to examinations

- A candidate for the degree will be deemed to have entered the examinations for the courses for which he/she is registered. He/she must ensure that any examination fee payable must be received by the dates specified by the School.
- Notwithstanding an examination entry under Regulation 11, no candidate shall be eligible to sit the examination in a course unless having satisfactorily attended that course in that year of study and having completed the work required in that course.
- Candidates are bound by the regulations in force at the time of their entry to the examination including the individual programme regulations.

- A candidate will be examined in each course at the end of the year, unless having deferred or withdrawn under these Regulations. A candidate will not be re-examined in any course which he or she has already passed.
- No fee is payable for the first attempt at an examination.

Examinations

- The School will establish a board of examiners for each programme. Each board shall include examiners who are not members of the staff of the School, who shall have regard to the totality of each diploma programme and who shall be involved and particularly influential in the decisions relating to the award of every diploma and shall annually report to the Director, being asked specifically to comment and give judgment on the validity and integrity of the assessment process and the standard of student attainment.
- Examination procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
- Each board of examiners shall ensure inter alia that award schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.
- Schemes of examination shall be prescribed in the individual programme regulations.
- The examination for each written paper shall take place on one occasion each year.
- An essay/report/dissertation, where indicated in the scheme of examination, will be examined on one occasion only in each year.
- To be eligible for the award of a diploma a candidate must satisfy the examiners in the examinations prescribed for the programme within a period of two years from the satisfactory completion of the prescribed period of study. In special cases this period of two years may be extended by the School.
- The examiners shall have the discretion to award a mark of merit or distinction to a candidate.
- A candidate wishing to defer sitting one or more examinations must first obtain the support of his or her supervisor. Where the supervisor is not willing to support the request the candidate may appeal to the course director or departmental convener as appropriate. The candidate must then seek the approval of the Chair of the appropriate board of examiners. If the Chair supports the request the Chair shall put the case to the School for approval. Permission must be sought no later than Friday of the first week of the Summer Term except in the case of unforeseen and exceptional circumstances. Candidates who are absent without formal permission from an examination entered will have that examination counted as the first attempt. Where deferment has been granted candidates will be informed of the marks they obtained in those elements in which they have been examined.
- If an essay, report or dissertation is adequate except that it requires minor amendment the examiners may require the candidate to make within one month the amendments specified by them or one of their number nominated by them.
- In exceptional circumstances examiners shall have discretion to require a student to be examined orally in one or more components of his or her examination.
- Where the regulations permit a candidate to offer work written outside the examination room, the work submitted must be certified to be his or her own and any quotation from the published or unpublished works of other persons must be acknowledged.
- The conduct of candidates in assessment is governed by the *Regulations on assessment offences in taught degree and diploma courses*.

Late submission of course-work

- Where a course includes course-work as part of its assessment, all students must be given clear written instructions on what is required and the deadline for its submission.
- If a student believes that he or she has good cause not to meet the deadline (eg illness) he or she should first discuss the matter with the course teacher and seek a formal extension from the chair of the board of examiners. Normally extensions should only be granted where there is good reason backed by supporting evidence (eg medical certificate).
- If a student misses the deadline for submission but believes he or she has had good which could not have been alerted in advance he or she should first discuss the matter with the course teacher and seek a formal extension. Normally extensions should only be granted where there is a good reason backed by supporting evidence (eg medical certificate).
- Any extension should be confirmed in writing to the student.
- If a student fails to submit by the set deadline (or extended deadline as appropriate) the following penalties will apply:
 - For each day the submission is overdue a deduction of 10 marks out of 100 will be made.

Re-examination

- If a candidate fails at the first attempt to satisfy the examiners in any course and has not been given an overall pass at any level in the Diploma the examiners may determine that he/she may be re-examined in any of the elements failed, on one occasion only, subject to the assent of the School when such re-examination would involve further attendance at the School.
- Re-examination will be at the next following examination except where the School has granted permission for a candidate to defer until the examination in 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 27, 28, 34 and/or 37.
- Candidates being re-examined are required to sit the same examinations as they sat previously, unless they have satisfactorily completed courses for different examinations.
- A candidate who resits an examination when not registered at the School will be required to pay a fee determined by the School from time to time, except that a candidate who for medical or other reasons approved by the School does not sit an examination while in attendance at the School may be permitted to sit such an examination on one subsequent occasion without payment of a fee, whether or not in attendance at the School.

Illness

- A candidate who, owing to illness, the death of a near relative or other cause judged sufficient by the School is prevented from completing at the normal time the examination or part of the examination for which he/she has entered may with the permission of the School:
 - 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
 - at the discretion of the examiners, be set a special examination in those elements of the examination missed as soon as possible and/or be permitted to submit any work prescribed on or by a date specified by the board of examiners. The special examination shall be in the same format as specified in the programme regulations for the element(s) missed.
- Where a candidate has failed to complete the examination for one of the reasons specified in Regulation 40 the candidate shall submit the application with medical certification or other supporting evidence to the Graduate School Office within seven days of the last day of the written examinations or for the submission of the essay/report/dissertation.

Notification of results

- After the examiners have reached a decision, every candidate will be notified by the School of the result of his/her examination. Certification of the award of a diploma shall be subsequently despatched to each candidate who has been awarded a diploma.

Appeals against decisions of boards of examiners

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

SCHEDULE TO THE REGULATIONS FOR DIPLOMAS

The powers of the School set out in these Regulations shall be exercisable as follows:

Regulation	Powers exercisable by
2, 3, 5, 7, 9, 10, 16, 17, 22, 24, 29, 30, 31, 32, 33	Graduate School Committee
4, 11, 37, 39, 43	Academic Registrar
16	Academic Board on recommendation of Graduate School Committee
40	The appropriate board of examiners

CODE OF PRACTICE FOR DIPLOMA PROGRAMMES**1. Introduction**

- 1.1 Diploma programmes have two key purposes. One is as a conversion or refresher course for those students who might subsequently wish to read for a Master's degree but whose previous qualifications do not (because of their level or subject content) equip them to proceed directly to a Master's degree 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.
- 1.2 This Code of Practice sets out the basic requirements of all School Diploma programmes and the responsibilities of both programme providers and Diploma students. It codifies what already exists in most departments. By making explicit minimum requirements the aim of this Code is to provide a basis for monitoring the academic activity of the School through the Teaching Quality Assurance Committee as well as to provide a guide to students of what they can reasonably expect and a guide to departments of what they should provide.
- 1.3 This Code does not seek to cover 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 departmental variations will, where they exist, enhance the minimum standards.
- 1.4 Regulations governing the registration, attendance and examination of Diploma students are published annually in the School Calendar. All those involved as teachers or students on Diploma programmes should acquaint themselves with these regulations.

2. Basic requirements

- 2.1 All Diploma providers should make arrangements to ensure that the basic requirements set out in paragraphs 3 to 9 below are fulfilled.

3. Programme Tutor

- 3.1 Each Diploma programme should have a clearly identified tutor who is responsible for all administrative matters related to that programme and its academic content (*ie arrangement of supervisors to students; for provision of clear information for students; and to ensure that the requirements of this Code are met*). 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 should be made known to all incoming students before arrival at the start of each session.

4. Induction

- 4.1 Applicants accepted on to a Diploma programme should be sent, 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 might usefully 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 responsibility for sending the information will be that of the programme tutor.
- 4.2 At the start of each session an introductory meeting should be held for all students on each programme, introducing the students to the programme and to the department. At this meeting students should be given full and detailed written guidance on the requirements of the programme, the selection of options and arrangements for supervision.
- 4.3 Arrangements should be made by the Programme Tutor for each student to meet his or her supervisor in the first three weeks of the session.

5. Progress monitoring

- 5.1 Each student should meet his or her supervisor at least twice a term. The purpose of these meetings is to give an opportunity for the student to seek and receive academic guidance and feedback on progress and performance. The form of these meetings will be for the individual supervisor to determine but might involve the discussion of the student's class teacher's report on his or her written work and attendance at classes. Each supervision should, as far as possible, be uninterrupted by telephone calls, visitors or other distractions. Each supervisor should have at least one office hour a week during term-time or should make clear when he or she is available each week to see students.
- 5.2 Supervisors have a responsibility to advise students on their academic progress and any academic problems they might be experiencing. Many supervisors also undertake a pastoral role and in the case of non-academic problems (emotional, financial, personal) the supervisor should refer the students, as necessary, to the appropriate agencies in the School (eg Health Service, Financial Support, Advisers, Deans). If a student decides to withdraw from or interrupt his or her programme of study the supervisor should inform the Graduate School Office (in writing) and the programme tutor.
- 5.3 At the end of the Michaelmas and Lent Terms the reports of individual class teachers are collated on to a single report sheet for each student and sent to the programme tutor, who in turn passes it on to the individual supervisor. The forms are then returned to the Graduate School Office and filed in the student's file.

6. Tuition

- 6.1 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.
- 6.2 It is the normal expectation that each Diploma programme will 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 at least 40 hours for a full year.

- 6.3 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.*
- 6.4 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.
- 6.5 Written work should normally be marked and returned within two weeks of submission.

7. Assessment

- 7.1 The regulations for the assessment of each Diploma programme are as set out in the regulations for each Diploma programme printed in the Calendar. These are the regulations agreed by the relevant committees of the School. If programme conveners/departments wish to change the method of assessment they must put their case for amendment of the programme regulations to the Regulations Sub-Committee of the Graduate School Committee.
- 7.2 Methods of assessment for Diploma programmes are normally by unseen written examinations but some programmes have courses assessed by coursework.
- 7.3 The standard classification for School Diplomas is the scheme adopted by the Academic Board at its meeting on 6 June 1990 on which scale 34% is the pass mark.
- 7.4 Scripts are double marked, ie marked by two examiners. Scripts are then available for moderation by a Visiting Examiner in accordance with the duties of Visiting Examiners as set out in the general instructions for the conduct of examiners published by the School. In cases of disagreements between the two markers the Visiting Examiner should be asked to moderate. The Visiting Examiner has the right to inspect any coursework he or she wishes.
- 7.5 The final Board of Examiners should be held no later than six weeks after the date of the final element of the examination.

8. Staff-Student Committee

- 8.1 Each department or institute should make arrangements for a Staff-Diploma Students' Committee (or, if more appropriate to the size of the department, a Staff-Graduate Students' Committee).
- 8.2 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.

9. Responsibilities

- 9.1 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 first consult with their supervisor. If students are away from the School for any reason they must inform their supervisor and, in the case of absence of more than a fortnight, the Graduate School Office.
- 9.2 All Diploma 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 examination results.
- 9.3 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.
- 9.4 Students should decide their choice of options after discussion with their supervisor or Diploma convener. They must ensure that their choice accords with the regulations for the Diploma, as published in the LSE Calendar, and that they submit their option choice form, signed by their supervisor, to the Timetables Office as soon as possible after the introductory meeting and no later than the specified deadline. All subsequent changes must be reported to the Timetables Office. *Failure to report changes will normally result in a student being required to take an examination in the option for which he or she was originally registered.*
- 9.5 Students must make sure that when received they check and sign their examination entry form and return it to the Examinations Office by the deadline.
- 9.6 All students are required to communicate changes of address to the Graduate School Office as soon as they occur. Vital information is sent to students during term-time and failure to communicate changes may result in a student not being entered for examinations or not receiving other important information.
- 9.7 Students who decide to withdraw from the School must inform their supervisor, programme tutor and the Graduate School Office. Failure to inform the School could result in a demand for fee payments for the full session.

Note: *The School also offers teaching for the intercollegiate University of London Diploma in Law, which is designed to allow both graduates, who need not possess a law degree, and non-graduates with substantial education in law, to pursue a course of studies aimed at the submission of a dissertation on an approved legal topic. Some but not all of the Diploma Code of Practice will also apply to the above students.*

DIPLOMA PROGRAMME REGULATIONS**General rules**

Unless otherwise specified under each programme the following rules apply:

Duration

One academic year for full-time students and two years for part-time students except the University of London Diploma in Law.

Part-time students normally sit papers in two parts. At the end of the first year they sit papers up to the value of two units. In the second year they sit the remaining papers and the dissertation. Rules on resits may be found on pages.

Choice

Choice of any course is subject to School approval. Choice of any course outside your home department is subject to availability and the approval of the host department. No course may be counted more than once towards the degree. ♦ means by special permission only. H means a half-unit course. NA 00/01 means not available in the year 2000-2001.

Examination dates

Written papers are taken in May/June.

Diploma in Accounting and Finance

(Department of Accounting and Finance)

Students must take four courses as shown.

Paper Course number and title

- | | |
|-------|---|
| 1 | AC212 Principles of Finance |
| 2 | AC211 Managerial Accounting or AC330 Financial Accounting |
| 3 & 4 | Two of the following:
The paper from 2 above not already selected
AC340 Auditing and Accountability
One of the following:
EC201 Microeconomic Principles I
EC202 Microeconomic Principles II
EC313 Industrial Economics
EC210 Macroeconomic Principles
EC220 Introduction to Econometrics
MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H or
OR201 Operational Research for Management
LL209 Commercial Law
ID200 Organisational Theory and Behaviour
EH240 British Business and Contemporary Economic Performance
Any other course ♦ |

Diploma in Business Studies

(Department of Industrial Relations)

Students must take four courses as shown.

Paper Course number and title

- | | |
|-----------|---|
| 1 | ID490 Business Policy |
| 2,3,4 & 5 | Three of the following:
AC100 Elements of Accounting and Finance
AC211 Managerial Accounting
AC212 Principles of Finance
EC100 Economics A or EC313 Industrial Economics or ID491 Business Economics (NA 00/01)
ID200 Organisational Theory and Behaviour
ID290 Human Resource Management
ID100 Industrial Relations
LL209 Commercial Law
ST327 Marketing and Market Research
IR456 International Business in the International System
IS143 Information Technology for the Social Scientist
IS340 Information Systems in Business
ST100 Basic Statistics
OR201 Operational Research for Management
Any other course ♦ |

Diploma in Econometrics

(Department of Economics)

Students must take four courses as shown. Those who wish to be considered for admission to the MSc In Econometrics and Mathematical Economics should choose EC309 and EC202 as two of their courses.

Paper Course number and title

- | | |
|-------|---|
| 1 | EC221 Principles of Econometrics or EC309 Econometric Theory |
| 2,3,4 | Three of the following:
EC333 Problems in Applied Econometrics
EC319 Mathematical Economics
EC202 Microeconomic Principles II
MA100 Mathematical Methods or MA200 Further Mathematical Methods (Calculus) H and MA201 Further Mathematical Methods (Linear Algebra) H
ST202 Probability, Distribution Theory and Inference
Another course with the approval of the candidates teacher ♦
A course which can be examined by means of a project ♦ |

Diploma in Economics

(Department of Economics)

Those who wish to be considered for admission to the MSc in Economics should choose (1) either MA107/ST105 (two half-unit courses) or MA100 and (2) one of the following: ST100, ST102, EC220, EC221.

Paper Course number and title

- | | |
|---|--|
| 1 | EC201 Microeconomic Principles I or EC202 Microeconomic Principles II |
| 2 | EC210 Macroeconomic Principles II |
| 3 | Any two of the following:
MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H or
MA100 Mathematical Methods or OR201 Operational Research for Management
ST100 Basic Statistics or ST102 Elementary Statistical Theory or EC220 Introduction to Econometrics or
EC221 Principles of Econometrics
EC301 Advanced Economic Analysis
EC305 Comparative Economic Systems
EC307 Development Economics
AC100 Elements of Accounting and Finance
EC311 History of Economic Thought (NA 00/01)
EC313 Industrial Economics
EC315 International Economics
EC317 Labour Economics
EC319 Mathematical Economics
EC321 Monetary Economics
EC325 Public Economics
A course in Economic History ♦
Any other course ♦ |

Diploma in World Politics

(Department of International Relations)

Students must take four courses and four essays as shown. All students on this course are required to take a test at the beginning of October and a mock examination in World Politics in mid January.

Paper Course number and title

- | | |
|-------|---|
| 1 | IR400 World Politics
Two of the following: |
| 2 & 3 | IR401 Foreign Policy Analysis II
IR402 International Institutions II
IR403 The Politics of International Economic Relations II
IR404 Strategic Aspects of International Relations II |
| 4 | Any other graduate course including a third paper from those listed under 2 and 3 above |
| 5 | Four essays written during the course of study |

University of London Diploma in Law

(Department of Law)

Full year programme. This course of study is open to Law graduates or those whose undergraduate study included substantial preliminary training in law or who, although not graduates have satisfied the School that their previous education in Law allows them to be regarded as being of graduate calibre.

- A Candidate is required to submit a dissertation of not more than 20,000 words, which must be written in English and must afford evidence of serious study by the candidate and of his/her ability to discuss a problem critically.
- The subject of the dissertation must be submitted for the approval of the University no later than eight months after the programme of study is started.
- Candidates must forward two copies of the dissertation typewritten or printed and bound in the prescribed fashion and a short abstract (2 copies) of the dissertation comprising not more than 300 words.
- Candidates must submit their dissertations within one year of the approval of the subject, together with an entry form. In some cases, if the dissertation does not meet the standard required, the examiners may allow the candidate to re-present a revised dissertation within one calendar year.

Diploma in Sociology

(Department of Sociology)

Students must take four courses as shown. Those who wish to proceed to the MSc in Sociology will be expected to pass the Diploma at a standard satisfactory to the Department.

Paper Course number and title

- | | |
|-------|---|
| 1 | SO201 Sociological Theory |
| 2 | SO101 Issues and Methods of Social Research |
| 3 & 4 | Two of the following:
ST103 Statistical Methods for Social Research
SO301 Basic Issues in Comparative Sociology
SO103 Aspects of British Society
SO202 The Social Analysis of Russia and the CIS
SO203 Political Sociology
SO204 Political Processes and Social Change (NA 00/01)
SO212 Sociology of Work: Management and Employment
SO106 Sociology of Religion
SO211 Sociology of Medicine
SO205 Sociology of Development (NA 00/01)
SO210 Crime, Deviance and Control |

SO213 Society and Literature (NA 00/01)
 SO208 Gender and Society
 EU201 Theories and Problems of Nationalism
 SO214 The Psychoanalytic Study of Society
 SO215 Evolution and Social Behaviour
 SO216 Cults, Sects and New Religions (NA 00/01)

ACCOUNTING AND FINANCE

AC100

Elements of Accounting and Finance

Teachers responsible: Ms J F S Day, E307 and Dr T Ahrens, Y209
Availability: This course is available as an outside option.

Core syllabus: The aim of the course is to introduce students to the preparation, uses and limitations of accounting information and to the problems of finance and investment decisions.

Content: Balance sheets, cash flow statements, income accounts and other accounting statements relating to past events and planned activities: their construction, use and interpretation.

Accounting conventions: their nature, purposes and limitations. Standard accounting practices. Legal and economic considerations, including elements of taxation. Accounting for inflation and changing price levels.

Introduction to managerial accounting. Costing, budgeting, long-term decisions, and the contexts of managerial accounting.

Techniques of financial mathematics and their use in investment and financing decisions.

Teaching: 40 lectures (AC100). There will be two lectures each week during MT and LT given by Ms J Day, Dr T Ahrens and others.

Classes: A total of 22 weekly classes commencing in the third week of MT. AC100.A for non-specialists, AC100.B for BSc Accounting and Finance, AC100.C for Diploma in Business Studies students.

Written work: Class exercise sets prepared by the lecturers will be distributed during the course. These sets include both numerical and discussion questions. Students will be expected to prepare answers to all exercises and these will be discussed in class and may be collected by class teachers for marking or scrutiny at the end of the class concerned. Detailed solution notes for each exercise will be given out by class teachers.

Reading list: The main reading for the financial accounting section of the course is currently contained in: M W E Clautier & B Underdown, *Accounting Theory and Practice* (6th edn, Pitman, 1997). The recommended text for the managerial accounting material is: C T Horngren, A Bhimani, G Foster & S M Datar, *Management and Cost Accounting* (Prentice Hall, 1999). Any subsequent changes will be announced in the first lecture.

Supplementary reading: This will be specified in the detailed Course Programmes and Reading lists which will be distributed during the course.

Assessment: A three and a quarter hour written examination in the ST.

AC211

Managerial Accounting

Teachers responsible: Dr A Bhimani, A307 and others

Availability: This course is available for Bachelor's degrees and for Diplomas where listed in the regulations and as an outside option, for Bachelor's degrees. Students must have completed AC100 **Elements of Accounting and Finance**.

Core syllabus: The aim of the course is to provide a grounding in accounting for decision making and control within the enterprise. The course not only gives an insight into the technical aspects of modern management accounting systems, but also emphasizes their micro-economic and organizational underpinnings.

Content: The historical development of management accounting and its organizational roles. Cost-volume-profit relationships; relevant costs for decision making; cost information and optimization models. Accounting for managerial decisions under uncertainty; traditional versus modern cost management; activity-based costing; costing problems in non-manufacturing environments; strategic and market-based costing. Planning and budgeting; responsibility accounting; organization structures; transfer pricing and performance measurement. Comparative management accounting practices.

Accounting Information Systems: Computer based accounting systems and accounting software; spreadsheets; database management systems; introduction to systems analysis and internal control; information technology and control issues.

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.

Teaching: 22 lectures (AC211) of 2 hours and 20 classes of 1 hour. (AC211.A for non-specialists, AC211.B for BSc Accounting and Finance students and AC211.C for Diploma in Accounting and Finance students).

Written work: Students will be expected to produce written work for classes and to make presentations of their work. They will also be expected to contribute to class discussion.

Reading list: A detailed reading list will be given out at the start of the course. Illustrative texts include: C Horngren, A Bhimani, G Foster & S Datar, *Management and Cost Accounting* (Prentice Hall, 1999); M

Bromwich & A Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994).

Assessment: A three hour unseen examination will take place in the ST.

AC212

Principles of Finance

Teacher responsible: Dr J L G Board, E309

Availability: This course is required for BSc Accounting and Finance students in their second year and is available to other students as permitted by the regulations for their degree. Students must have completed **Introduction to Quantitative Methods or Quantitative Methods for Accounting and Finance and Economics (B)**, or their equivalents.

Core syllabus: The aim of this course is to introduce the theory of financial decision making by firms and examine the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Teaching: 30 lectures (AC212) of 1 hour MT and LT and 20 classes (AC212.A for non-specialists, AC212.B for BSc Accounting and Finance students and AC212.C for Diploma in Accounting and Finance students) of 1 hour MT and LT.

Written work: Students will be expected to produce written work for classes and to make positive contributions to class discussion.

Reading list: Detailed course programmes and reading lists will be distributed at start of the course. Illustrative texts include: Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill); Grinblatt & Titman, *Financial Markets and Corporate Strategy* (Irwin, McGraw Hill).

Assessment: A three hour unseen examination will take place in the ST.

AC330

Financial Accounting

Teacher responsible: Mr C Noke, A311

Availability: This course is available for Bachelor's degrees and for Diplomas where listed in the regulations. It is not available as an outside option. Students must have a background in accounting equivalent to **Elements of Accounting and Finance**.

Core syllabus: The purpose of the course is to study the theory and practice of financial reporting. Accounting practices are examined in the light of their historical development, legal and other regulatory requirements, economic theories of income, value and capital, and other approaches to accounting theory.

Content: Financial accounting with particular reference to company accounts. Alternative approaches to accounting theory. Regulation of financial reporting. Standardisation. The measurement of income, costs and depreciation. The valuation of assets. Issues in financial accounting. Empirical research in accounting. Further details will be given at the start of the course.

Teaching: 30 one hour lectures (AC330): two lectures weekly in the MT, one lecture weekly in the LT. 20 weekly classes (AC330.A for undergraduates, AC330.B for Diploma in Accounting and Finance students) MLS.

Written work: Students will be expected to produce written work for each class. Students will be required to make presentations of their work and to contribute to class discussion.

Reading list: No one book covers the entire course. Books recommended include: G Whittington, *Inflation Accounting: an introduction to the debate* (CUP, 1983); M Bromwich, *Financial Reporting, Information and Capital Markets* (Pitman, 1992); R Lewis & D Pendrill, *Advanced Financial Accounting* (Pitman, 6th edn, 2000).

Detailed references to books and journal articles will be specified on the Course Programme and Reading List at the beginning of each term. Books which students may wish to purchase will also be recommended then.

Assessment: A formal examination of three and a quarter hours (the first fifteen minutes of which will be reading time) will take place in the ST. Normally candidates are required to answer four questions.

AC340

Auditing and Accountability

Teachers responsible: Professor M Power, A384 and others

Availability: This course is available for Bachelor's degrees and Diplomas where listed in the regulations. Students must have a background in accounting equivalent to **Elements of Accounting and Finance**.

Core syllabus: The aim of the course is to provide an introduction to the theory and practice of modern auditing.

Content: The course provides a critical analysis of the audit function in its many forms. Auditing is understood in a broad sense to exist wherever a need to monitor relations of accountability arises. As private and public sector organizations become increasingly complex this monitoring function is both more important and more difficult. The course addresses the

theoretical basis of auditing, its practical methodologies and its legal, professional and social environment. While the primary focus is upon the 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 management, public sector and other contexts will be covered. Further details will be provided at the start of the session.

Teaching: 20 lectures (AC340) and 20 classes (AC340.A) in the MT, LT and ST.

Written work: Students will be expected to produce a minimum of four written essays per year and one class presentation. All students will be expected to contribute to class discussion.

ECONOMICS

EC100

Economics A

Teachers responsible: Professor C M E Whitehead, S377 and Dr N Barr, S578

Availability: 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, unemployment, inflation, the balance of payments and applications to policy.

Teaching: Lectures EC100: 20 MT, by Professor Whitehead, on microeconomics; 20 LT, by Dr Barr, on macroeconomics and 2 ST.

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 below).

Written work: Class teachers will normally set and mark four pieces of written work from each student during the course.

Reading list: Students should buy one of the following: R G Lipsey & A Chrystal, *An Introduction to Positive Economics* (9th edn), Oxford, 1999; D Begg, S Fischer & R Dornbusch, *Economics*, (6th edn), McGraw-Hill, 2000; N G Mankiw, *Principles of Economics*, Dryden, 1998; 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 Farquhar, *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.

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 micro and macro economics.

Copies of previous years' examination papers are available.

EC201

Microeconomic Principles I

Teachers responsible: Dr M Bray, S476 and Dr J Leape, Q273

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in economics based on textbooks such as D Begg, S Fischer & R Dornbusch, *Economics*; P A Samuelson & W Nordhaus, *Economics*; or R G Lipsey, *Positive Economics*. Students are also expected to have completed an introductory mathematics course such as **Basic Mathematics for Economists** or **Quantitative Methods for Economists** and should revise calculus including partial derivatives and the use of Lagrangians.

Core syllabus: An intermediate course in microeconomic analysis.

Content:

I. **Consumer Theory.** Utility functions and indifference curves. Income and substitution effects. Selected applications.

II. **Producer Theory.** Production and cost functions. Firm and industry supply. Monopoly.

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, 1996); M Sherer & M Turley (Eds), *Current Issues in Auditing* (Paul Chapman, 1997); D Flint, *Philosophy and Principles of Auditing* (Macmillan, 1998); and refer to M Power *The Audit Society* (OUP, 1997).

Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Assessment: A three hour formal examination will take place in the ST.

III. **Strategic Choice.** Basic ideas in game theory. Applications to oligopoly.

IV. **General equilibrium and welfare.** Competitive equilibrium. Efficiency of equilibrium. Welfare criteria.

V. **Topics in welfare economics.** Public goods, externalities, second best pricing.

VI. **Uncertainty and information.** Choice under uncertainty. Insurance markets. Asymmetric information. Selected applications.

Teaching:

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.

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*. Students may also find W Nicholson, *Microeconomic Theory*, and H Varian, *Intermediate Microeconomics*, useful.

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, Q251 and Dr J Lane, S483

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics based on textbooks such as D Begg, S Fischer & R Dornbusch, *Economics*; P A Samuelson & W Nordhaus, *Economics*; or R G Lipsey, *Positive Economics*. Students are expected to have completed a mathematics course of at least the level of **Quantitative Methods for Economists** and mathematics to the level of **Mathematical Methods** is desirable.

Core syllabus: An intermediate course in microeconomic analysis.

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://sticerd.lse.ac.uk/research/frankweb/courses/micro/index.html>

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.

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; F A Cowell, *Microeconomic Principles*, Philip Allan/Harvester Wheatsheaf, 1986 (op); R Gibbons, *A Primer in Game Theory*, Harvester Wheatsheaf, 1992.

Assessment: A three-hour written examination in the ST. Candidates are required to answer four questions.

EC210

Macroeconomic Principles

Teachers responsible: Professor C Bean, S477 and Dr L Stanca, S682

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics based on textbooks such as D Begg, S Fischer & R Dornbusch, *Economics*; P A Samuelson & W Nordhaus, *Economics*; or R G Lipsey, *Positive Economics*. Students are also expected to have completed an introductory mathematics course such as **Basic Mathematics for Economists**.

Core syllabus: An intermediate course in macroeconomic analysis.

Content:

I. **The Economy in the Long Run.** Factor market equilibrium and the Neoclassical theory of income distribution. Classical and endogenous economic growth. The growth implications of European integration. Unemployment and the Beveridge curve. Inflation; seigniorage and the

fiscal prerequisites for stopping hyperinflation; the costs of inflation. Determinants of the real exchange rate and the role of international capital flows; the European Monetary System. The life-cycle-permanent-income consumption function. Life-cycle consumption theory, budget deficits and the National Debt.

II. The Economy in the Short Run. Business cycle facts. The determination of aggregate demand; the Great Depression. New Classical and New Keynesian models of aggregate supply; the Policy Ineffectiveness Proposition, menu costs, and multiple equilibria. Stabilisation policy and the time consistency problem; the case for an independent central bank; rules for monetary policy. Real business cycles. The open economy in the short run: the Mundell-Fleming and Dornbusch models; the Thatcher recession and the role of North Sea oil. The supply of, and demand for money; simple portfolio models.

Teaching:

Lectures EC210: 40 MT and LT.

Classes EC210.A: 20 Sessional. EC210.B: for Diploma students.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written work: Students are urged to attempt the assigned problems before attending classes. At least five pieces of written work will be required and marked by class teachers.

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.

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, S184

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed an introductory statistics course such as **Basic Statistics or Quantitative Methods for Economists**.

Core syllabus: An introductory course in econometrics.

Content: The course begins with 4 optional review lectures on random variables, expectations, unbiasedness, efficiency, consistency. The main lectures cover covariance, variance and correlation; simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables and binary response models; proxy variables; autocorrelation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; indirect least squares; instrumental variables; two-stage least squares; an introduction to non stationary time series; an introduction to maximum-likelihood estimation.

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.

Reading list: C R S Dougherty, *Introduction to Econometrics*, Oxford University Press, 1992. Further materials will be available on the EC220 website (<http://econ.lse.ac.uk/staff/crsd/ie/>).

Assessment: A three-hour written examination in the ST.

EC221

Principles of Econometrics

Teacher responsible: Dr M Schafgans, S584

Availability: 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.

Teaching:

Lectures EC221: 20 x 2-hours MT and LT.

Classes EC221.A: 20 Sessional.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: The most useful texts are: W Greene, *Econometric Analysis*, Macmillan; J Johnston & J Dinardo, *Econometric Methods*, McGraw-Hill; D

Gujarati, *Basic Econometrics*, McGraw-Hill; G S Maddala, *Econometrics*, Macmillan; J Kmenta, *Elements of Econometrics*, Macmillan; M Stewart & K Wallis, *Introductory Econometrics*, Blackwell, although none is completely sufficient.

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.

EC301

Advanced Economic Analysis

Teachers responsible: Professor D De Meza, G514 and other

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) and mathematics to at least the level of **Quantitative Methods for Economists**.

Core syllabus: A series of lectures introducing recent developments in economic theory that can help our understanding of economic growth, unemployment and financial markets.

Content: The first part of the course consists of a rigorous survey of the main modern macroeconomic theories of growth and unemployment. The focus will be on the determinants of aggregate growth rates and the dynamics of the aggregate labour market. The second part of the course studies the economics of information and contracts. Applications include marketing strategy, the theory of the firm, labour, financial and insurance markets.

Teaching:

Lectures EC301: 40 MT and LT.

Classes EC301.A: 16 sessions.

Reading list: The course is mainly based on lecture notes and journal articles. Relevant textbooks will be announced at the beginning of each term.

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.

EC305

Comparative Economic Systems

Teachers responsible: Dr S Gomulka, S576, Dr N Barr, S578, Dr C Xu, S587 and Professor R Jackman, S376

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core syllabus: This course compares the characteristics and behaviour of both individuals and institutions (such as firms, banks and governments) in different economic systems and during the transition from centrally-managed to market-based systems.

Content: Part A, 10 lectures given by Dr C Xu, deals with information and incentive problems in various economic organisations; it discusses ownership and co-ordination issues in different economic systems; it also compares China's reforms with the latest reforms in Eastern Europe and former Soviet Union.

Part B, 10 lectures given by Dr Gomulka, is concerned mainly with the causes of variation in economic growth, the incidents of macroeconomic failures (financial instabilities, hyper inflation), and changes in economic systems, all world-wide. It also discusses the institutional, macro-economic and structural aspects of transition in Russia, China and Central Europe.

Part C, 5 lectures given by Dr Barr, examines the causes of market and state failures; when and how state intervention can improve welfare and the quality of markets; what kind of welfare state can support efficiently a market economy.

Part D, 5 lectures given by Professor Jackman, is concerned with the functioning of labour markets, and with unemployment and labour market policy under different economic systems.

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.

Reading list: Each part has a reading list to be provided at the start of the course.

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, Q263 and Dr O Bandiera, Q262

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). A knowledge of introductory econometrics such as that provided by **Introduction to Econometrics and Economic Statistics** 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.

Teaching:

Lectures EC307: 20 MT and LT.

Classes EC307.A: 20 MT and LT.

Reading list: Teaching in the course will be done mainly from journal articles drawn from the forefront of theoretical and applied research in development economics. The main textbook for the course is D Ray, *Development Economics*, Princeton UP, 1998. Use will also be made of three other reference texts: (i) C Jones, *Introduction to Economic Growth*, Norton, 1998; (ii) A Deaton, *The Analysis of Household Surveys: A Microeconomic Approach to Development Policy*, John Hopkins UP, 1997 and (iii) J Behman & T N Srinivasan (Eds), *Handbook of Development Economics*, Elsevier, 1995. Students less familiar with econometrics should review C Dougherty, *Introductory Econometrics*, OUP, 1992.

Assessment: A three-hour written examination in the ST.

EC311

NA 00/01

History of Economic Thought

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: The aim of the course is to examine the development of theories of some of the major problems confronting economists over the past two hundred years or so.

Content: How the problems of 'value' has been approached and 'resolved' over the past two hundred years or so; theories of wages, profits and rent and their interaction with the problem of value; international value – from absolute advantage to reciprocal demand; the development of monetary and interest rate theories and how monetary factors interact with the real economy.

Teaching:

Lectures EC311: 20 MT and LT.

Classes EC311.A: 20 Sessional.

The lectures will give a broad survey of the History of Economic Thought from the eighteenth to the late nineteenth century. The classes will concentrate on a reading of the texts of major classical writers, particularly Hume, Adam Smith, Ricardo and Mill.

Written work: Students will be expected to give class papers and produce some written work.

Reading list: Apart from the selected original text, the following general histories may be consulted; D P O'Brien, *The Classical Economists*, Oxford University Press; M Blaug, *Economic Theory in Retrospect*; J Viner, *Studies in the Theory of International Trade*; L Robbins, *Theory of Economic Policy in Classical Political Economy*; T W Hutchinson, *Review of Economic Doctrines*; G Stigler, *Production and Distribution Theories*.

Assessment: A three-hour written examination in the ST. Students are required to answer four questions from of a wide range of choices covering the syllabus.

EC313

Industrial Economics

Teacher responsible: Dr M Schankerman, S567

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Not open to one-term students. Students should have completed **Microeconomic Principles I or II** (or equivalent).

Core syllabus: An undergraduate course in the Economics of Industry (or in North American terminology, Industrial Organisation). The aim of the course is to understand the structure, conduct, and performance of firms by studying analytic models of imperfect competition and strategic (game theoretic) interaction among firms, determinants of industrial structure, the process of entry and entry deterrence, and some aspects of the regulation of utilities.

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 and issues in the regulation of utilities. Some empirical material and policy issues will be discussed.

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.

Reading list: A detailed reading list will be provided at the beginning of the course. The primary text, from which we draw **selectively**, is J Tirole, *The*

Theory of Industrial Organisation. Supplementary reading will be assigned. The main reference used for game theory (selectively) is R Gibbons, *A Primer in Game Theory*.

Assessment: A three-hour written examination in the ST.

EC315

International Economics

Teachers responsible: Dr S Redding, S580 and other

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: The aim of this course is to introduce students to international trade theory and international monetary economics.

Content: International Trade Theory: This part of the course strives to explain the pattern of trade observed in the world and to account for the prices at which goods are traded. Positive and normative aspects of international markets are examined. Use is made of the theory of comparative advantage, increasing returns, and strategic theories of international trade. Relations between trade and domestic markets for both goods and factors are examined in terms of the theory of trade according to factor endowments.

The course studies the effect of trade policy within both partial and general equilibrium frameworks. Economic integration between countries is also discussed using the same modelling tools.

International Monetary Economics: Balance-of-Payments Definitions: Discusses the components as well as overall measures of the balance-of-payments.

Adjustment Theory: The question of the existence of an automatic mechanism in the international economy which brings about balance-of-payments equilibrium for each of the constituent economies is treated under this heading. Obstacles to the smooth functioning of such a mechanism are also considered. The modern monetary approach to the balance of payments is considered under this topic which otherwise deals with theoretical propositions which are among the oldest in economics.

Stabilisation Policy and the Analysis of Disturbances: Here the efficacy of fiscal and monetary policies in determining levels of income and employment under combinations of fixed and flexible exchange rates and fixed and flexible prices is discussed. In addition, the related investigation of the effects on the domestic economy of various external and internal disturbances is undertaken.

Asset-Market Models: This topic considers models which carefully specify the demand and supply conditions of the various assets which they include. This permits a somewhat more rigorous and complete analysis of certain questions than do either the simple monetary-approach or traditional Keynesian models.

Non-Static and Rational Expectations: This section includes an introductory exposition of the alterations to the previous analysis of open-economy models which result from assuming that expectations of variables are not invariably equal to their current values. Some implications of assuming that expectations satisfy rational-expectations criteria are also discussed.

Flexible Exchange Rates: The determination of exchange rates, the theoretical arguments for and against flexible exchange rates in comparison with fixed rates, and the practical success of flexible exchange rates over the period of floating are the issues dealt with under this topic.

The International Monetary System: This section covers the history and analysis of the international monetary system.

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.

Reading list: The main textbook for the course is D R Appleyard & A J Field, *International Economics*, Irwin, 1995. Other suitable texts are: P Krugman & M Obstfeld, *International Economics*, 3rd edn, Harper 1994; P Krugman, *Rethinking International Trade*; Peter B Kenen, *The International Economy*, 2nd edn, Prentice Hall, 1989; W Ethier, *Modern International Economics*, Norton, 1988; E E Leamer, *Sources of International Comparative Advantage: Theory and Evidence*, MIT Press, 1984; K Philbeam, *International Finance*, 1992; F L Rivera-Batiz & L Rivera-Batiz, *International Finance and Open Economy Macroeconomics*, 1994; P Hallwood & R MacDonald, *International Money: Theory, Evidence and Institutions*, 1994; R MacDonald, *Floating Exchange Rates: Theories and Evidence*, 1988; D Salvatore, *International Economics*, 1993; J Williamson & C Milner, *The World Economy*, 1991; L S Copeland, *Exchange Rates and International Finance*, 1994. Other readings will be given during the course.

Assessment: A three-hour written examination in the ST.

EC317

Labour Economics

Teachers responsible: Professor A Manning, S675 and Dr S Pischke

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) as well as **Introduction to Econometrics and Economic Statistics** (or equivalent).

Core syllabus: The course seeks to introduce students to the major theoretical principles of labour economics and to recent applied work in the area.

Content: This course will provide an overview of the structure of and recent trends in OECD labour markets.

There will also be discussion of policies that might improve labour market performance.

Topics covered will include unemployment, welfare policies, labour supply, wage inequality, the gender pay gap, discrimination, the minimum wage, and trade unions.

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 two essays over the course of the year.

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 academic journals, will be suggested during the course.

Assessment: A three-hour written examination in the ST. Usually, students are expected to answer three out of about eight questions.

EC319

Mathematical Economics

Teacher responsible: Dr J Lane, S483

Availability: 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: This course is designed for students who like using mathematical techniques as a tool in understanding economic problems. It deals with areas in economic theory where mathematical modelling is particularly helpful.

The lectures will use mathematics at many points, and students will be expected to solve economic problems posed in a mathematical form. However considerable emphasis will also be given to the economic motivation and interpretation of the models discussed.

Content:

Techniques of all Constrained Optimization

This is a rigorous treatment of the mathematical techniques for solving constrained optimization problems, which are basic tools of economic modelling. In detail the topics covered are:

Definitions of feasible set and solution, sufficient conditions for the existence of a solution, maximum value function, Lagrange multipliers, shadow prices, Lagrangian sufficiency result, convex sets, concave and convex functions, separating hyperplane theorem, Lagrangian necessity result for concave problems (Kuhn-Tucker Theorem), complementary slackness, shadow prices, and first order conditions sufficiency results for concave and quasi-concave differentiable problems.

Intertemporal Models of the Household and Firm

Savings and investment decisions with perfect capital markets, present discounted value, taxation, simple models of imperfect capital markets.

Uncertainty

Expected utility theory (Von Neumann – Morgenstern utility), derivation of expected utility theory from axioms, risk-aversion and risk-neutrality, simple portfolio theory, the capital asset pricing model.

General Equilibrium and Time

The fundamental theorem of welfare economics, the meaning of complete markets with uncertainty, Arrow-Debreu securities, The Modigliani-Miller Theorem of corporate finance, relationship of complete markets to temporary equilibrium with rational expectations, natural resources.

Teaching:

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.

Reading list: There is no textbook for the course as a whole, but parts (but by no means all) of the following books will be referred to: C J Bliss, *Capital Theory and the Distribution of Income*; P S Dasgupta & G M Heal, *Economic Theory and Exhaustible Resources*; A Deaton & J Muellbauer, *Economics and Consumer Behaviour*; G Debreu, *Theory of Value*; P Diamond & M Rothschild, *Uncertainty in Economics*; A K Dixit, *Optimization in Economic Theory*; H Raiffa, *Decision Analysis: Introductory Lectures on Choice Under Uncertainty*; H Varian, *Microeconomic Analysis*.

These references will be supplemented by lecture notes and references to other books and journal articles. A detailed reading list will be provided with the lecture course.

Assessment: 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: Professor C A E Goodhart, G306 and Professor A R Nobay, G313

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: The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system, the role of the Central Bank and the conduct of monetary policy in closed and open economies.

Content: The nature and function of money. Classical monetary theory, neutrality, inflation and the Keynesian revolution. Modern theories of the demand for money. The banking system and financial intermediation. The control of the money supply, the transmission mechanism of monetary policy. The impact of money on economic activity: the monetarist counter-revolution, and rational expectations. The theory of monetary policy. The term structure of interest rates. The role of Central Banks and the regulation of the financial system. Exchange rate systems and international aspects of monetary policy, including European monetary developments.

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.

Reading list: The most useful text books are C Goodhart, *Money, Information and Uncertainty*, 2nd edn, and B McCallum, *Monetary Economics*.

Other recommended books include D Laidler, *The Demand for Money*, 3rd edn; M J Artis & M K Lewis, *Money in Britain*; S Sheffrin, *Rational Expectations*.

Assessment: 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, Q273

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).

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. Privatisation and regulation of natural monopolies. Effects of taxes on labour supply and savings. Tax policy: principles, incidence, direct versus indirect taxation, optimal taxation, tax evasion. Taxes and investment: domestic and international issues. Current topics in public finance.

The main institutional references will be to the UK but some attention will also be given to other countries, especially the US.

Teaching: Lectures EC325: 20 MT and LT.

Classes EC325.A: 20 Sessional.

Reading list: The most useful textbooks are: N A Barr, *Economics of the Welfare State* (3rd edn); J E Stiglitz, *Economics of the Public Sector* (3rd edn); A B Atkinson & J E Stiglitz, *Lectures on Public Economics*.

Assessment: A three-hour written examination in the ST.

EC333

Problems of Applied Econometrics

Teacher responsible: Professor A Manning, S675 and Dr S Pischke

Availability: This course is for BSc degrees in Economics and Econometrics and Mathematical Economics. It is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent), **Macroeconomic Principles** (or equivalent) and *either Introduction to Econometrics and Economic Statistics or Principles of Econometrics*.

Core syllabus: The purpose of this course is to give students a grounding in recent developments in applied econometric methodology for the analysis of cross-sectional and time series data in economics. A major feature of the course is the computer-based exercises for the classes, which will enable students to obtain considerable practical experience in analysing a wide variety of econometric problems.

Content: Among the econometric topics covered will be instrumental variables, simultaneous equations and limited dependent variable models.

Teaching:

Lectures EC333: 10 MT and 10 LT

Classes EC333.A: 20

Reading list: A detailed reading list will be provided at the beginning of the course.

Assessment: A three-hour written examination in the ST.

ECONOMIC HISTORY

EH240

British Business and Contemporary Economic Performance

Teacher responsible: Dr Tim Leunig, C322

Availability: This is an optional course for Bachelor's degrees in Economic History, and for other degrees and diplomas as regulations permit.

Core syllabus: This course looks at the history of British business and industry, with an emphasis on the post-war period.

Content: The course examines some of the hypotheses on why the UK economy grew more slowly than other OECD nations with particular reference to the decades after the Second World War. Explanations of relative economic decline are examined in the context of comparisons with other European nations and with the US and Japan. The main attention is on recent decades, including current changes in performance, but the historical roots of Britain's poor performance are also considered. The focus is on business performance in the public and private sectors,

EUROPEAN INSTITUTE

EU201

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 EU201 (ML) given by:

Professor A D Smith on **Theories of Nationalism**;

INDUSTRIAL RELATIONS

ID100

Industrial Relations

Teacher responsible: Stephen Dunn, H711

Availability: Compulsory for BSc Industrial Relations & Human Resource Management 1st year; available for other Bachelor's degrees or Diplomas where permitted by regulations. This is a self-contained introductory course requiring no previous knowledge or experience. Social, economic and political analysis on complementary courses will prove useful.

Core syllabus: The course aims to help students analyse the complex relationships between workers, trade unions, management and the state in advanced industrial societies. Although the course will focus on the British experience reference will also be made to other countries.

Content: Management strategies and methods. The reason for, and forms of workers' response to managerial control and decision-making. The goals and methods of unions. Patterns of industrial conflict and their explanation. Union impact on pay, productivity. The state's role in industrial relations and how and why it changes. The reform of industrial relations. The effects of globalisation.

Teaching: The course comprises 25 weekly lectures (ID100) given by Dr Sarah Ashwin and Stephen Dunn. Associated weekly classes commence in the second week of the first term. All students are expected to join in open class discussion and to submit two pieces of written work per term for their class teachers.

Written work: Four pieces throughout the year.

Reading list: The lecture course does not follow a single prescribed text. Class teachers will suggest appropriate readings but useful introductory books include: M Noon & P Blyton *The Realities of Work*, 1991; P Blyton & P Turnbull, *The Dynamics of Employee Relations*, 1998; R Lansbury & G Bamber, *International and Comparative Industrial Relations*, 1998.

Assessment: Three-hour unseen examination in the ST. Students will be required to answer four out of twelve questions which will be related to material covered in lectures and classes.

ID200

Organisational Theory and Behaviour

Teacher responsible: Dr Mary Logan, H801

Availability: This course is an option available to Bachelor's (ID200) and Master's degree students (ID403/ID404) where the regulations permit. No prior knowledge of organisation theory and behaviour or practical experience is necessary.

including scale effects, multinationals' comparative performance, technology, labour management and management quality. Other factors alleged to have contributed to Britain's poor performance – ranging from 'culture' through government policy to education and trade unions – are also discussed.

Teaching: EH240 consists of 20 lectures in MT and LT, with directly related classes (EH240.A). In addition revision sessions are offered in the ST.

Written work: During the course students are expected to write two essays and complete two timed mock exams, all of which will be marked.

Reading list: A full listing is available from the Economic History Department, C422. The following are among the major recommendations: R Floud & D McCloskey (Eds), *The Economic History of Britain Vol III* (2nd edn, 1994), chapters 5 & 6; N F R Crafts & N Woodward (Eds), *The British Economy since 1945* (1991); M 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.

Mr G Schopflin on **Nationalism and Politics**;

Dr E Benner on **Nationalism and the International System**.

These are supported by weekly classes EU201.A following the lectures with revision classes in the ST.

Reading list: A Cobban, *National Self-determination*, Oxford University Press, 1945; E Kedourie, *Nationalism*, Hutchinson, 1960; E Gellner, *Nations and Nationalism*, Blackwell, 1983; H Kohn, *The Idea of Nationalism*, Macmillan, 1967; H Seton-Watson, *Nations and States*, Methuen, 1977; B Anderson, *Imagined Communities*, Verso Books, 1983; J Mayall, *Nationalism and International Society*, Cambridge University Press, 1990; E Hobsbawm, *Nations and Nationalism since 1780*, Cambridge University Press, 1990; A D Smith, *National Identity*, Penguin, 1991; J Breuille, *Nationalism and the State*, Manchester University Press, 2nd edn, 1993; J Hutchinson, *Modern Nationalism*, Fontana, 1994; W Connor, *Ethno-Nationalism: The Quest for Understanding*, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds), *Nationalism*, Oxford University Press, 1994; J Hutchinson & A D Smith (Eds), *Ethnicity*, Oxford University Press, 1996; A Hastings, *The Construction of Nationhood*, 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.

Core syllabus:

- (a) To introduce students to alternative social science theories and research into individual, group and organizational issues.
- (b) To help students to understand the interrelationships among central issues in the analysis of behaviour within an organizational context.
- (c) To facilitate a critical evaluation of organizational policies and practices and their impact on work behaviours, attitudes and performance.

Content: Organizational structure including: design of work, employee participation, empowerment, and organizational culture. Individual behaviour including: personality, perception and decision making, values, attitudes, performance and motivation. Group and intergroup processes including: conflict and negotiation, power and politics, and leadership. Organizational dynamics will address: identity theory, organizational change and resistance to change, socialization, stress and cross cultural management.

Teaching: In the first two terms students will attend one lecture (ID200) and one class per week. Associated weekly classes commence the second week of the MT. In the ST students will attend three two hour sessions which will include overviews of the course and case studies. Lectures will be given by Dr Mary Logan and Dr Hyun-Jung Lee.

Reading list: A complete reading list will be provided at the start of the course. J Child, *Organisations*; S Dawson, *Analysing Organizations*; R Fincham & P S Rhodes, *The Individual, Work and Organization*; R Steers & L Porter, *Motivation and Work Behaviour*; C Handy, *Understanding Organizations*; D Pugh et al, *Writers on Organizations*; P Milgrom & J Roberts, *Economics, Organization and Management*.

Written work: 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.

ID290

Human Resource Management

Teacher responsible: 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**.

- (1) To examine the problems of managing the human resource;
- (2) To introduce students to the social science theory and research relevant to human resource management;
- (3) To explore the main managerial problems in designing strategies and policies;
- (4) To assess the effectiveness of human resource policies and their role in overall economic performance of organizations and countries.

Content: The problems of managing the human resource and the high involvement solutions. The main substantive issues of Human Resource Management, focusing on the introduction to current trends and social science knowledge of relevance to the topic, such as recruitment and selection, reward systems; teamworking; communications and representative structures; leadership; employee involvement. The significance of Human Resource Management – does the way the human resource is managed make any difference to economic performance, employee attitudes or discrimination.

Teaching: There will be 23 (ID290) sessions, mainly lectures followed by classes (ID290.A), but there will be some integrated sessions organized around case studies. The course is taught by Ms S Fernie and Mr S Dunn.

Written work: Students are required to write two essays and two class papers throughout the year.

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 answered from approximately 12 questions.

ID490

Business Policy

Teacher responsible: Mr Andy Adcroft, H713

Availability: For students taking the Diploma in Business Studies.

Core syllabus: The aim of the course is to define and examine some of the key external and internal policy decisions that must be taken to ensure the effective operation of an organisation. In choosing among a range of policy decisions, particular attention is given to the critical analysis of a number of

ideas and approaches that are currently fashionable in the business literature.

Content: The organisation and its environment; the concept of strategy and of strategic management; the strategy formulation and implementation process; the analysis of corporate and business strategy in different contexts, including emerging and mature industries; the management of strategic change in business firms and in not-for-profit organisations.

Internal structure, systems and processes; approaches to the design of organisation structure, leadership and organisational culture; critical evaluation of Human Resource Management; approaches to organisational effectiveness.

Teaching: There will be 20 lectures and 20 classes in the MT and LT.

Reading list: The following list includes some introductory reading and some central texts. A full reading list will be provided at the start of the course. J B Quinn, *The Strategy Process Concepts and Cases*; G Johnson & K Scholes, *Exploring Corporate Strategy*; A Pettigrew, *Managing Strategic Change*; H Mintzberg, *Structures in Fives*; T Peters & R Waterman, *In Search of Excellence*; E Schein, *Organizational Culture and Leadership*; M Beer et al, *Human Resource Management: A General Manager's Guide*; K S Cameron & D A Whetten, *Organizational Effectiveness*.

Assessment: A three-hour formal examination (70%) and one assessed essay of not more than 2,500 words (30%).

ID491

Business Economics

NA 00/01

Teacher responsible: Dr Ray Richardson, H711

Availability: For students taking the Diploma in Business Studies.

Core syllabus: This course seeks to provide an introduction to how economics affects and can be applied to business enterprises.

Content: The objectives of firms. Consumer demand; basic analysis and applications, including forecasting. Costs and production decisions, including investment appraisal and decision making under risk and uncertainty. Pricing practices and marketing. Market structures and business policy.

Teaching: There will be 25 one hour lectures (ID491), and 25 one hour accompanying classes (ID491.A).

Reading list: A detailed reading list will be provided at the first lecture.

The recommended text will be announced at the first lecture.

Assessment: Students are required to take a two hour unseen examination in the LT, to write an essay during the Easter vacation and to take a two-hour unseen examination in the ST.

IS340

Information Systems in Business

Teacher responsible: Ms N Mitev, S103. Other teacher involved: Dr C Avgerou S104

Availability: This is an optional course for any Bachelor's degree where the regulations permit it. Students are expected to have knowledge of information systems to a level equivalent to IS143 Information Technology for the Social Scientist.

Core syllabus: The course deals with management issues regarding the use of information technology in contemporary organisations. Questions addressed include:

What value can be gained by investing in information technology systems? How can we decide what new information systems an organisation should develop?

Why do information systems projects fail?

How do organisations change as a result of utilising the potential of new technology?

How can we avoid alienating employees when introducing new information systems?

This is not a technical, hands-on course, rather it involves the study of a body of literature on management information systems.

Content: Understanding requirements for computer-based information systems; the systems development process; strategic perspectives of information systems; management of information systems; evaluation of information systems; organisational change and information systems; inter-organisational information systems.

Teaching: 20 lectures, 10 seminars, IS340.A 20 classes in the MT and LT.

Reading list: C Avgerou & T Cornford, *Developing Information Systems*, 2nd edn, Macmillan, 1998; I Angell & S Smithson, *Information Systems Management: Opportunities and Risks*, Macmillan, 1991; P Checkland, *Systems thinking, Systems practice*, Wiley, 1982; R Sprague & B McNurlin, *Information Systems Management in Practice*, 4th edn, Prentice-Hall, 1998.

Assessment: The course is examined on projects and exercises completed during the year worth 40% and a 3 hour formal examination that counts for 60% of the final mark.

is examinable. Details are to be found with the International Relations Master's degree Course Guides.

IR400

World Politics (Seminar)

Teacher responsible: Dr J Kent, D407

Availability: Course intended primarily for Diploma in World Politics. Students admitted to the Diploma in World Politics are expected to have a Second Class degree not necessarily in International Relations, from a

reputable university, or equivalent professional qualifications or experience. Though no previous knowledge of world politics is required a general interest in modern history and current affairs is expected.

Core syllabus: The aim of the course is to give students a broad understanding of issues and theories in world politics.

Content:

(1) The nature of world politics. Theories of international relations. Elements of the world system. The main actors in world politics. The ends and the means of foreign policy as conducted by states in international relations; intervention, alliances, economic integration and interdependence, neutrality, isolation and non-alignment.

(2) War and the search for peace; the nature of conflicts in the international system; local wars and proxy wars; peace and conflict resolution; disarmament and arms control.

(3) Poverty and the search of wealth and justice: rich nations and poor nations, and financing of world development; industry and commodity trade; energy, technology and resources. Some major global issues - population, pollution, conservation, nuclear catastrophe.

Teaching: Three lecture courses on International Politics are available, and students with little or no background in international relations studies are recommended to attend at least one of them. Professor Brown gives a 20 lecture series for first year students on **The Structure of International Society** (IR100), Dr P Wilson and others give a 20 lecture series for BSc students on **International Political Theory** (IR200) and Professor F Halliday a 15 lecture series for MSc students on **International Politics** (IR410.1). Those interested in more advanced discussion of International Relations theory should attend Mr Hoffman's **Concepts and Methods of International Relations** lectures (IR421.1). The main teaching for the **World Politics** course will be done in small weekly seminar groups (IR400.A) beginning in week 1 of the MT until the end of week 3 in the ST.

Reading list: J Baylis & S Smith *The Globalisation of World Politics*; C Brown, *Understanding International Relations*; P Calvocoressi, *World Politics Since 1945*; H Bull, *The Anarchical Society*; R Little & M Smith (Eds), *Perspectives on World Politics*; C Kegley & E Wittkopf, *World Politics*; G Stern, *The Structure of International Society*. A detailed course outline will be provided.

Assessment: Students are required to write four essays of a maximum length of 1,500 words each during the session. An average of the marks awarded for the third and fourth essays will account for 20% of the final result. The remainder will be for a three-hour examination in the ST based on the full syllabus for the **World Politics** course. Students will be asked to answer three out of twelve questions.

IR401

Foreign Policy Analysis II

Teacher responsible: Professor Margot Light, D411

Availability: Course intended primarily for Diploma in World Politics. Diploma students do not need any special advance knowledge to choose this as an optional course.

Core syllabus: The course analyses various perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It focuses mainly, but not entirely, on states.

Content: The various influences, external and internal on decision-making in foreign policy; the importance of bureaucracy, of domestic political systems, of economic development, and the groups affected by foreign policy; the problems arising from the formulation of goals and the choice of policy instruments; psychological elements in policy-making; the effect of transnationalism on foreign policy. A detailed programme of lectures will be distributed at the start of the course.

Teaching: Students are highly recommended to attend the Lectures **Foreign Policy Analysis** (IR300.2) x 12 MT and LT and **Decisions in Foreign Policy** (IR300.3) x 6 LT. Diploma students should also attend as many of the (IR300.1) **The Foreign Policies of the Powers** (various lecturers) as possible. They will find IR902, **New States in World Politics** (Dr Lyon) useful. In addition, students will be assigned to small seminars (IR401.A) which meet for 15 sessions, beginning in week 3 of the MT.

Written work: Students are expected to write three essays of a maximum length of 1,500 words each directly on questions arising out of the course. They should choose their questions from one of the past examination papers provided. Students should hand in their essays to their seminar teacher on the indicated dates. They will be returned and commented on individually except where some general comment will also be provided.

Reading list: No single book is exactly coterminous with the syllabus. Students should try to buy (all are paperbacks): Roy Macridis (Ed), *Foreign Policy in World Politics*, Prentice Hall (8th edn), 1991; Philip Reynolds, *An Introduction to International Relations* (3rd edn), Longmans, 1994; Lloyd Jensen, *Explaining Foreign Policy*, Prentice Hall, 1982; Michael Clarke & Brian White (Eds), *Understanding Foreign Policy*, Edward Elgar, 1989. Also highly recommended are Stephen Ambrose, *Rise to Globalism*, Penguin (4th edn), 1985; Frederic J. Florn, R F Laird & E P Hoffman (Eds), *Classic and Contemporary Issues in Soviet Foreign Policy*, Aldine de Gruyter, 1991; Kal Holsti, *International Politics: A Framework for Analysis*, Prentice Hall (6th edn), 1992; Michael Smith, Steve Smith & Brian White (Eds), *British Foreign Policy*, Unwin Hyman, 1988.

Assessment: A three-hour examination will be set in the ST. It will be divided into equal halves: Section A (comparative and theoretical questions) and Section B (questions on the foreign policies of the UK, USA and Russia/USSR). One question must be answered from each section. All students have to answer three questions in all. Copies of previous years' papers, together with lecture and class topics, deadlines, and further references will be provided at the beginning of the course.

IR402

International Institutions II

Teacher responsible: Mr N A Sims, D609

Restrictions: Diploma in World Politics students only.

Core syllabus: Elements of international organisation: its theory and practice studied through the experience of selected international institutions.

Content: Major theoretical and empirical aspects of the work of international institutions and the role of international organisation. Integration and interdependence; regimes; the impact of international organisation on the practice of diplomacy between states, the maintenance of international peace and security, the management of international economic relations, and the promotion of standards for states and individuals. The development of procedures within international institutions, such as the methods of work of international secretariats and intergovernmental assemblies and councils.

The course is mainly concerned with international organisation at the global level, but some attention will also be paid to regional and trans-regional arrangements. (**Note: European Institutions** are studied as a separate course, IR303.)

Teaching: Lecture series (IR301). Seminars (IR402.A). There will be 20 lectures, throughout the MT and LT, and 17 weekly one-and-a-half hour seminars, starting in week 3 of the MT.

Written work: Students are expected to write three essays of a maximum length of 1,500 words each in addition to at least one presentation (introduction to discussion) given in the seminar. The seminar teacher will set and mark the essays and presentations.

Reading list: David Armstrong, Lorna Lloyd & John Redmond, *From Versailles to Maastricht: International Organisation in the Twentieth Century*, Macmillan, 1996; Sydney D Bailey & Sam Daws, *The United Nations: A Concise Political Guide* (3rd edn), Macmillan, 1995; A LeRoy Bennett, *International Organizations: Principles and Issues* (6th edn), Prentice-Hall, 1995; Inis L Claude, *Swords into Plowshares: The Problems and Progress of International Organisation* (4th edn), Random House, 1971; F S Northledge, *The League of Nations*, Leicester University Press, 1986; Adam Roberts & Benedict Kingsbury (Eds), *United Nations, Divided World: The UN's Roles in International Relations* (2nd edn), Clarendon Press, Oxford, 1993; Paul Taylor & A J R Groom (Eds), *International Institutions at Work*, Pinter, 1988; Paul Taylor, *International Organization in the Modern World*, Pinter, 1993. These are useful introductions, beyond which students are expected to read widely, in books and articles: lists to be issued in lectures and seminars.

Assessment: One three-hour written examination in the ST.

IR403

The Politics of International Economic Relations II

Teacher responsible: Dr D Josselin, D515

Availability: Course intended primarily for Diploma in World Politics.

Core syllabus: The economic factor in foreign policy: the development of thought about the relationship between international politics and the international economy.

Content: Power and politics in international economic relations. Major approaches in international political economy: economic nationalism, laissez faire, marxism and dependency. The political economy of money, trade and development since 1944. Economic sanctions as instruments of foreign policy. Current debates: regionalism, economic security, the role of non-state actors, globalisation and the retreat of the state.

Teaching and Written work: 15 weekly Lectures (IR304) commencing in week 1 of MT and 18 weekly seminars (IR403.A) commencing in week 3 of MT. Students deliver seminar papers and write three essays of a maximum length of 1,500 words each for the seminar teachers on topics notified at the beginning of the session.

Reading list: The basic books are: D Baldwin, *Economic Statecraft*; N Woods, *Explaining International Relations*; J Spero & J Hart, *The Politics of International Economic Relations*; R Gilpin, *The Political Economy of International Relations*; S Strange, *States and Markets*; R Heilbroner, *The Worldly Philosophers*; J Frieden & D Lake, *International Political Economy*. A detailed reading list will be given at the beginning of the course.

Assessment: ST, formal, three-hour written examination, three questions chosen from twelve.

IR404

Strategic Aspects of International Relations II

Teacher responsible: Dr C Coker, D511

Availability: Course intended primarily for Diploma in World Politics. A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Core syllabus: This is not a conventional Strategic Studies course. It is about the cultural context of international conflict both between and within states. The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1945.

Content: War in the Twentieth Century. War and Modernity. War in the Post-Modern Era: The new political economy of wars; 'The Sociology of Post-Modern Warfare'. Technology and Post-Modern War. The Revolution in Military Affairs. Clausewitz and the Western Way of Warfare; war and genocide, war and Huntington's Clash of Civilisations; war in the developing world; terrorism and crime; policing the international order; NATO and its future; the future of war.

Teaching: There is a weekly lecture course (IR305) (12 MT and LT commencing in week 1 of MT) and weekly seminars (IR404.A) commencing in week 3 of MT. The majority of seminar topics will be on strategic aspects of postwar international relations and the examination paper will reflect this. The International Institute for Strategic Studies (IISS) and the Royal United Services Institute for Defence Studies (RUSIDS) are both nearby and students who are also registered in the International Relations Department are eligible for student membership, which gives access to certain meetings and to excellent specialised libraries. Please see the International Relations Department Postgraduate Taught Course Student Handbook 2000/1 for further details.

Written work: Students are required to write three essays of a maximum length of 1,500 words each for their seminar teacher.

Reading list: The following short list comprises some of the most important and some of the best currently available books.

R Aron, *Peace and War*; H Bull, *The Control of the Arms Race*; C M Clausewitz, *On War* (Ed by M Howard & P Paret); J L Gaddis, *Strategies of Containment*; M E Howard, *War and the Liberal Conscience*; F M Osanka, *Modern Guerrilla Warfare*; C Coker, *War and the Twentieth Century*; J Keegan, *A History of Warfare*; C Coker, *War and the Illiberal Conscience*.

Assessment: There is a three-hour formal examination held in the ST. Three questions must be answered from twelve or more. Examples of recent past examination papers will be appended to the reading list.

IR456

International Business in the International System

Teacher responsible: Dr Razeen Sally, D416

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks); MSc Politics of the World Economy

LAW

LL209

Commercial Law

Teachers responsible: Dr S Worthington, A159 and Mrs V Prais, Y121
Availability: This course is available to Bachelor's degree and Diploma students where regulations permit. There is no pre-requisite law subject for this course.

Core syllabus: The aim of this course is to introduce non-law students to the fundamental principles and problems of contract law, company law and the law of corporate insolvency.

Content:

(1) Contract: essentials of a valid contract; capacity; privity; content; factors of invalidation; discharge; remedies.

MATHEMATICS

MA100

Mathematical Methods

Teachers responsible: Dr J Davies and Dr M Harvey, B404

Availability: This course assumes knowledge of the elementary techniques of mathematics including calculus, as evidenced for example by a good grade in A Level Mathematics. It is not available to students who have previously taken **Quantitative Methods (Mathematics)** (MA107). Such students should instead consider taking the two half-units **Further Quantitative Methods (Mathematics)** (MA207) and **Further Quantitative Methods (Statistics)** (ST204).

Core syllabus: This is an introductory level course for those who wish to use mathematics seriously in social science, or in any other context. A range of basic mathematical concepts and methods in calculus of one and several variables and in linear algebra are covered and some applications illustrated. It is an essential pre-requisite for any mathematically orientated economics options and for many further mathematics courses.

Content: Matrices, reduced row echelon form, rank. Systems of linear equations, Gaussian elimination. Determinants. Vector spaces, linear independence, basis, dimension. Linear transformations, similarity. Eigenvalues. Diagonalization. Orthogonal diagonalization. Complex numbers. Vectors. Functions of several variables; derivatives, gradients, tangent hyperplanes. Optimisation including Lagrange's method. Vector-valued functions, derivatives and their manipulation. Inverse functions, local inverses and critical points, use in transformations. Integration, differential and difference equations. Some applications of the above topics. For further information see <http://www.maths.lse.ac.uk/Courses/ma100.html>

Teaching: The lecture course MA100 is 2 hours each week (1 hour of linear algebra and 1 hour of calculus) in the MT, LT and early ST (44 lectures in all). In addition weekly classes MA100.A are given (MA100.B for BSc Mathematics and Economics, MA100.C for BSc Actuarial Science and MA100.D for BSc Business Mathematics and Statistics only).

Written work: Students will be expected to complete exercises assigned weekly in the lectures. Written answers to specified exercises are submitted to the appropriate class teacher for evaluation. Success in this paper depends on dealing with this written work as it is assigned, in a regular and systematic manner.

Reading list: *Calculus* (CUP) by K G Binmore. *Elementary Linear Algebra* by Howard Anton.

Assessment: A 3 hour formal examination in the ST.

(Specialist and Research Tracks) and other graduates by permission.
Core syllabus: The course aims at a broad introduction to the impact that multinational corporate strategies, global competition, comparative shifts in industrial policies and technological evolution have on international relations.

Content: Introduction to the debate on multinational companies, global competition and international relations theory. Relevant technological developments. Role of industrial deregulation. Multinational power. Rise of Japanese multinationals. Questions of control and regulation. State-firm diplomacy. Comparative industrial policies and industrial cultures.

Teaching and Written work: Fifteen weekly lectures (IR456.1) will be given in the MT and LT to which any interested students are welcome. The undergraduate lecture course on **The Politics of International Economic Relations** (IR304) is also relevant and recommended. A seminar (IR456.2) built round presentations by students taking the examination will be held in the MT and LT (17 meetings in all), commencing in week three of MT. Three 2,000-word essays will be set and marked by the seminar teacher.

Reading list: No one book covers the entire syllabus. Core readings include: Manuel Castells, *The Rise of the Network Society*, Vol 1 (1996); Peter Dicken, *Global Shift: Transforming the World Economy*; 1998; Robert Gilpin, *The Political Economy of International Relations*, 1987; John Williamson (Ed) *The Political Economy of Policy Reform* (1994); U.N. *World Investment Report*, 1999; D Yergin & J Stanislaw, *The Commanding Heights*, 1998; Raymond Vernon, *In the hurricane's eye: the troubled prospects of multinational enterprises*, Harvard University Press, 1998.

Assessment: There is a three-hour formal examination in the ST based on the lecture course and topics covered in the seminars, and requiring some familiarity with the extensive literature. The paper will contain about twelve questions, of which three are to be answered. It is important to answer all three. Copies of previous years' papers are available.

(2) Company Law: incorporation; constitutional documents; ultra vires doctrine; liability of the company; directors; majority rule and minority protection.

(3) Corporate Insolvency: secured lending; receiverships; liquidations.

Teaching: Each week for 20 weeks there are two one-hour lectures (LL209), accompanied by a one-hour class (LL209.A).

Reading list: McKendrick, *Contract Law*; Griffin, *Company Law: Fundamental Principles*.

Supplementary reading list: Collins, *The Law of Contract*; Sealy, *Cases and Materials in Company Law*; Davies, *Gower's Principles of Modern Company Law*.

Assessment: A three hour formal examination in the ST, based on the full syllabus, comprising ten questions, of which four are to be answered. The examination counts for 100% of the assessment of the course.

MA107

Quantitative Methods (Mathematics)

Teachers responsible: Dr A Ostaszewski, B406 and Dr J van den Heuvel, B410

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 and are proficient in basic calculus.

Core syllabus: The course is intended to give students the minimum additional mathematical tools necessary for further study in economics. While ideas are taught systematically, the emphasis is on the applicability of the methods to economic problems rather than the rigour that would be found in a pure mathematics course, and economic examples will be used liberally throughout the course to motivate and illustrate the subject matter.

Content: Each mathematical section of the course will be linked to one or more economic models; these are given in brackets in the following lists: Sets, functions, equations, graphs [supply and demand, equilibrium]. Difference equations, sequences, limits [interest and present value; cobweb model, stability of equilibrium, oscillatory behaviour]. Differentiation, inverse functions, exponential and logarithmic functions, optimization [total, average, marginal cost; profit maximization; continuous compounding]. Partial differentiation, chain rule, homogeneous functions [production functions]. Vector notation, geometry of lines and planes, convexity [bundles, preferences, utility functions]. Matrix notation, solution of linear systems, inverse matrices [input-output model]. Optimisation in two variables: unconstrained and constrained. Lagrange multiplier [elementary models of the firm and the household]. Integration. Differential equations. For further information see <http://www.maths.lse.ac.uk/Courses/ma107.html>

Teaching: Lectures MA107: 20 MT. Classes MA107A: 8 MT, 2 LT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: The course follows M Anthony and N L Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, CUP, 1996. A useful background text which is the basis of a follow-on course is A Ostaszewski, *Mathematics for Economics: Models and Methods*, Blackwell, 1993. There are many other books with titles like *Mathematics for Economists* but none of them are close to this course. Further information will be provided in the lectures.

Assessment: A two-hour examination in the ST.

MA200

Further Mathematical Methods (Calculus)

Teachers responsible: Professor G Brightwell, B411 and Dr A Ostaszewski, B406

Availability: Students should ideally have taken the course **Mathematical Methods** (MA100) or equivalent. This entails knowledge of an intermediate course of calculus, giving proficiency in techniques of differentiation and integration. Students who have taken **Quantitative Methods (Mathematics)** (MA107) are advised to take **Further Quantitative Methods (Mathematics)** (MA207) as preparation for this course.

Core syllabus: This is one of two courses which develop the ideas and results first presented in **Mathematical Methods** (MA100). This course studies how integrals may be numerically calculated, or transformed by a variety of manipulations, and how they may be applied systematically to the solution of differential equations.

Content: Convergence. The Riemann-Stieltjes integral. Manipulation and convergence of integrals. Multiple integrals. Laplace Transforms. For further information see <http://www.maths.lse.ac.uk/Courses/ma200.html>

Teaching: 20 lectures (MA200) LT accompanied by weekly classes MA200.A LT (MA200.B for BSc Mathematics and Economics degree students). Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: *Advanced Mathematical Methods* by A Ostaszewski. Useful background texts are: *Advanced Calculus* by M R Spiegel. *Laplace Transforms* by M R Spiegel.

Assessment: A 2 hour formal examination in the ST.

OPERATIONAL RESEARCH

OR201

Operational Research for Management

Teacher responsible: Professor J Rosenhead, G411

Availability: The course is available to 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**. For students who have already taken **Quantitative Methods, Operational Research for Management** will be very restrictive mathematically. They should instead take **Operational Research Methods**, where a rather fuller mathematical vocabulary permits the same techniques to be covered in greater depth.

Core syllabus: The course is intended to give an elementary introduction to the formal techniques of operational research, an approach to the structuring and solution of managerial problems in large or complex organisations in business, industry and government. The techniques themselves are largely mathematical in nature, though only a basic knowledge of mathematics will be assumed; however a number of the techniques use probabilistic concepts, and the course therefore also includes an introduction to probability theory.

Content: Elements of Probability: Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions.

Operational Research for Management: Students will be introduced to methodological aspects of operational research, as well as some case studies of practical applications. Techniques treated include critical path

SOCIOLOGY

SO101

Issues and Methods of Social Research

Teacher responsible: Ms Myrath Kinloch

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 and the construction of simple causal models.

Teaching: The course comprises a series of fifteen lectures and five computer workshops (SO101) and twenty weekly classes in small groups (SO101.A).

Lectures: SO101 **Issues and Methods of Social Investigation** MT and LT.

Classes: SO101.A Sessional.

Written work: There are two compulsory assignments per term.

Reading list: There is no single textbook that covers the content of the

MA201

Further Mathematical Methods (Linear Algebra)

Teacher responsible: Dr James Ward, B414

Availability: Students should ideally have taken the course **Mathematical Methods** (MA100) or equivalent, entailing familiarity with linear independence, eigenvalues and diagonalisation. Students who have taken **Quantitative Methods (Mathematics)** (MA107) are advised to take **Further Quantitative Methods (Mathematics)** (MA207) as preparation for this course.

Core syllabus: This course develops the ideas and results first presented in the algebra part of **Mathematical Methods**.

Content: Vector spaces, Wronskians, Inner Products, Orthogonality, Geometry of \mathbb{R}^3 , Direct Sums, Projections, Least Squares, Spectral Theory, Generalized Inverses, and selected applications of the theory (including Population Dynamics and Differential Equations). For further information see <http://www.maths.lse.ac.uk/Courses/ma201.html>

Teaching: Lecture course consisting of approximately 20 lectures (MA201) MT accompanied by weekly MA201.A classes (MA201.B for BSc Mathematics and Economics students) in the MT. Revision lectures will be held in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: *Advanced Mathematical Methods* by A Ostaszewski and *Elementary Linear Algebra: Applications version* by H Anton & C Rorres (Wiley, 1994). Additional background reading: *Mathematics for Economists* by C Simon & L Blume (Norton, 1994).

Assessment: A 2 hour formal examination in the ST.

analysis, scheduling, theory of games, linear programming, decision analysis, dynamic programming, replacement, Markov chains, queues, computer simulation, stock control, and problem structuring methods.

Teaching: There are two components of the course, each accompanied by a class. They cover the two subdivisions of the syllabus listed above:

Lectures: OR201.1 **Elements of Probability** 6 MT OR201.2 **Operational Research for Management** 25 MT, LT and ST.

Classes: OR201.2A 9 MT, 19 LT, 4 ST.

Full lecture notes are provided for both components of the course.

Written work: Exercises are distributed at most lectures, which are discussed in the following weekly class.

Reading list: Recommended books:

For OR201.1 One of: M Arthurs, *Probability Theory*, Routledge Kegan Paul; L Lapin, *Statistics for Modern Business Decisions*, Harcourt Brace Jovanovich; T H Wonnacott & R J Wonnacott, *Introductory Statistics*, Wiley. For OR201.2 One of: D R Anderson, D J Sweeney & T A Williams, *An Introduction to Management Science*, West; L Lapin, *Management Science for Business Decisions*, Harcourt Brace Jovanovich; S French, R Hartley, L C Thomas & D J White, *Operational Research Techniques*, Arnold; C D J Waters, *A Practical Introduction to Management Science*, Addison Wesley; J Rosenhead (Ed), *Rational Analysis for a Problematic World*, Wiley.

Assessment: One three-hour formal examination in the ST. The paper is divided into sections; the first (normally containing two questions) covers the material in OR201.2 on methodology and applications, the second section (normally two questions) covers OR201.1, while the third section (normally seven questions) covers the mathematical techniques content of OR201.2. Students are expected to attempt five questions, of which one must be from the first section, and at most one can be from the second section. Copies of previous years' papers are available.

whole course but students are encouraged to buy: C M Judd, E R Smith & L H Kidder, *Research Methods in Social Relations* (6th edn).

Other useful textbooks are: M I A Bulmer (Ed), *Sociological Research Methods* (2nd edn); C Marsh, *The Survey Method*; C A Moser & G Kalton, *Survey Methods in Social Investigation* (2nd edn); D Nachmias & C Nachmias, *Research Methods in the Social Sciences*; A Orenstein & W R F Phillips, *Understanding Social Research*; M Shipman, *The Limitations of Social Research*.

Assessment: A three-hour written examination in the ST based on the full syllabus.

All questions carry the same marks. Sixty per cent of the total assessment for the course is based on this examination. The remaining 40 per cent is awarded for the student's coursework.

SO103

Aspects of British Society

Teacher responsible: Dr C T Husbands, S687

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 aim of the course is to introduce students to some of the contributions of sociological knowledge to the study of aspects of

postwar British society. This will be achieved by considering important social and economic issues relevant to contemporary Britain. The course is strongly empirical and makes much use of quantitative material.

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 22 lectures (SO103) in the MT, LT and ST, with 20 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, *Contemporary British Society* (3rd edn). It is also important that students are aware of the standard reference works needed for this course, such as those that appear on a regular basis; particular attention is drawn to Office for National Statistics, *Annual Abstract of Statistics*, *Social Trends*, and *Labour Market Trends*.

Written work: Classes will be given using a variety of teaching techniques, some requiring students to produce written work. Each student should also expect to prepare two formal essays for his/her class teacher, one in the MT and one in the LT.

Assessment: The course examination will be in two parts, each contributing 50 per cent to the final course mark.

The first part will be two essays, each of a maximum of 2,000 words, to be prepared during the Easter vacation from a selection of topics and to be submitted to the Undergraduate Office by Tuesday 1 May 2001.

The second part will be a two-hour unseen examination in the ST in which candidates will be required to answer two questions selected from a choice of eight or so.

SO106

Sociology of Religion

Teacher responsible: Professor Eileen Barker, A454a

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 extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past two centuries. The approach of writers such as Weber, Durkheim and Marx is considered at the theoretical and empirical levels. Topics receiving special attention include secularisation; modern forms of religion; relations between church and state; religion in former Soviet societies; the rise of fundamentalism and methodological issues associated with the sociology of religion.

Teaching:

Lectures: (SO106). 25 weekly MLS.

Classes: (SO106.A) 25 weekly MLS.

Field trips: Visits will be arranged to religious services and/or to meet adherents of about 6 different faiths. Students will also be expected to make their own arrangements to visit 3 different services for their examination essay.

Written work: Students will be expected to produce four pieces of written work during the year, and an examination essay (see below).

Reading list: (More detailed reading lists are available for specific topics). M McGuire, *Religion: the Social Context* (Wadsworth, 4th edn, 1997); P Berger, *The Social Reality of Religion* (Faber, 1967); M Weber, *The Sociology of Religion* (Methuen, 1965); B Wilson, *Religion in Sociological Perspective* (Oxford University Press, 1982); D Martin, *A General Theory of Secularization* (Blackwell, 1978); G Davie, *Religion in Britain since 1945*; P Hammond (Ed), *The Sacred in a Secular Age* (University of California, 1985); M Douglas, *Purity and Danger* (Routledge, 1966).

Assessment: A three-hour formal paper in the ST (60% of the marks) and a 4,000 max word essay, to be handed in to the Undergraduate Office in H310 on Friday 27 April 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: Professor Nicos Mouzelis, S778

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, Parsons, Habermas, Foucault, Lyotard, Bauman, Baudrillard, Giddens, and Beck. In the second term (Professor Mouzelis), a more in-depth and analytical approach will be taken to core problems in sociological theory, for example, the relationship between structure and action, and the analysis of language and culture.

Teaching: Lectures: SO201 Twenty lectures, weekly in MT and LT. Classes: SO201.A Twenty classes, weekly in MT and LT.

Selected reading: Z Bauman, *Postmodernity and its Discontents*; J Baudrillard, *Fatal Strategies*; U Beck, *Democracy Without Enemies*; U Beck, A Giddens & S Lash, *Reflexive Modernization*; M Berman, *All that is Solid Melts Into Air*; N Dodd, *Social Theory and Modernity*; M Foucault, *Power/Knowledge*; D Frisby, *Fragments of Modernity*; A Giddens, *The Consequences of Modernity*; A Giddens, *Capitalism and Modern Social Theory*; J. Habermas, *The Philosophical Discourse of Modernity*; M Horkheimer, *Critical Theory*; J-F Lyotard, *The Postmodern Condition*; N. Mouzelis *Sociological Theory: What went wrong?*; G Ritzer, *Sociological Theory*; R Rorty, *Achieving Our Country*; J H Turner, *The Structure of Sociological Theory*.

Assessment: One three-hour formal examination in the ST, based on the whole syllabus of the lecture course and the classes.

SO202

The Social Analysis of Russia and the CIS

Teacher responsible: Dr E A Weinberg, S666

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.

SO203

Political Sociology

Teacher responsible: Mr A W G Stewart, S876

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 scientists.

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 Michaelmas and Lent terms.

Reading list: D Beetham, *Max Weber and the Theory of Modern Politics*; R Michaels, *Political Parties*; P Bacrach, *The Theory of Democratic Elitism*; S Lukes, *Power. A Radical View*; A Giddens, *The Nation-State and Violence*; R Holton, *Globalization and The Nation-State*; S Benhabib (Ed), *Democracy and Difference*; T H Marshall, *Citizenship and Social Class*; S Tarrow, *Power in Movement*; A McGrew, *The Transformation of Democracy?*

Assessment: A three-hour written examination in the ST.

SO204

Political Processes and Social Change

Teacher responsible: Mr A W G Stewart, S876

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 based on the full syllabus.

SO205

Sociology of Development

Teacher responsible: Dr L A Sklair, A350

Availability: Optional course for Bachelor's degrees in Sociology.

Core syllabus: Development and underdevelopment in the Third World. The course will deal with social, political and economic processes in selected third world societies.

Content: The main theories of modernisation, development and underdevelopment; the new international division of labour; globalisation; gender and development; problems of 'socialist' development.

Such topics as urbanisation, agrarian structure, peasant movements, urban class formation, the state, and differences between Third World countries will be discussed.

Teaching: 24 lectures MLS including a weekly class (SO205).

Reading list: The textbook for the course is L Sklair (Ed), *Capitalism and Development* (1994).

Supplementary reading list: The set chapters from the course textbook will be supplemented by a detailed reading list.

Assessment: A three-hour examination in the ST.

NB This course will be given in alternate years only, ie odd years (2001/2002).

SO208

Gender and Society

Teacher responsible: Dr G Dunne, C805

Availability: Optional course for Bachelor's degrees in Sociology, and other degrees where permitted by regulations.

Core syllabus: The nature and explanation of various aspects of gender relations.

Content: An examination of the importance of gender and the forms of gender inequality in society. Contrasting theoretical explanations will be applied to a number of substantive issues of contemporary concern. The main topics are: social control; work; families; violence; age; health; reproductive technologies; sexuality; culture; state and politics; gender and ethnicity.

Teaching: The course will consist of 20 lectures (SO208) and 23 classes (SO208.A).

Written work: Students will be expected to prepare one essay per term and at least one class paper per term which will be written up and handed to the class teacher.

Reading: The following indicates some of the books. P Abbott & C Wallace, *An Introduction to Sociology: Feminist Perspectives*, (2nd edn) 1996; R W Connell, *Gender and Power*, 1987; Doyal, *What Makes Women Sick*, 1995; M Mac an Ghail, *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 P Rock, A454b and Professor S Cohen, S684

Availability: Optional course for Bachelor's degrees in Sociology. Students should have completed introductory courses in sociological theory and social structure.

Core syllabus: The aim of the course is to introduce students to the major theories of crime, deviance and control, and their detailed application to specific forms of deviance.

Content: Detailed consideration is given to the major sociological perspectives on deviance and control.

The emphasis throughout is upon the empirical application of these approaches to substantive areas of deviance such as various forms of crime and delinquency, mental illness and drug use, select forms of control and issues such as victims, and deviance and the mass media.

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. One introductory paper per term is expected in class.

Reading list: There is no set text for the course, and a full reading list covering all classes is provided at the first class. The following is basic reading: D M Downes & P E Rock, *Understanding Deviance*, 1998; H

Becker, *Outsiders* (2nd edn); J Tierney, *Criminology: Theory and Context*; J Muncie et al (Eds), *Criminological Perspectives*; M Maguire et al, *The Oxford Handbook of Criminology*, 1997.

Assessment: A 3-hour examination in the ST.

SO211

Sociology of Health and Medicine

Teacher responsible: Dr S Taylor, S664

Availability: Optional course for Bachelor's degrees in Sociology and other subjects where regulations permit.

Core syllabus: This course aims to examine sociological explanations of health and illness and the development of medicine as a social institution. **Content:** Health and medicine; the social and economic basis of health; the politics of health. Health and diseases as social concepts; illness behaviour; sick role and experiences of illness and disability. Mental disorder and suicide. The development of medical knowledge and professional power; medicine and social control. The organisation and delivery of health care.

Teaching: There will be a 22 week lecture course (SO211) supplemented by specific video material and discussion classes every other week.

Written work: Students will be expected to present at least one seminar paper a term, and there will be one assessed piece of course work.

Reading list: S Taylor & D Field, *Sociology of Health and Health Care* (2nd edn), 1997; M Bury, *Health and Illness in a Changing Society*, 1997; D Field & S Taylor, *Sociological Perspectives on Health, Illness and Health Care*, 1998; P Townsend, N Davidson & M Whitehead, *Inequalities in Health* 1985; T McKeown, *The Role of Medicine*, 1979; B Turner, *Medical Power and Social Knowledge* (2nd edn), 1995; B Davey (Ed), *Health and Disease* (2nd edn), 1995.

Assessment: A three hour examination in the ST (75%) from which three questions are to be attempted and an assessed essay written during the Easter vacation (25%).

SO212

Sociology of Work, Management and Employment

Teacher responsible: Dr Patrick McGovern, S686

Availability: Optional course for Bachelor's degrees in Sociology, Management and Industrial Relations. Outside option for Course Units (BA and BSc).

Core syllabus: Coverage of contemporary sociological perspectives on work, economic organization and employment, with special attention paid to differences between various advanced industrial societies.

Content: The employment relationship; control and consent at work; scientific management and McDonaldization; emotion work; labour market divisions; employers and labour markets; women in the labour market; discrimination at work; developments in contemporary management such as Total Quality Management, lean production and management gurus; globalization and labour; employment practices of multinational corporations; the future of work.

Teaching: There will be 20 lectures (SO212) given by Dr P McGovern (convener) and some guest speakers (Professor S Hill; Dr C Hakim).

Written work: One essay and one class paper per term.

Reading list: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, *The Sociology of Work* (2nd edn); C Lane, *Industry and Society in Europe*; C Tilly & C Tilly, *Work under Capitalism*; T Watson, *Sociology, Work and Industry* (3rd edn). A more comprehensive bibliography will be available to students taking this course.

Assessment: A three-hour formal examination in the ST (70%) and an assessed essay (30%) of approximately 2,500 words. The essay must be submitted on the first Friday of the ST.

SO213

Society and Literature

Teacher responsible: To be announced

Availability: Optional course for Bachelor's degrees in Sociology. No particular knowledge of literature or literary theory is required but some knowledge of sociology is desirable, in particular sociological theory.

Core syllabus: The aim of the course is to introduce students to the problems of theory and method in analysing the relation of different forms of literature (fiction mainly) to different forms of society. The theory is applied to specific texts such as novels or plays.

Content: An analysis of the major contributions to the theoretical study of the sociology of literature: Lukacs, Goldmann, Bakhtin, Raymond Williams; Marxism, structuralism, semiotics.

The theory of mass society and mass culture; modernism and post-modernism. The sociology of culture; authors and readers; the sociology of reading. The problem of aesthetic analysis in sociology. Some examples of sociological analysis of fiction.

Teaching: Lectures: SO213 (2 hours) 10 MT.

Seminar: SO213 10 LT.

Each student is expected to produce at least one seminar paper and two essays.

Reading list: There is no adequate text book but the most useful are: A Milner, *Literature, Culture and Society* (pb); J Wolf, *The Social Production of Art* (pb); R Williams, *Marxism and Literature* (pb); D Laurensen & A Swingewood, *The Sociology of Literature*; A Swingewood, *Sociological*

Poetics and Aesthetic Theory; T Eagleton, *Literary Theory*; A Swingewood, *Cultural Theory and the Problem of Modernity*.

Assessment: A three hour formal examination in the ST. The examination is an advance notice paper which means that the student gets the examination paper three weeks before the examination. In addition each student must write a 2,500 word essay analysing sociologically any novel, play or poem of their choice; this essay must be handed in before a specified date at the beginning of May. The formal examination counts for 70% and the essay for 30% of the examination mark.

SO214

The Psychoanalytic Study of Society

Teacher responsible: Dr C Badcock, S777

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 discipline.

Content: The first part of the course begins with a short introduction to Freud's basic ideas and covers Freud's writings on the social sciences treated as set texts.

The second part of the course reviews a number of key concepts in classical and post-classical psychoanalytic theory and compares them with parallel sociological concepts.

Teaching: Lectures: SO214 23 Sessional.

Classes: SO214.A Sessional.

Written work: Entirely at the class teacher's discretion. There is no formal course work.

Reading list:

(Part 1) S Freud, *Introductory Lectures and New Introductory Lectures on Psychoanalysis*; *Totem and Taboo*; *Civilisation and Its Discontents*; *Group Psychology and the Analysis of the Ego*; *Moses and Monotheism*.

(Part 2) L Gomez, *Introduction to Object Relations*; S Freud, *On Narcissism: An Introduction* in Pelican Freud Library, Vol.11; M Klein, *Envy and Gratitude*; D W Winnicott, *Playing and Reality*.

Supplementary reading list: A supplementary reading list associated with class topics will be issued to students at the beginning of the course.

Assessment: A three-hour unseen examination in the ST.

SO215

Evolution and Social Behaviour

Teacher responsible: Dr C Badcock, S777

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 co-operation and conflict, sex roles, and so on.

Content: Fundamentals of evolution; selection and adaptation; heredity, genes and development; the group-selectionist fallacy; the evolution of co-operation; inclusive fitness and kin altruism; the theory of parental investment; the sociobiology of sex; parent-offspring and genetic conflict; reciprocal altruism, deceit and the evolution of consciousness and the emotions; PsychoDarwinism; incest; the nature/nurture controversy; genes, memes co-evolution and culture; the relevance and validity of evolution; the Standard Social Science Model and the crisis in sociology.

Teaching: Weekly lecture (SO215) accompanied by a class (SO215.A).

Written work: No formal course work.

Reading list: C Badcock, *Evolutionary Psychology: A Critical Introduction*; M Berg & M Singer, *Dealing with Genes: The Language of Heredity*; L

Betzig (Ed), *Human Nature: A Critical Reader*. L Betzig, M 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 Loprore & 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, A454a

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 NRMs.

Field Trips: Visits will be arranged to visit about 6 different NRMs as a group.

Students will also be expected to make their own arrangements to visit 3 different NRMs for their Examination Essay.

Teaching:

(SO216) 25 weekly lectures MLS

(SO216.A) 25 weekly classes for Undergraduates MLS

Written work: Students will be expected to produce 4 pieces of written work during the year as well as their Examination Essay (see below).

Reading list: (More detailed reading list is given out in lectures).

E Barker, *The Making of a Moonie: Brainwashing or Choice?* (Gregg Revivals, 1993); *New Religious Movements: A Practical Introduction* (HMSO 1989); J Beckford, *Cult Controversies* (Tavistock, 1985); D Bromley & J Hadden (Eds), *The Handbook on Cults and Sects in America* (JAI Press, 1993); J G Melton, *Encyclopedic Handbook of Cults in America* (Garland, 1992); A Shupe & D Bromley, *The New Vigilantes: Deprogrammers, Anti-Cultists, and the New Religions* (Sage, 1980); R Wallis, *The Elementary Forms of the New Religious Life* (Routledge, 1984); B Wilson, *The Social Dimensions of Sectarianism* (Clarendon, 1990).

Assessment: A three-hour formal paper (60% of marks) and a 4,000 word essay, to be handed in to the Undergraduate Office in H310 on Friday 27 April 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.

lectures but this should be supplemented with additional background reading. Details of suitable passages for reading will be given for the first two references in the following list: P Newbold, *Statistics for Business and Economics*; R J Wonnacott & T H Wonnacott, *Introductory Statistics*; F Daly, D J Hand, M C Jones & A D Lunn, *Elements of Statistics*.

Assessment: Three-hour written examination in the ST.

ST102

Elementary Statistical Theory

Teacher responsible: Mr D W Balmer, B604

Availability: This course is primarily for: BA/BSc students, BSc Business Mathematics and Statistics, BSc Actuarial Science. No previous knowledge of statistics will be assumed. The course will assume mathematical knowledge equivalent to a mathematical subject at A-level.

Core syllabus: The course intends to introduce students to a basic range of statistical ideas and techniques. Students will be expected to do some of their exercises using the MINITAB statistical package.

Content: Descriptive statistics including some exploratory data analysis. Probability and distribution theory. Ideas of statistical inference. Estimation and hypothesis testing. Statistical methods, regression, correlation, analysis of variance.

Teaching:

Lectures ST102: 20 MT, 20 LT. Revision lectures may be arranged during ST.

Classes ST102.A: 8 MT, 10 LT, 2 ST.

Reading list: There are many books with a similar content and level of coverage as the course. For instance, D A Berry & B W Lindgren, *Statistics: Theory and Methods*; P Newbold, *Statistics for Business and Economics*, 2nd or 3rd edn; T H Wonnacott & R J Wonnacott, *Introductory Statistics*, 4th edn. A more appropriate level is found in D C Montgomery & G C Runger, *Applied Statistics and Probability for Engineers*, or W W Hines & D C Montgomery, *Probability and Statistics in Engineering and Management Science*, 3rd edn.

Students are advised to delay purchase of a main textbook until after the first lecture when advice on reading will be given.

Supplementary reading list: R B Miller, *Minitab Handbook for Business and Economics* (PWS, Kent).

Assessment: Three-hour written examination in the ST.

ST103

Statistical Methods for Social Research

Teacher responsible: Dr B Blight, B615

Availability: This course is primarily for 1st Year BSc Sociology students. This course cannot be taken by those who have taken ST100 **Basic Statistics**, ST102 **Elementary Statistical Theory** or ST106 **Quantitative Methods (Statistics)**.

Core syllabus: An introduction to statistical methods and statistical reasoning, with particular reference to application in the social sciences. No prior knowledge of statistics is assumed.

Content: The place of statistics in the social sciences, and the nature and purpose of statistical methods. Descriptive statistics: Levels of measurement. The summarization and presentation of data using graphic methods. Frequency distributions and methods of describing them. Chance, uncertainty and probability. The normal distribution. Basic ideas of sampling and statistical inference. Sampling from finite populations. Normal approximations to the sampling distributions of proportions and means and their use in estimation and hypothesis testing. Testing goodness of fit. The measurement of association and correlation and simple tests of significance. Simple linear regression. Two-sample tests for means for related and unrelated measurements.

Teaching:

Lectures ST103:10 MT, 20 LT. Lectures for the ST will be arranged later.

Classes ST103.A: 25 MT, LT and ST. The main purpose of the classes is to provide an opportunity to ask questions about the lecture material and to discuss the exercises. Each week a set of exercises will be distributed at the lecture. The exercises are an essential part of the course and they must be handed in on time if full benefit is to be derived from the classes. The exercise marks are used for assessment for all students.

Reading list: There are many elementary books on Statistics for social scientists but experience seems to show that none is ideally suited to the needs of students on this course. Consequently, each week a set of notes covering the lecture topics for that week will be distributed. These notes will provide a framework for further reading, and will indicate where further material on the topics may be found.

Assessment: All examinations for this course will be open-book examinations. For all students 30% of the marks for the course will be based on assessment of the class exercises submitted during the session.

ST105

Quantitative Methods (Statistics for Economists)

Teacher responsible: Dr B Blight, B615

Availability: This course is permitted for BSc degrees in Economics. This is a basic course in statistics for students of economics who have already reached A-level standard in Mathematics. It is also accessible to students who have performed well at a level slightly lower than A-level and are proficient in basic calculus. Such students should, however, consider taking **Basic Statistics**. Students with A-level Mathematics who expect to pursue the technically demanding economics options in later years should seriously consider taking **Elementary Statistical Theory**.

Core syllabus: The course is intended to give students the minimum additional statistical tools necessary for further study in economics. While ideas are taught systematically, the emphasis is on the applicability of the methods to economic problems and economic examples will be used liberally throughout the course to motivate and illustrate the subject matter. **Content:** The course uses examples to introduce statistical concepts. Problems are set every week to help in this endeavour. The course contains the following: the centre and spread of a distribution. Probability, compound events, conditional probability, Baye's theorem. The binomial and normal distributions. Covariance and linear combinations of two random variables. Random sampling, moments of the sample mean, the shape of the sampling distribution. Efficiency, biased and unbiased estimators. Confidence intervals for means and difference in means, the 't' distribution. Hypothesis tests with confidence intervals, classic tests, power.

Teaching:

Lectures ST105: 20 LT.

Classes ST105.A: 8 LT.

Reading list: Full lecture notes will be distributed. For additional reading students may like to refer to the text by T H Wonnacott & R J Wonnacott, *Introductory Statistics for Business and Economics*, 4th edn.

Assessment: Two-hour written examination in the ST.

ST202

Probability, Distribution Theory and Inference

Teacher responsible: Dr Q Yao, B609

Availability: The course is designed to follow on from ST102 **Elementary Statistical Theory**. It is normally attended by second year students who have taken MA100 **Mathematical Methods** as well as ST102 **Elementary Statistical Theory** in the first year. Any student who has not taken these two first year courses is advised to consult Dr Yao.

Core syllabus: The course is intended to cover the probability, distribution theory and statistical inference needed for the third year courses in statistics and econometrics given at the School.

Content:

ST202.1 **Probability and Distribution Theory** (Dr L Smith and Dr Q Yao) Revision of probability theory and of the discrete and continuous one variable distributions. Joint distribution of several variables. Marginal and conditional densities. Multinomial and bivariate normal distributions. Moment generating functions. Mixing Distributions. Functions of random variables. Change of variable. Weak law of large numbers and central limit theorem. Sampling distributions. Introduction to stochastic processes: Poisson processes.

ST202.2 **Estimation and Tests of Hypotheses** (Dr Q Yao) Criteria of estimation: consistency, unbiasedness, efficiency, minimum variance. Sufficiency. Maximum likelihood estimation and its properties. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests. Wald tests, score tests.

Teaching:

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.

Reading list: The main references for the course are: H J Larson, *Introduction to Probability Theory and Statistical Inference* and G C Casella & R L Berger, *Statistical Inference*.

Other useful books are: R V Hogg & A T Craig, *Introduction to Mathematical Statistics*, 3rd edn; P L Meyer, *Introductory Probability with Applications*; M Woodroffe, *Probability with Applications*; A M Mood, F A Graybill & D C Boes, *Introduction to the Theory of Statistics*; J E Freund, *Mathematical Statistics*.

Assessment: Three-hour written examination in the ST.

ST327

Marketing and Market Research

Teacher responsible: Dr C Phillips, B608

Availability: This course is primarily for BSc Management Sciences and BSc Business Mathematics and Statistics. An understanding of the elements of probability and statistical inference is required, together with a first course in survey methods and Regression Analysis such as ST254 **Statistical Techniques in Management Sciences** or EC220 **Introduction to Econometrics and Economic Statistics**. This course should not be taken in conjunction with ST316 **Sample Survey Theory and Methods**.

Core syllabus: The aim of the course is to cover the main methods of data collection and analysis used in market and opinion research and to introduce models for perception, attitude structure and buying behaviour. Only available for 3rd year students who have a statistical background, Diploma students or General Course students.

Content: ST327.1 **Marketing and Market Research: Research Methods** is the core methods course and is predominantly concerned with the application of survey methods in market and opinion research. Marketing information systems. Problem formulation and research designs for market and opinion research. Random sampling and statistical inference: stratification clustering, multistage, sampling. Sampling frames, non-response and other sources of error. Quota sampling. Data collection methods; interviews, mail questionnaires, observation, panel studies, retail audits and some more qualitative methods. Attitude measurement. Demand forecasting, test marketing, product tests, advertising and public opinion research. Statistical methods for the analysis of market research data.

ST327.2 **Case Studies** Students will build on information and techniques gained from ST327.1 by carrying out a cooperative Marketing Case Study though individual write up of this is marked separately from the examination.

Teaching:

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: Students will look at about 6 marketing and statistical problems for ST327.1. They will also be asked to prepare a class paper and a report for ST327.2. ST327.2 - As above in course content. Students submit a written project based on their continued case study work.

Reading list: No one book covers the entire syllabus. Students are however advised to purchase:

T C Kinnear & J R Taylor, *Marketing Research: An Applied Approach* (Available in paperback).

Books which students may wish to consult include: C A Moser & G Kalton, *Survey Methods in Social Investigation*; P Chisnall, *Marketing Research*; R W Worcester & J Downham (Eds), *Consumer Market Research Handbook*; C Phillips, A Prun & M-P Kestemont (Eds), *Understanding Marketing: A European Casebook*.

Assessment: Three-hour written examination in the ST based upon ST327.1. It will be marked out of 70% and there will be a course-work mark out of 30% based upon ST327.2.

MASTER'S PROGRAMMES

Master's degrees are governed by the Regulations for MA and MSc degrees and by the Code of Practice for Taught Master's Programmes.

When choosing your courses you should first read the programme regulations governing the choice of subjects for your degree. Only those subjects or combinations of subjects explicitly permitted by the regulations for each degree may be offered for examination. Where special permission is required for a particular subject or combination of subjects, you must apply for permission, in writing, to the Academic Registrar at the start of the session.

The deadline for confirming your course choices is Friday 20 October 2000 (see CHOOSING YOUR COURSES in the section YOUR PROGRAMME OF STUDY).

In the programme regulations, a course number is printed by the name of each examination paper. The courses are listed after the regulations, including details of teaching, reading lists, and other essential information for each course. Information on the teaching timetable is published separately.

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

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REGULATIONS FOR MA AND MSc DEGREES

General

- These Regulations apply to all persons having registered for a programme of study leading to a degree of Master of Arts or Master of Science at the School and to those having registered for any part of such a programme. They are made subject to the General Academic Regulations of the School.

Entrance qualifications

- The normal minimum entrance qualification for registration for a Master's degree is
 - 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
 - a professional or other qualification obtained by written examination and approved by the School.
- An applicant for admission possessing a professional or other qualification obtained by written examination may be required by the School to pursue the programme for the period of at least one year longer than the minimum period prescribed in the individual programme regulations and/or the School may prescribe a qualifying examination for such a candidate.
- An applicant for admission will also be required to meet any additional entrance requirements specified in the relevant programme regulations.
- The School may prescribe English language and/or other tests as conditions of admission.
- Application for admission to a programme and registration for that programme shall be undertaken in accordance with procedures specified by the School.
- The School may exceptionally exempt a student from part of a programme on the basis of previous study at another institution and may exempt such a student additionally from part of the examinations prescribed for the degree.
- When considering an application under Regulation 7 the School shall consider *inter alia*
 - the standard and content of courses and examinations taken elsewhere, certified by the appropriate officer or officers of the relevant institution, and their relevance to the intended programme at the School;
 - the compatibility of the study previously undertaken with the proposed programme, to allow a smooth transition into that programme.

Programmes of study

- Programmes and the examinations associated with them shall be so organised as to fall into one or both of the following categories:
 - a period of full-time study, the length of which shall be prescribed in the individual course regulations but which shall normally be not less than one calendar year, the examinations being completed by the end of that period;
 - a period of part-time study of between two and four years, during which candidates will be examined in accordance with the individual programme regulations.
- The minimum length of the period of study is prescribed in the individual programme regulations, but at the start of the programme or at a later stage the School may require individual students to pursue the programme for a period longer than the minimum period prescribed in the regulations. The School shall determine, subject to the provisions of the individual programme regulations, the method by which the student is examined.

INTRODUCTION

See YOUR PROGRAMME OF STUDY

- 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.
- 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.
- 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, 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 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.
- Candidates are bound by the regulations in force at the time of their entry to the examination including the individual programme regulations.
- 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.
- No fee is payable for the first attempt at an examination.

Examinations

- The School will establish a board of examiners for each programme. Each board shall include examiners who are not members of the staff of the School, who shall have regard to the totality of each 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.
- Examination procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
- Each board of examiners shall ensure *inter alia* that award schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.
- Schemes of examination shall be prescribed in the individual programme regulations 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.
- 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 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.
- 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.
- 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 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.
- If a candidate who has been examined in all elements of an examination or of part of an examination for which he/she has entered fails to satisfy the examiners, the examiners may determine that he/she may on re-examination be exempt from one or more of the following:
 - one or more of the written papers;
 - essay/report/dissertation;
 - assessment of coursework;
 - practical examinations;
 - oral examination.
- In exceptional circumstances examiners shall have discretion to require a student to be examined orally in one or more components of his or her examination.
- Where the regulations permit a candidate to offer work written outside the examination room, the work submitted must be certified to be his or her own and any quotation from the published or unpublished works of other persons must be acknowledged.
- The conduct of candidates in assessment is governed by the *Regulations on assessment offences in taught degree and diploma courses*.

Late submission of course-work

- Where a course includes course-work as part of its assessment, all students must be given clear written instructions on what is required and the deadline for its submission.
- If a student believes that he or she has good cause not to meet the deadline (eg illness) he or she should first discuss the matter with the course teacher and seek a formal extension from the chair of the board of examiners. Normally extensions should only be granted where there is good reason backed by supporting evidence (eg medical certificate).
- If a student misses the deadline for submission but believes he or she has had good 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).
- Any extension should be confirmed in writing to the student.
- If a student fails to submit by the set deadline (or extended deadline as appropriate) the following penalties will apply:
 - For each day the submission is overdue a deduction of 10 marks out of 100 will be made.

Re-examination

39. A candidate who does not at his/her first attempt successfully complete the examination or part of the examination for which he/she has entered and who has not been given an overall pass at any level in his or her degree may, subject to the agreement of the School when such re-entry would involve further attendance at the School, re-sit that examination on one occasion only. Such re-examination will be at the next following examination except where a School has granted permission for a candidate to defer until the examination in a subsequent year.
40. A candidate proposing to re-sit an examination when not registered for the course concerned shall enter for that examination by the means prescribed from time to time by the Academic Registrar.
41. A candidate proposing to re-sit an examination shall be bound by all the current Regulations applicable to the first sitting of the examination except as modified by Regulations 34, 35, 37 and/or 38.
42. Candidates being re-examined are required to sit the same examinations as they sat previously, unless they have satisfactorily completed courses for different examinations.
43. A candidate who resits an examination when not registered at the School will be required to pay a fee determined by the School from time to time, except that a candidate who for medical or other reasons approved by the School does not sit an examination while in attendance at the School may be permitted to sit such an examination on one subsequent occasion without payment of a fee, whether or not in attendance at the School.

Illness

44. A candidate who, owing to illness, the death of a near relative or other cause judged sufficient by the School on the recommendation of the board of examiners, is prevented from completing at the normal time the examination or part of the examination for which he/she has entered may with the permission of the School:
 - 44.1 enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is held in order to complete the examination; or
 - 44.2 at the discretion of the examiners, 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 41 the candidate shall submit the application with medical certification or other supporting evidence to the Graduate School Office within seven days of the last day of the written examinations or for the submission of the essay/report/dissertation.

Notification of results

46. After the examiners have reached a decision, every candidate will be notified by the School of the result of his/her examination.
47. A degree certificate under the seal of the University will be despatched to each candidate who is awarded the degree. The certificate will state the title of the degree awarded.

Appeals against decisions of boards of examiners

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

SCHEDULE TO THE REGULATIONS FOR MA AND MSc DEGREES

The powers of the School set out in these Regulations shall be exercisable as follows:

Regulation	Powers exercisable by
2.2, 3, 5, 7, 10, 11, 13, 14, 16, 21, 26, 28, 34, 35, 36, 37, 38	Graduate School Committee
6, 15, 43, 46, 47	Academic Registrar
20	Academic Board on recommendation of Graduate School Committee
22, 25, 44	The appropriate board of examiners

CODE OF PRACTICE FOR TAUGHT MASTER'S PROGRAMMES**Introduction**

1. The Master's degree is either a programme of study at an advanced level of a subject already studied for a first degree, or a conversion programme in which a candidate can acquire a set of skills or knowledge different from those of the first degree studied, or a preliminary year to MPhil/PhD in which *inter alia* a programme of research training can be given¹.
2. This Code of Practice sets out the basic requirements for all Master's programmes and the responsibilities both of programme providers and of students. By making minimum requirements explicit it provides a basis for monitoring the academic activity of the School through the Teaching Quality Assurance Committee as well as providing a guide to students of what they can reasonably expect and a guide to departments of what they should provide.
3. The Code does not seek to reflect all departmental/programme variations. The expectation, and requirement, are that all programmes will conform to the minimum standards set out and that where departmental/programme variations exist they will enhance these minimum standards. (The Code uses the term *department* to cover both departments and institutes.)
4. Regulations governing the registration, attendance and examination of Master's students are published annually in the Calendar/Graduate School Handbook. All those involved as teachers or students on Master's programmes should be familiar with these regulations. The content and structure of each programme is also given in the Calendar/Graduate School Handbook.

Basic Requirements

5. All programme providers must make arrangements to ensure that the requirements set out in paragraphs 6 to 25 below are fulfilled.

Programme Tutor

6. 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. 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.

¹ This code does not apply to the MPhil by research (see Code of Practice for Research Students and Their Supervisors).

Induction

7. The department will send to all applicants accepted on to a 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.
8. 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. 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.
9. 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

10. 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.
11. Supervisors are responsible for advising students on their academic progress and on any academic problems they might experience. Many supervisors also undertake a pastoral role and in the case of non-academic problems (emotional, financial, personal) s/he should refer the student, as necessary, to the appropriate agencies in the School (eg Health Service, Financial Support Office, Advisers, Deans). If a student decides to withdraw from or interrupt his/her programme of study the supervisor should at once inform the Graduate School Office and the Programme Tutor.
12. 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 convener of each Master's programme.
13. 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 Dean of the Graduate School.

Long Essay/Project/Dissertation Guidance

14. Where a programme includes a long essay/project/dissertation as part of the final assessment, in addition to the guidance given at the start of the session students should be given written guidance in the Lent Term (or at a time consistent with when topics are selected) on the requirements of this element of the final assessment. Students should also be given clear information on what assistance they can expect to receive from their supervisors. A meeting of all students might also be held to enable students to raise questions on the requirements.
15. 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.

Tuition

16. 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.
17. 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.
18. 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.
19. 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.
20. Written work should normally be marked and returned within two weeks of submission.

Assessment

21. The assessment of each programme is conducted in accordance with the regulations for that programme printed in the Calendar/Graduate School Handbook. These regulations are set by the School within the regulations for students proceeding to the degrees of MSc and MA and by the School and the University in the case of the LLM. There is considerable scope for a variety of assessment methods. If Programme Tutors wish to change the method of assessment they seek prior approval from the Examinations and Regulations Sub-Committee of the Graduate School Committee for a change in the programme regulations.
22. Regulations require all examination scripts to be double-marked, ie marked blind 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.
23. The final Board of Examiners will be held no later than 31 August for Master's programmes where examinations (including the dissertation) are complete by the end of June and 30 November for all other Master's degree programmes.

Staff-Student Committee

24. Each department must make arrangements for a Staff-Master's Student Committee (or, if more appropriate to the size of the department, a Staff-Graduate Student Committee).
25. The Staff-Student Committee should be scheduled to meet at least once a term to discuss issues of relevance and interest to Master's students and their teachers.
26. The Staff-Student Committee should at its first meeting appoint a representative to the Dean's Committee for Master's Students.

Responsibilities of the student

27. Students are required to attend the School for the full duration of each term. Students who wish to be away for good reason in term-time must first obtain the consent of their supervisor and inform the Graduate School Office. If students are away from the School through illness they must inform their supervisor and, in case of absence of more than a fortnight, the Graduate School Office.
28. 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.

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 Master's programmes have no options and some have no compulsory dissertation element.

29. 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.
30. Students should decide on their choice of course after discussion with their supervisor. They must ensure that their choice accords with the regulations for the degree, as published in the Calendar/Graduate School Handbook, and that they submit their option choice form, signed by the supervisor, to the Graduate School Office no later than the specified deadline. All subsequent changes must be reported to the Graduate School Office by the specified deadline. *Failure to report changes will result in a student being required to take the examination in the course for which he or she was originally registered.*
31. Students are required to communicate changes of address to the Graduate School Office as soon as they occur. Vital information is sent to students during term-time and failure to communicate changes may result in a student not being entered for examinations or not receiving other important information.
32. Students who decide to withdraw from the School must inform their supervisor, the Programme Tutor and the Graduate School Office. Failure to inform the School could result in a demand for fee payments for the full session.

Revised May 2000

MASTERS PROGRAMME REGULATIONS

General rules

Unless otherwise specified under each programme the following rules apply:

Duration

One year for full-time students and two years for part-time students. Programme regulations show in each case which programmes are organised on an academic year basis (nine months) and which are organised on a full year basis (twelve months). Part-time students normally sit papers in two parts. At the end of the first year they sit papers up to the value of two units. In the second year they sit the remaining papers and the dissertation. Rules on resits are on pages

Choice

Choice of any course is subject to School approval. Choice of any course outside your home department is subject to availability, time-tabling constraints and the approval of the host department. Courses chosen must be at masters degree level. No course may be counted more than once towards the degree. ♦ means by special permission only. H means a half-unit course. NA 00/01 means not available in the year 2000-2001.

Examination dates

Written papers are taken in May/June for MSc courses or August/September for LLM courses. For full-year programmes the dissertation must be submitted by 1 September and for academic year programmes by 1 July unless shown otherwise. The dissertation, long essay or report is a maximum of 10,000 words unless shown otherwise.

MSc Accounting and Finance

(Department of Accounting and Finance)

Academic year programme but may be a full-year depending on courses selected. Students must take four courses or three courses and a dissertation, as shown.

Paper	Course number and title
1	AC430 Corporate Finance and Asset Markets, or AC431 Topics in the Theory of Finance ♦
2	AC420 Corporate Financial Reporting, or AC410 Management Accounting, Strategy and Organisational Control
3 & 4	Two of the following: AC431 (if not already selected above) or AC435 Topics in the Theory of Finance II AC432 Empirical Topics in Finance AC450 International Accounting and Finance AC460 History of Accounting (N/A 00/01) AC433 Securities and Investment Analysis or AC434 Securities Markets and Institutions ID403 Organisational Theory and Behaviour AC499 Long Essay (1 June) The course not selected under 2 above Any other course ♦

MSc Analysis Design and Management of Information Systems

(Department of Information Systems)

Full-year programme which is not available on a part-time basis. Students must take three compulsory courses and two optional courses and a dissertation as shown. Students will also be required to attend a Skills course.

Paper	Course number and title
1	IS470 Information Systems (H)
2	IS471 Systems Development (H)
3	IS472 Information Systems Management (H)
4	One of the following: IS473 Interpretations of Information IS474 Implementation and Use of Information Systems IS475 International IT Policy and Economic Development IS476 Security in Information Systems for Organisations IS477 Interorganisational Information Systems IS453 System Design in Context
5	One of the following provided that the topic has not already been taken under 4 above: IS481 Aspects of Information (H) IS482 Aspects of Implementation and Use of Information Systems (H) IS483 Aspects of International IT Policy and Economic Development (H) IS484 Aspects of Security in Information Systems (H) (NA 00/01) IS485 Aspects of Interorganisational Information Systems (H) IS486 Topics in Information Systems (H) IS461 Nature & Society: the Contribution of Science Studies (H) ID404 Introduction to Organisational Analysis (H) AC491 Financial Reporting and Management: Financial Reporting (H) OR411 Problem Structuring Methods (H) OR401 Techniques of Operational Research (H) OR423 Topics in Decision Analysis (H) LL407 Media and Communication Regulation (H) GV403 Network Regulation (H) LL406 Introduction to Regulation (H) PS439 The Social Psychology of New Technology ♦ GI401 Feminist Perspectives on Technology ♦ A course from another programme ♦
plus	IS490 Information Technology: Issues and Skills Course and IS499 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 or two optional courses and a dissertation as shown. Written papers will be taken in June and the dissertation must be submitted in September.*

Paper	Course number and title
1	AN404 Anthropology: Theory and Ethnography
2	DV400 Development: Theory, History and Policy
3	The equivalent of one full unit from the following: AN406 Political and Legal Institutions AN407 Economic Institutions and Social Transformation AN402 The Anthropology of Religion AN405 Kinship, Sex and Gender DV406 Development Management DV407 Poverty (NA 00/01) DV409 Economic Development Policy DV412 Complex Emergencies (NA 00/01) 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
plus	Two half units taught in the Anthropology department 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 June. The dissertation is submitted in September.**Lecture/Seminar lists and Course Guides for these degrees will mainly be found in the information on Master's degrees in the departments concerned.**The School co-operates in the teaching for certain branches of the MA Area Studies degree offered by the University of London.***MSc Cities, Space and Society***(Department of Geography and Environment)**Full-year programme. Students must take compulsory courses (1,2 and 3), optional courses to the value of one and a half units and a dissertation as shown.*

Paper	Course number and title
1	GY430 Contemporary Urbanism
2	GY505 Cities Seminar
3	GY402 Research Methods I (H)
4	Courses to the value of one and a half units from the following: GY411 Third World Urbanisation (NA 00/01) or GY431 Cities, People and Poverty in the South (NA 00/01) (H) or GY432 Cities, Culture and Politics in the South (H) GY405 Global Cities (H) GY414 Gender, Space and Society (NA 00/01) or GY421 Gender and Development: Geographical Perspectives (H) (NA 00/01) or GY422 European Gender Systems (H) (NA 00/01) GY407 Managing Economic Development or GY409 Aspects of Managing Economic Development (H) or GY413 Economic Development: Project Development and Evaluation (H) GY433 Planning for Sustainable Cities (H) GY455 Economic Aspects of Project Appraisal (H) GY406 Historical Geographical Materialism: The Miliband Seminar (H) SA4A1 Critical Studies of Cities and Regions (H)
plus	A course from another programme ♦ GY499 Dissertation

MSc City Design and Social Science*(Department of Social Policy)**Full-year programme. Students must take three compulsory courses and optional courses to the value of one and a half units and a dissertation and the Design Studio Course as shown.*

Paper	Course number and title
1	SA532 City Design Studio (1.5 units)
2	SA434 Foundations of Urban Studies (H)
3	SA437 Urban Morphologies: Cities Institutions and Complex Buildings (H)
4	SA438 Urban Infrastructure (H)
	One or two courses from the following list AN401 Political and Economic Anthropology (H) EC436 Economics of Urban and Regional Planning (H) EC437 Economic Aspects of Urban Change (H) EU407 Liberalism and its Critics SA4A1 Critical Studies of Cities and Regions (H) SA4A3 Social and Political Aspects of Regional and Urban Planning (H) GV492 Comparative Local Government and Urban Politics (NA 00/01) GY405 Global Cities (H) GY406 Historical Geographical Materialism: Miliband Seminar (H)

	GY433 Planning for Sustainable Cities (H) GY430 Contemporary Urbanism GY455 Economic Aspects of Project Appraisal (H) LL426 Environmental Law and Policy (NA 00/01) MN403 Negotiation Analysis (H) GY410 Aspects of European Economic Development and Management (H) MN415 Analysis of Strategy (H) OR401 Techniques of Operational Research (H) PH405 Philosophy of the Social Sciences PS415 The Social Psychology of Economic Life (H) (NA 00/01) SA464 Housing Organisation and Management (H) SA479 Housing Policy and Development (H) SA491 Population Policies: Evolution and Impact (H) SO404 Sociology of Development
	A course from another department subject to the approval of the Course Director
5	Students are required to attend one or both of the following: Two week introductory courses in September subject to agreement with the Course Director SA530 Introduction to City Design Issues SA531 Social Science for Designers

MSc Comparative Politics*(Department of Government)**Full-year programme. Students must take papers as shown. All students are required to write a 10,000 word dissertation. Exceptionally a student may substitute one half unit course by a 5,000 word essay to be submitted in July. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year. Alternatively, students may 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)
1 & 2	GV467 Introduction to Comparative Politics (H) (M) GV400 Skills Course (M)
plus	GV499 dissertation
3, 4, 5 & 6	Four of the following (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term): GV431 Nations and Nationalism (H) (M) GV436 National and Ethnic Conflict Regulation (H) (L) GV465 Democracy and the Politics of National Self Determination (H) (L) GV402 Empire and its consequences: Comparisons, Concepts, Conclusions (H) (L) GV437 Politics and Economic Policy in Spanish America (H) (M) (NA 00/01) GV443 The State and Political Institutions in Latin America (H) (M) GV444 Democracy and Development in Latin America (H) (L) GV484 Government and Politics in the USA (H) (M) GV485 US Public Policy (H) (L) GV404 Empire and Imperialism: Case Studies (H) (M), must be taken with GV402 [course below] GV402 Empire and its Consequences: Comparisons, Concepts, Conclusions (H) (L), must be taken with GV404 [course above] GV401 Nationalism and Ethnic Conflict in the Former Soviet Union (H) (L) GV468 Themes in Russian History (full unit, M & L) GV439 Government and Politics in Eastern Europe (H) (M) DV402 The Politics of South East Asian Development (M) (NA 00/01) GV427 Democracy and Democratisation in East and South Asia (H) (L) GV432 Government and Politics in China (H) (M) GV460 Government and Politics in Britain (H) (M) GV461 Political Change in Modern Britain (H) (L) GV462 Constitutional Issues in Britain (H) (L) (NA 00/01) GV452 European Union: Politics and Policy (H) (L) GV454 European Multi-Party Systems (H) (L) EU415 Government and Politics in France (H) (M) EU414 Public Policy in France (H) (L) GV457 Government and Politics in Italy (H) (M) GV458 Government and Politics in Germany (H) (M) GV459 Public Policy in Germany (H) (L) (NA 00/01) GV464 Government and Politics in Ireland (H) (L) GV480 Introduction to Comparative Public Administration (H) (M) GV481 Public Choice and Public Policy I: Introduction (H) (M) GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481) GV492 Comparative Local Government and Urban Politics (H) (L) (NA 00/01) GV403 Network Regulation (H) (L) GV438 Religion and Politics (H) (L)*

GV442 Globalisation and Democracy (H) (M & L)
 GV441 The State and Prosperity (H) (L)
 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)

* Students who wish to take GV438 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 teachers decision.

MSc Comparative Politics (Empire)

(Department of Government)

Full-year programme. Students must take papers as shown, three of which must be GV467, GV404 and GV402. All students are required to write a 10,000 word dissertation. Exceptionally a student may substitute one half unit course by a 5,000 word essay to be submitted in July. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year.

Paper Mandatory papers (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term) (H = half unit):

1, 2 & 3 GV467 Introduction to Comparative Politics (H) (M)
 GV404 Empire and Imperialism: Case Studies (H) (M)
 GV402 Empire and its Consequences: Comparisons, Concepts, Conclusions (H) (L)
 plus GV499 dissertation

4, 5 & 6 Two or three of the following (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term):

GV468 Themes in Russian History (H)
 EU412 The Politics of Transition in the Former Soviet Union (H)
 GV401 Nationalism and Ethnic Conflict in the Former Soviet Union (H) (L)
 GV468 Themes in Russian History (full unit, M & L)
 GV439 Government and Politics in Eastern Europe (H) (M)

IR411 Foreign Policy Analysis III (full-unit, M & L)†
 IR413 Regional Integration in Western Europe (full-unit, M & L)†
 IR418 International Politics: Asia and the Pacific (full-unit, M & L)†
 IR419 International Relations of the Middle East (full-unit, M & L)†
 IR425 Soviet and Post-Soviet Foreign Policy (full-unit, M & L)†
 IR457 The Politics of International Trade (full-unit, M & L) †
 IR427 International Politics of Africa (full-unit, M & L) †

GV431 Nations and Nationalism (H) (M)
 GV436 National and Ethnic Conflict Regulation (H) (L)
 GV465 Democracy and the Politics of National Self Determination (H) (L)
 GV402 Empire and its Consequences: Comparisons, Concepts, Conclusions (H) (L)
 EU405 Nationalism (full-unit, M & L)

GV437 Politics and Economic Policy in Spanish America (H) (M, NA 00/01)
 GV443 The State and Political Institutions in Latin America (H) (M)
 GV444 Democracy and Development in Latin America (H) (L)
 GV484 Government and Politics in the USA (H) (M)
 GV485 US Public Policy (H) (L)

DV402 The Politics of South East Asian Development (H) (M) (NA00/01)
 GV427 Democracy and Democratisation in East and South Asia (H) (L)
 GV432 Government and Politics in China (H) (M)

GV460 Government and Politics in Britain (H) (M)
 GV461 Political Change in Modern Britain (H) (L)
 GV462 Constitutional Issues in Britain (H) (L) (NA 00/01)

GV452 European Union: Politics and Policy (H) (L)
 GV454 European Multi-Party Systems (H) (L)

EU415 Government and Politics in France (H) (M)
 EU414 Public Policy in France (H) (L)
 GV457 Government and Politics in Italy (H) (M)
 GV458 Government and Politics in Germany (H) (M)
 GV459 Public Policy in Germany (H) (L) (NA 00/01)
 GV464 Government and Politics in Ireland (H) (L)

GV480 Introduction to Comparative Public Administration (H) (M)
 GV481 Public Choice and Public Policy I: Introduction (H) (M)
 GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481)
 GV492 Comparative Local Government and Urban Politics (H) (L, NA 00/01)
 GV403 Network Regulation (H) (L)

GV438 Religion and Politics (H) (L)*
 GV442 Globalisation and Democracy (H) (M & L)
 GV441 The State and Prosperity (H) (L)

GV400 Skills Course (M)

A full or two half-unit papers from the Government or another department (with the consent of the convenor of MSc Comparative politics, Empire, and the teacher of the course).

† Please note that the International Relations (IR) Department now permits non IR students to take only one IR option, subject to availability of space on the course concerned.

* Students who wish to take GV438 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 teachers decision.

MSc Comparative Politics (Latin America)

(Department of Government)

Full-year programme. Students must take courses as shown, one of which must be GV467 and a skills course. All students are required to write a 10,000 word dissertation on a topic relating to Latin America. Exceptionally a student may substitute one half unit course by a 5,000 word essay to be submitted in July. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year.

Paper Mandatory papers (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term) (H = half unit)

1 & 2 GV467 Introduction to Comparative Politics (H) (M)
 GV400 Skills Course (H) (M)
 plus GV499 dissertation

2 & 3 At least two of the three following (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term):

GV437 Politics and Economic Policy in Spanish America (M, NA 00/01)
 GV443 The State and Political Institutions in Latin America (M)
 GV444 Democracy and Development in Latin America (L)

4, 5 & 6 Three of the following (all half-unit courses unless otherwise indicated; (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term):

One of the papers not already taken above

GV431 Nations and Nationalism (H) (M)
 GV436 National and Ethnic Conflict Regulation (H) (L)
 GV465 Democracy and the Politics of National Self Determination (H) (L)
 GV402 Empire and its Consequences: Comparisons, Concepts, Conclusions (H) (L)

GV404 Empire and Imperialism: Case Studies (M, must be taken with GV402 [course below])
 GV402 Empire and its Consequences: Comparisons, Concepts, Conclusions (L, must be taken with GV404 [course above])
 GV401 Nationalism and Ethnic Conflict in the Former Soviet Union (H) (L)
 GV468 Themes in Russian History (full unit, M & L)
 GV439 Government and Politics in Eastern Europe (H) (M)

DV402 The Politics of South East Asian Development (M) (NA 00/01)
 GV427 Democracy and Democratisation in East and South Asia (H) (L)
 GV432 Government and Politics in China (M) (H)

GV460 Government and Politics in Britain (M) (H)
 GV461 Political Change in Modern Britain (L) (H)
 GV462 Constitutional Issues in Britain (H) (L) (NA 00/01)

GV452 European Union: Politics and Policy (H) (L)
 GV454 European Multi-Party Systems (H) (L)

EU415 Government and Politics in France (H) (M)
 EU414 Public Policy in France (H) (L)
 GV457 Government and Politics in Italy (H) (M)
 GV458 Government and Politics in Germany (H) (M)
 GV459 Public Policy in Germany (H) (L) (NA 00/01)
 GV464 Government and Politics in Ireland (H) (L)

GV484 Government and Politics in the USA (H) (M)
 GV485 US Public Policy (H) (L)

GV480 Introduction to Comparative Public Administration (H) (M)
 GV481 Public Choice and Public Policy I: Introduction (H) (M)
 GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481)
 GV492 Comparative Local Government and Urban Politics (H) (L, NA 00/01)
 GV403 Network Regulation (H) (L)

GV438 Religion and Politics (H) (L)*
 GV442 Globalisation and Democracy (M & L)
 GV441 The State and Prosperity (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 Americas, and the teacher of the course)

*Students who wish to take GV438 must sign up to request to do this 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 teachers decision.

MSc Crime, Deviance and Control (Specialist)

(Department of Sociology)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	SO409 Sociology of Crime, Deviance and Control
2	SO415 Methods of Criminological Inquiry (H) MI411 Quantitative Analysis in Social Research (H)
3	One other related course (other than Theoretical Criminology LL496) from the LLM, MSc Sociology or MSc Courses in Social Policy chosen after discussion with the student's supervisor.
plus	SO499 An essay or not more than 10,000 words on an approved topic

MSc Crime, Deviance and Control (Research)

(Department of Sociology)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	SO409 Sociology of Crime, Deviance and Control
2	SO415 Methods of Criminological Inquiry MI411 Quantitative Analysis in Social Research (H)
3	Any two other half units offered by the Methodology Institute
plus	SO499 Dissertation

MSc Criminal Justice Policy

(Department of Social Policy)

Full-year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown. Law courses will be examined in August/September.

Paper	Course number and title
1	SA403 Criminal Justice Policy
2 & 3	Two of the following: SA439 Managing Risk in Mental Health Care SA444 Rehabilitation of Offenders SA446 Psychology and Crime SO409 Sociology of Crime, Deviance and Control LL465 Law and Social Theory LL478 Policing and Police Powers LL457 Juvenile Justice A course from another programme subject to the approval of the course tutor
4	SA4B1 Long Essay and Research Methods †
plus	SO415 Methods of Criminological Inquiry † SA465 Dissertation

†These courses are not examined

MSc Decision Sciences

(Department of Operational Research)

Full-year programme. Students are required to take four compulsory courses and optional courses to the value of two half units.

Paper	Course number and title
I	Compulsory Courses
1	OR422 Decision Analysis in Theory and Practice
2 & 3	Two of the following: OR411 Problem Structuring Methods (H) OR431 System Dynamics Modelling † (H) OR417 Advanced Topics in Decision Analysis (H)
4	OR418 Applied Decision Sciences Δ
5	Two of the following: the paper not taken under 2 and 3 above MA402 Game Theory (H) OR401 Techniques of Operational Research (H) OR430 Decision Science Methods † (H) or OR403 Computer Modelling in Operational Research † (H) OR424 Analytic Frameworks for Policy Evaluation † (H) IS472 Information Systems Management (H) MN415 The Analysis of Strategy (H) ID404 Introduction to Organisational Analysis (H) A course from any other MSc Programme

† Examined entirely by means of essays and project reports

Δ This is an extended practical project which will be introduced in the summer term and worked on throughout the Summer.

MSc Demography

(Department of Social Policy)

Full-year programme. Students must take four compulsory half unit courses and optional courses to the value of one full unit and a dissertation as shown.

Paper	Course number and title
1	SA484 Demography of Developed Societies (H)
2	SA493 Population Trends and Processes in the Developing World (H)
3	SA481 Basic Population Analysis (H)
4	SA480 Advanced Population Analysis (H)
5	Either SA482 Demographic Data Collection, Sampling and Surveys (H) and SA492 Reproductive Health: Design, Implementation and Evaluation (H) or one course from the following list: SA411 Foundations of Health Policy SA405 European Social Policy SA452 Social Policy Planning and Participation in Developing Countries SA4A2 Health, Population and Society (NA 00/01) GY411 Third World Urbanization (NA 00/01)
plus	A course from another programme ♦ SA498 Dissertation (1 September) and SA495 Statistics and Computing for Demographers (NA 00/01)

MSc Development Management

(Development Studies Institute)

Full-year programme. Students must take three courses and a dissertation as shown.

Paper	Course number and title
	Two compulsory papers:
1	DV406 Development Management
2	DV400 Development: Theory, History and Policy
3	Courses to the value of one full unit from the following: DV402 Politics of South East Asia (NA 00/01) DV407 Poverty (NA 00/01) DV409 Economic Development Policy DV412 Complex Emergencies (NA 00/01) DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) DV418 African Development (H) DV416 Gender Institutions and Social Development (H) DV417 Global Civil Society (H) DV419 The State and Political Change in North Africa (H) EC436 The Economics of Regional and Urban Planning (H) EC429 Reform of Economic Systems EH416 Markets and State in Economic Development GV483 Public Management Theory and Doctrine (H) GV492 Comparative Local Government and Urban Politics (H) (NA 00/01) GV494 Contested Issues in Public Sector Management (H) ID402 Industrial Organisation: Theory and Behaviour IS475 International IT Policy and Economic Development GY407 Managing Economic Development GY409 Aspects of Managing Economic Development (H) GY410 Aspects of European Economic Development (H) MN403 Negotiation Analysis (H) MN404 Incentives and Governance in Organisations (H) OR413 Operational Research in Less Developed Countries (H) SA460 Urbanisation and Social Planning SA404 Education and Social Planning SA411 Foundations of Health Policy SA442 Social Welfare and Social Development SA435 NGO Management, Policy and Administration SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) Another course with the approval of supervisor/course tutor
plus	DV410 Research Design and Dissertation in Development Studies, including DV410.1 Research Methods in Developing Countries.

MSc Development Studies

(Development Studies Institute)

Full-year programme. Students must take three courses and a dissertation as shown.

Paper	Course number and title
1	DV400 Development: Theory, History and Policy
2	DV410 Research Design and Dissertation in Development Studies, including DV410.1 Social Research Methods in Developing Countries
3 & 4	Courses to the value of two full units from the following: (note: the International Relations (IR Department now permits non IR students to take only one option from those prefixed "IR") AN406 Political and Legal Institutions AN407 The Anthropology of Economic Institutions and their Social Transformation DV402 The Politics of South East Asian Development (NA 00/01) DV406 Development Management DV407 Poverty (NA 00/01) DV409 Economic Development Policy DV412 Complex Emergencies (NA 00/01) 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)
 EC307 Economic Development †
 EC428 The Economics of Less Developed Countries ‡
 EC436 The Economics of Regional and Urban Planning ‡
 EH416 Markets and States in Developing Countries
 EH426 Latin American Development in the 20th century: Liberalism to Neoliberalism
 EH440 African Economic Development in Historical Perspective (NA 00/01)
 EH445 Japanese Economic Development since the late nineteenth century: National and international perspectives
 EH446 Economic Development of East and South East Asia
 EU405 Nationalism
 GI400 Gender Theories in the Modern World
 GV431 Nations and Nationalism (H)
 GV441 The State and Prosperity
 GV437 Politics and Economic Policy in Spanish America (H) (NA 00/01)
 GV480 Introduction to Comparative Public Administration (H)
 GV483 Public Management Theory and Doctrine (H)
 GY411 Third World Urbanisation (NA 00/01)
 GY414 Gender, Space and Society (NA 00/01)
 GY420 Environmental Planning: National and Local Policy Implementation

One of the following: ‡
 IR418 International Politics Asia and the Pacific
 IR419 International Relations of the Middle East
 IR420 Revolutions and the International System
 IR427 International Politics of Africa
 IR450 International Political Economy
 IR457 Politics of International Trade
 IR458 International Political Economy of Energy
 IS475 International IT Policy and Economic Development
 LL426 Environmental Law and Policy (NA 00/01)
 LL447 International Economic Law
 LL448 International Environmental Law (NA 00/01)
 LL450 The International Law of Natural Resources
 LL453 International Protection of Human Rights
 LL461 United Nations Law
 LL498 Urban and Environmental Law in Developing Countries (NA 00/01)
 GY408 European Economic Development Management
 SA254 The Population of the Indian Sub-continent Δ
 SA404 Education and Social Planning
 SA411 Foundations of Health Policy Δ
 SA414 Health Economics Δ
 SA435 NGO Management, Policy and Administration Δ
 SA442 Social Welfare and Social Development Δ
 SA445 Social Planning for Rural Development Δ
 SA460 Urbanisation and Social Planning Δ
 SA481 Basic Population Analysis (H)
 SA485 Methods for Population Planning (H)
 SA491 Population Policies: Evolution and Impact (H)
 SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)
 SA493 Population Trends and Processes in the Developing World (H) Δ
 SO404: Sociology of Development (H)

† 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 Econometrics and Mathematical Economics

(Department of Economics)

Academic year programme. Students must take courses to the value of four full units as shown.

Paper	Course number and title
1	EC480 Quantitative Techniques (H) and either EC481 Advanced Econometric Theory (H) or EC470 Advanced Mathematical Economics (H)
2	Two of the following: EC472 Quantitative Microeconomics (H) EC473 Quantitative Macroeconomics (H) EC482 Topics in Advanced Econometrics (H) EC471 Topics in Advanced Mathematical Economics (H) either ST410 Basic Time Series (H) or ST409 Stochastic Processes (H)
3	One of the following: Two half units not taken in 1 or 2 above EC412 Microeconomics II (not if Microeconomics I was taken in the preliminary year) EC413 Macroeconomics I (not if Macroeconomics II was taken in the preliminary year) EC414 Macroeconomics II Any other course in Economics approved by the candidate's teachers to the value of one unit (but not EC483 Game Theory for Economists)
4	One of the following: Two courses from the following: A further course from 1 or 2 A further course from 2 A half unit in Statistics ST411 Regression Diagnostics and Generalised Linear Modelling (H) ST413 Further Time Series (H) EC483 Game theory for Economists A unit or two half units in Statistics or Mathematics approved by the candidates teachers EC499 Essay or project of not more than 10,000 words.

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 must take and pass three courses at a sufficiently high standard in order to continue to the final year. Students are expected to attend four courses during the preliminary year.

Paper	Course number and title
1	EC309 Econometric Theory
2 & 3	Two courses from the following list: MA200 Further Mathematical Methods (Calculus) and MA201 Further Mathematical Methods (Linear Algebra) ST202 Probability, Distribution Theory and Inference EC319 Mathematical Economics EC411 Microeconomics I or Microeconomics II A course approved by the candidate's teachers and the Programme Director In addition, preliminary year students are required to attend two seminars: EC460 Preliminary Year Seminar in Economics EC461 Preliminary Year Seminar in Econometrics

MSc Economic History: (A) Europe, America and Japan

(Department of Economic History)

Full-year programme. Students must take one compulsory course, two optional courses and a dissertation as shown.

Paper	Course number and title
1	EH400 Historical Analysis of Economic Change
2 & 3	Two of the following: EH410 Perspectives on the Industrial Revolution: A Study in Sources and Historiography (NA 00/01) EH430 The World Economic Crisis 1919-1945 EH470 Capital Markets and Economic Development in Britain, Germany and the United States since 1870 (NA 00/01) EH450 The Economic History of The European Community EH455 Interpreting Modern Business: The USA, Europe and Japan EH462 Latin American Development in the Twentieth Century: from liberalism to neo-liberalism (NA 00/01) EH422 Topics in Quantitative Economic History EC420 History of Economic Thought (NA 00/01) 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
plus	EH499 Dissertation (15,000 words)

MSc Economic History: (B) Patterns of Development, Africa, Asia and Latin America

(Department of Economic History)

Full-year programme. Students must take one compulsory course and two optional courses and a dissertation as shown.

Paper	Course number and title
1	EH400 Historical Analysis of Economic Change
2 & 3	Two of the following: EH416 Markets and States in Developing Economies since c 1880 EH462 Latin American Development in the Twentieth Century: from Liberalism to Neo-liberalism (NA 00/01) EH440 African Economic Development in Historical Perspective (NA 00/01) EH446 Economic Development of East and Southeast Asia EH422 Topics in Quantitative Economic History 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 EC428 The Economics of Less Developed Countries or SO404 Sociology of Development
plus	EH499 Dissertation (15,000 words)

MSc Economics

(Department of Economics)

Academic year programme. Students must take three compulsory courses, one optional course and a dissertation linked to the optional course as shown. Students are also required to attend the September Course and take EC401 and EC402.

Paper	Course number and title
1	EC413 Macro-Economics I or EC414 Macro-Economics II
2	EC411 Micro-Economics I or EC412 Micro-Economics II
3	EC402 Methods of Economic Investigation I or EC403 Methods of Economic Investigation II
4	One of the following courses: EC420 History of Economic Thought (NA 00/01) EC421 International Economics EC423 Labour Economics EC424 Monetary Economics EC426 Public Economics EC427 Economics of Industry EC428 The Economics of Less Developed Countries EC429 Reform of Economic Systems EC430 Capital Markets EC438 Public Financial Policy EH422 Topics in Quantitative Economic History Any other course in Economics approved by the candidate's teachers
plus	EC499 Dissertation (6,000 words) to be submitted by beginning of the Summer term

MSc Economics and Economic History

(Taught jointly by the departments of Economics and Economic History)
Full-year programme. Students must take four courses and a dissertation the draft of which must be submitted for supervisor's comments by the end of the Summer term.

Paper	Course number and title
1	Either EC411 Microeconomics I or EC412 Microeconomics II or EC413 Macroeconomics I or EC414 Macro-economics II EC402 Methods of Economic Investigation I or EC403 Methods of Economic Investigation II
2	EH422 Topics in Quantitative Economic History
3	One of the following:
4	EH416 Markets and States in Developing Economies since c 1880 EH430 The World Economic Crisis, 1919-45 EH440 African Economic Development in Historical Perspective (NA 00/01) EH446 Economic Development of East and Southeast Asia EH450 The Economic History of the European Community EH455 Interpreting Modern Business: the USA, Europe and Japan EH462 Latin American Development in the Twentieth Century: from Liberalism to Neo-liberalism (NA 00/01) EH470 Capital Markets and Economic Development in Britain, Germany and the United States since 1870 (NA 00/01)
plus	EH499 Dissertation (8,000-10,000 words)

MSc Economics and Philosophy

(Taught jointly by the departments of Economics and Philosophy)
Full-year programme. Students must take three courses and a dissertation as shown.

Paper	Course number and title
1	Two of the following: EC411 Microeconomics I EC413 Macroeconomics I EC402 Methods of Economic Investigation I
2	One of the following: PH400 Philosophy of Science and Scientific Method PH405 Philosophy of the Social Sciences PH407 Foundations of Probability PH413 Philosophy of Economics PH418 Philosophical Research and Writing Seminar
3	PH418 Philosophical Research and Writing Seminar
plus	PH499 Dissertation

MSc Environmental Assessment and Evaluation

(Department of Geography)
Full-year programme. Students must take three compulsory courses and a dissertation as shown.

Paper	Course number and title
1	GY420 Environmental Regulation: Implementing Policy
2	GY424 Environmental Impact and Risk Assessment
3	GY423 Environmental Evaluation of Economic Development
plus	GY429 Environmental Project: Synthesis and Application

MSc Environment and Development

(Taught jointly by the Department of Geography and the Development Studies Institute)
Full-year programme. The programme has two streams. Students on Stream A must take courses to the value of four full units whilst those on Stream B take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
Stream A	
1	DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H) GY423 Environmental Evaluation of Economic Development
2	One of the following:
3	DV400 Development, Theory, History and Policy DV406 Development Management DV407 Poverty (NA 00/01) DV409 Economic Development Theory DV412 Complex Emergencies (NA 00/01)
4	One of the following: GY420 Environmental Regulation: Implementing Policy GY424 Environmental Impact and Risk Assessment GY416 Hazard and Risk Management
Stream B	
1	DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H) GY423 Environmental Evaluation of Economic Development
2	GY402 Research Methods in Human Geography (H)
3	and one further half unit chosen from the following GY421 Gender and Development: Geographical Perspectives (H) (NA 00/01) GY431 Cities People and Poverty in the South (H) (NA 00/01) GY432 Cities Culture and Politics in the South (H) DV416 Gender Institutions and Social Development (H) DV417 Global Civil Society (H) DV418 African Development (H) or any other half unit offered by the Department of Geography and Environment or the Development Studies Institute with the approval of the programme director.

plus GY499/DV410 Dissertation
GY455 Economic Aspects of Project Appraisal

MSc European Political Economy: Integration

(European Institute)
Full-year programme. Students must take three compulsory courses and one course and a dissertation as shown. Additionally, all students must take EU410 Issues in Political Economy in preparation for the dissertation.

Paper	Course number and title
1	EU442 The Political Economy of European Integration
2	First term, EU441 The Political Economy of EU Enlargement (H) and in the second term, EU443 European Models of Capitalism (H)
3	One of the following: GY408 European Economic Development Management ♦ EU401 The EU: Government, Law and Policy Semester Courses (both terms) In the first term, GY415 Economic Development: Global Change and Local Response and in the second term, either EU402 Government and Business in Germany (H) or GV453 Socio-economic Cohesion Policies in the EU (H) LL431 The European Internal Market ♦ IR457 The Politics of International Trade† EH450 The Economic History of the European Community EC433 The Economic Organisation of the EU ♦ A relevant course from another programme ♦
plus	EU499 Dissertation

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc European Political Economy: Transition

(European Institute)
Full-year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown. Additionally, all students must take EU410 Issues in Political Economy in preparation for the dissertation.

Paper	Course number and title
1	EU400 The Political Economy of Transition in Europe Students with little or no background in Economic Theory are expected to attend EU409 Basic Economic Concepts for European Political Economy during the first 5 weeks of the Michaelmas term.
2	One of the following: both EU441 The Political Economy of EU Enlargement (H) and EU443 European Models of Capitalism (H) EC429 Reform of Economic Systems ♦ ID408 Labour Market Analysis EU406 Ethnicity, Nationalism and Racism in Europe EC433 The Economic Organisation of the EU ♦ Semester Courses (both terms): In the first term, either GV439 Government and Politics in Eastern Europe (H) or GV480 Introduction to Comparative Public Administration (H) and in the second term either GV492 Comparative Local Government and Urban Politics (H) (NA 00/01 or EU402 Government and Business in Germany (H)
3	One of the following: GY408 European Economic Development Management ♦ EU401 The EU: Government, Law and Policy SA414 Health Economics SA405 European Social Policy ID401 Comparative Industrial Relations IR425 Soviet and Post-Soviet Foreign Policy† A course from 2 above not already taken A relevant course from another programme ♦
plus	EU499 Dissertation

† 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 as shown including a skills course and dissertation as shown. Exceptionally a student may substitute one half unit course by a 5,000 word essay to be submitted in July. Part-time students may take up to four courses in their first year.

Paper	Course number and title
1 & 2	Two of the following (Comparative Element): Michaelmas term Obligatory Core Course I GV450 European Politics: Comparative Analysis (H) GV439 Government and Politics in Eastern Europe (H) Lent term GV452 European Union: Politics and Policy (H) GV451 European Policy: Comparative Analysis (H)

- GV492 Comparative Local Government and Urban Politics (H) (NA 00/01)
 GV454 European Multi-Party Systems (H)
 GV463 Government and Politics in Scandinavia (NA 00/01)
 GV453 Socio-economic Cohesion Policies in the EU (H)
 GV471 Institutional Politics in the European Union – A Rational Choice Approach (H)
Obligatory Core Course II (Country Element)
- 3 & 4 Two of the following:
 Michaelmas term
 GV460 Government and Politics in Britain (H) or EU415 Government and Politics in France (H) or GV458 Government and Politics in Germany (H) or GV457 Government and Politics in Italy (H)
 GV429 Government and Politics in Spain (NA 00/01)
 Lent term
 GV426 Topics in UK Executive Government (H)
 EU402 Government and Politics in Germany (H)
 GV464 Government and Politics in Ireland (H)
 either GV461 Political change in Modern Britain (H) or GV462 Constitutional Issues in Britain (H) (NA 00/01)
 EU414 Public Policy in France (H)
 GV459 Public Policy in Germany (H) (NA 00/01)
 EU403 Spain and Europe
- 5 EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H)
 One of the following, in Michaelmas or Lent term:
 Michaelmas term
 GV480 Introduction to Comparative Public Administration (H)
 Another course from 1-4 above or a half unit course taught in the Government or another department ♦
 Lent term
 GV436 National and Ethnic Conflict Regulation (H)
 GV438 Religion and Politics (H) (L) 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 teachers decision.
- 6 Another course from 1-4 above
 A half unit course taught in the Government or another department ♦
- plus **Obligatory Core Course III**
 GV400 Skills Course
 GV470 dissertation

MSc European Social Policy

(Department of Social Policy)

Academic year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown.

Paper	Course number and title
1	SA405 European Social Policy
2	One of the following: EU401 The EU: Government, Law and Policy EU418 European History since 1945* IR413 Regional Integration in Western Europe† EC433 Economic Organisation of the European Community GV452 European Community: Politics and Policy (H) and GV453 Socio-Economic Cohesion Policies in the EC (H)
3	Courses to the value of one full unit from the following: SA450 Social Policy and Administration SA406 Jean Monnet Module in European and Comparative Health Policy SA425 Income Maintenance and Social Security Policies SA440 Planning of Personal Social Services SO409 Sociology of Deviant Behaviour SA429 Social Exclusion, Inequality and the 'Underclass' debate (H) SA402 Social Policies for Ageing Populations (H) A course from another MSc programme ♦
4	SA4B1 Long Essay and Research Methods (not examined)
plus	SA466 Dissertation

*Access to this course will be limited and students must obtain the approval of the course teachers.

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc European Studies

(European Institute)

Full-year programme. Students must take two compulsory courses and one optional course and a dissertation as shown. Additionally, all students must take EU450 European Union: Contemporary Issues in preparation for the dissertation.

Paper	Course number and title
1 & 2	Two of the following: EU442 The Political Economy of European Integration EU418 Europe since 1945* EU401 European Union: Government, Law and Policy or IR413 Regional Integration in Western Europe
3	One of the following: A paper from 1 & 2 above not already taken EU405 Nationalism

- EU406 Ethnicity, Nationalism and Racism in Europe
 EU407 Liberalism and its Critics in Late Modern European Thought
 EU413 Warfare, Religion and National Identity*
 SA405 European Social Policy
 EH450 The Economic History of the European Community
 IR416 The International Politics of Western Europe †
 LL430 European community Competition Law ♦
 HY401 Europe: Unity and Disunity since the Renaissance
 EC433 The Economic Organisation of the EU ♦
 GY408 European Economic Development Management ♦
 HY411 European Integration in the Twentieth Century
- Semester courses:
 In the first term, GV439 Government and Politics in Eastern Europe (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) or GV429 Government and Politics in Spain (H) (NA 00/01) and
 In the second term, GV464 Government and Politics in Ireland (H) or EU414 Public Policy in France (H) or GV454 European Multi-Party Systems (H), or EU440 Greece and South East Europe: Government, Economy and Foreign Policy (H) or EU403 Spain and Europe (H) or EU402 Government and Business in Germany (H)
- plus A relevant Course from another programme ♦
 EU499 Dissertation

*Access to this course will be limited and students must obtain the approval of the course teachers.

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, (This does not include the core course IR413) subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc European Studies: EU Policy Making

(European Institute)

Full-year programme. Students must take one compulsory course and an optional course to the value of one full unit and a dissertation as shown. Additionally, all students must take EU450 European Union: Contemporary Issues in preparation for the dissertation.

Paper	Course number and title
1	EU401 European Union: Government, Law and Policy
2 & 3	EU442 The Political Economy of European Integration SA405 European Social Policy IR416 The International Politics of Western Europe † SA406 European and Comparative Health Policy LL430 European Community Competition Law ♦
	Semester Courses (both terms): 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) (NA 00/01) and In the second term, EU414 Public Policy in France (H) or GV453 Socio-economic Cohesion Policies in the EU (H) or EU440 Greece and South East Europe: Government, Economy and Foreign Policy (H) or EU403 Spain and Europe (H) or EU402 Government and Business in Germany (H)
plus	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, (This does not include the core course IR413) subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Finance and Economics

(Department of Accounting and Finance)

Academic year programme. Students must take three compulsory courses and an optional course and submit a dissertation in the optional course, as shown. Admitted students must pass the September course in Mathematics and Statistics. The dissertation must be submitted by 1 June.

Paper	Course Number and title
1	EC411 Microeconomics I
2	AC436 Financial Economics
3	AC437 Financial Econometrics Either AC435 Topics in the Theory of Finance II, or AC433 Securities and Investment Analysis, or AC434 Securities Markets and Institutions
plus	AC499 Dissertation within the optional course

MSc Gender

(Gender Institute)

Full-year programme. Students must take one compulsory course and options to the value of two full units and a dissertation as shown.

Paper	Course number and title
1	GI400 Gender Theories in the Modern World
2	Courses from the list below to the value of two full units: DV400 Development Studies: Theory, History and Policy SA412 Gender, Development and Social Planning GY414 Gender, Space and Society (NA 00/01)

GI401 Feminist Perspectives On Technology (H)
 IR414 Women and International Relations(NA 00/01)†
 AN405 Kinship, Sex and Gender
 LL454 Human Rights of Women
 GI403 Gender and the Media (H)
 GI402 Gender, Epistemology and Research Methodology (H)
 GI404 New Concepts in Gender Theory: Post-Colonial Perspectives on Development (H)
 SA491 Population Policies: Evolution and Impact (H)
 SA493 Population, Trends and Processes in the Developing World (H)
 SA492 Population Programmes: Design, Implementation and Evaluation (H)
 PS413 Psychology of Gender (H)
 SA402 Comparative Social Policies for Ageing Populations (H)
 GV410 Feminist Political Theory: Concepts (H)
 GV411 Feminist Political Theory: Issues (H) (NA 00/01)
 A course from another programme ♦
 plus GI499 Dissertation (1 September)

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Gender and Development

(Taught jointly by the Gender Institute and the Development Studies Institute)

Full-year programme. Students must take two compulsory courses and optional courses to the value of one full unit and a dissertation as shown. Examinations for the written papers will be taken in June except for SA402 which will be examined in January and any Written papers from law courses will be examined in August/September. The Dissertation will be submitted in September.

Paper	Course number and title
1	GI400 Gender Theories in the Modern World: an interdisciplinary approach and DV416 Gender Institutions and Social Development (H) and SA4A8 Gender, Social Policy and International Development (H) Courses to the value of one full unit from the list below: DV400 Development, Theory, History and Policy DV409 Economic Development Policy DV402 The Politics of Southeast Asian Development (NA 00/01) DV406 Development Management DV407 Poverty (NA 00/01) DV412 Complex Emergencies (NA 00/01) DV418 African Development (H) GY414 Gender, Space and Society (NA 00/01) LL454 Human Rights of Women IR414 Women and International Relations (NA 00/01)† AN405 Kinship, Sex and Gender GI404 New Concepts in Gender Theory: Post-Colonial Perspectives on Development (H) GI402 Gender: Epistemology and Research Methodology (H) DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) SA491 Population Policies: Evolution and Impact (H) SA493 Population, Trends and Processes in the Developing World (H) SA492 Population Programmes: Design, Implementation and Evaluation (H) PS413 Psychology of Gender (H) SA402 Comparative Social Policies for Ageing Populations (H) GV410 Feminist Political Theory: Concepts (H) GV411 Feminist Political Theory: Issues (H) (NA00/01) A course from another programme ♦
2	plus GI499 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 Gender and Social Policy

(Taught jointly by the Gender Institute and the Social Policy department)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title
1	SA4A7 Theorising Gender and Social Policy (H) and one of the following: SA4A9 Gender and European Welfare States (H) SA4A8 Gender, International Social Policy and Development (H)
2	GI400 Gender Theories in the Modern World
3	Courses to the value of one full unit from the list below: SA450 Social Policy and Administration SA405 European Social Policy SA452 Social Policy, Planning and Participation in Developing Countries SA402 Social Policies for Ageing Populations (H) SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H) SA491 Population Policies: Evolution and Impact (H) SA492 Population Programmes: Design, Implementation and Evaluation (H) SA493 Population Trends and Processes in the Developing World (H)

GI402 Gender: Epistemology and Research Methodology (H)
 GI403 Gender and the Media (H)
 PS413 Psychology of Gender (H)
 SO411 The Sociology of Gender
 GY414 Gender, Space and Society (NA 00/01)
 IR414 Women and International Relations (NA 00/01)†
 GV410 Feminist Political Theory: Approaches and Concepts (H)
 GV411 Feminist Political Theory: Issues (H) (NA 00/01)
 LL454 Human Rights of Women
 plus SA4A5 Dissertation (10,000)

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Gender and the Media

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title
1	PS405 Theories and Concepts in Media and Communications
2	PS432 Methods of Research in Media and Communications (H)
3	GI401 Gender Theories in the Modern World
4	IS481 Gender and the Media (H)
plus	GI499 Dissertation of between 10,000-15,000 words

MSc Global History

(Department of Economic History)

Full-year programme. Students must take three compulsory courses to the value of 2.5 units, one optional half unit course and a dissertation as shown. Candidates are required to submit a draft dissertation for supervisor's comments by the end of the Summer term. This is a prerequisite for examination in September.

Paper	Course number and title
1	EH481 Economic Change in Global History: Approaches and Analysis (Michaelmas term only) (H)
2	EH482 Pre-modern Paths of Growth: East and West Compared, 1000-1800
3	EH483 The Development and Integration of the World Economy in the 19th and 20th centuries
4	One of the following (Lent term only): EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H) EH486 Shipping and Sea Power in Asian Waters, c 1600-1860 (H) (NA 00/01) EH488 The Economic History of a Continental Empire: the Hapsburg Monarchy, 1700-1914 (H) (NA 00/01) EH484 Gender, Work and Industrialisation (H) EH487 International Economic Institutions Since World War I (H) EH489 The Globalisation of Social Risk and Social Security since 1850 (H)
plus	EH480 Dissertation in Global History (10,000 words) to be submitted by 1 September

MSc Global Market Economics

(Department of Economics)

Academic year full-time programme lasting two years. Not available part-time. Students must take 6 compulsory courses, two optional courses and submit a dissertation linked either to EC405 or to EC439. In both years the written papers will be taken in June, but the dissertation will be due on the first day of the Summer term in year 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 Global Market Economics. To be eligible to proceed into the second year candidates must pass three out of their four papers and must achieve an average mark of 60 or higher in those courses prefixed by "EC2". Candidates permitted to proceed to the second year will be allowed to re-sit a paper failed at the first attempt at the end of the second year.

Paper	Course number and title
Year 1	
1	EC404 Current Economic Issues I
2	EC201 Micro-economic Principles I or EC202 Micro-economic Principles II or EC411 Micro-economics I or EC412 Micro-economics II
3	EC210 Macro-economic Principles or EC413 Macro-economics I or EC414 Macro-economics II
4	EC220 Introduction to Econometrics and Economic Statistics EC402 Methods of Economic Investigation I EC403 Methods of Economic Investigation II
Year 2	
5	EC439 Global Market Economics
6	EC405 Current Economic Issues II
7 & 8	Two courses from the following list: EC402 Methods of Economic Investigation I EC403 Methods of Economic Investigation II EC411 Micro-economics I EC412 Micro-economics II EC413 Macro-economics I EC414 Macro-economics II EC420 History of Economic Thought (NA 00/01) EC421 International Economics EC423 Labour Economics EC424 Monetary Economics EC426 Public Economics
	DV409 Economic Development Policy EH416 Markets and States in Developing Economies since c.1880 EH470 Capital Markets and Economic Development in Britain, Germany and the United States since 1870 (NA 00/01) MN403 Negotiation Analysis (H) and MN404 Incentives and Governance in Organisations (H) GY407 Managing Economic Development GV406 The Theory of Positive Freedom (H) GV427 Democracy and Democratisation in East and South Asia (H) GV450 European Politics: Comparative Analysis (H) GV481 Public Choice and Public Policy I – Introduction (H) or GV482 Public Choice and Public Policy II – Advanced Topics (H) LL400 Jurisprudence and Legal Theory Part B LL426 Environmental Law and Policy (NA 00/01)

EC427 The Economics of Industry
 EC428 The Economics of Less Developed Countries
 EC429 Reform of Economic Systems
 EC430 Capital Markets
 EC433 The Economic Organisation of the European Community
 EC438 Public Financial Policy
 AC430 Corporate Finance and Asset Markets
 AC431 Topics in the Theory of Finance
 AC435 Topics in the Theory of Finance II
 AC436 Financial Economics

LL431 The European Internal Market
 LL447 International Economic Law
 IR451 Politics of Money in the World Economy†
 IR457 Politics of International Trade†
 ID401 Comparative Industrial Relations
 ID402 Industrial Organisation: Theory and Behaviour
 GY420 Environmental Regulation: Implementing Policy

†Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A course from another programme' and vice versa.

MSc Global Media and Communications

(Taught jointly by the departments of Sociology and Social Psychology)

Full time programme taken over two calendar years. Students must take courses as shown below.

Paper	Course number and title
Year 1	
1	PS405 Theories and Concepts in Media and Communications
2	PS432 Methods of Research in Media and Communications (H)
3	SO420 Approaches to Globalization (H) SO423 Media and Globalisation (H)
4	Two of the following: SO422 Globalisation, Regulation and Public Policy (H) PS423 Political Communication (H) PS411 Social Psychology of the Media (H) PS407 Citizenship and the Media (H) SO421 Media, Technology and Everyday Life (H) PS422 Contemporary Issues in Media Policy (H) Any other paper which is offered in the School at Masters level, subject to the consent of the candidate's teachers PS444 The Media Seminar
5	
Year 2	
6	SO428 A research report of not less than 15,000 words and not to exceed 20,000 words on a topic in global media and communications approved by the candidate's teachers (2 LSE units)
7	6 courses to the value of 24 USC units taken at the University of California, from: Social Dynamics of Communication Technologies (4 USC units) Communication and the International Economy (4 USC units) The Culture of New Technologies (4 USC units) Communication and Global Competition (4 USC units) Political Economy of Global Telecommunications and Information (4 USC units) Comparative Communications (4 USC units) International Communication: National Development (4 USC units) Global, International and Intercultural Communication in Organisations (4 USC Units) The Globalisation of Media and Culture (4 USC units) The Global Entertainment Industry (4 USC units) Global Advertising (4 USC units) Any other paper which is offered in the Annenberg School for Communications, the Marshall School of Business, or the School of International Relations at the University of Southern California at 500 level, subject to the consent of the candidate's teachers.

MSc in Health and Social Services

(Department of Social Policy)

Academic year programme. Students must take courses to the value of six half units and a dissertation as shown. The exam for SA402 will take place in January all other exams will take place in June and the dissertation must be submitted by 21 June.

Paper	Course number and title
1	Two of the following: SA447 Foundations of Health Policy (H) SA448 Foundations of Social Service Policy (H) SA449 Management in Health and Human Services (H) SA457 Managing Change in Health and Social Services (H)
2	Courses to the value of two full units from the following: Any course not taken under 1 SA476 Financial Aspects of Service Development and Provision (H) (NA 00/01) SA477 Legal Aspects of Service Development and Provision (H) (NA 00/01) SA402 Social Policies for Ageing Populations (H) SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H) SA439 Managing Risk in Mental Healthcare SA458 Child Protection: Risk Assessment and Decision Making SA459 Children In Need: Developing Preventive and Supportive Services SA444 Rehabilitation of Offenders SA451 Methods of Social Policy Research SA414 Health Economics SA440 Planning of Personal Social Services SA406 The Jean Monnet Module in European and Comparative Health Policy SA450 Social Policy and Administration

Any other course ♦
 4 SA4B1 Long Essay and Research Methods
 plus SA467 Dissertation

MSc Health Policy, Planning and Financing

(Department of Social Policy)

Academic year programme taught jointly with the London School of Hygiene and Tropical Medicine. Students must take courses to the value of four units as shown. It is highly recommended that students select courses which spread the workload over the course of the year.

Paper	Course number and title
1	SA411 Foundations of Health Policy
2	One of the following: SA414 Health Economics SA400 Applied Epidemiology SA406 The Jean Monnet Module in European and Comparative Health Policy
3	Any combination of the following: (a) One or two further choices from 2 above (b) Any LSE courses (full or half units) subject to the approval of the Course Organiser (including individual components of courses listed under 2 Above) (c) Any LSHTM Linear or Study Units from the following subject to the approval of the Course Organiser SA4H1 Health Policy Planning and Financing Study Unit 1 SA4H2 Health Policy Planning and Financing Study Unit 2 SA4H3 Health Policy Planning and Financing Study Unit 3 SA4H4 Health Policy Planning and Financing Study Unit 4 SA4H5 Health Policy Planning and Financing Full Linear Unit SA4H6 Health Policy Planning and Financing Half Linear Unit (d) SA468 Health Policy, Planning and Financing – Report

MA/MSc History of International Relations

(Department of International History)

Full-year programme. Students must take one compulsory course and two optional courses and a dissertation as shown.

Branch 1 International History in the Twentieth Century

Paper	Course number and title
1	HY400 International History in the Twentieth Century†
2 & 3	Either two courses from the following list or alternatively one course from the list and a course from another Masters programme taught at LSE which is complementary with the other courses chosen, is suitably time-tabled and has the approval of the teachers concerned and the Programme Director. HY406 The Great War, 1914-1918 (NA 00/01) HY419 The Russian Revolution 1914-1921 HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War HY409 The Origins and Conduct of the Second World War, 1935-1945 HY413 Germany's New Order in Europe, 1939-1945 (NA 00/01) HY408 Nationalism Communism and Conflict in East Asia, 1933-54 (NA 00/01) HY414 French External Relations in the Era of de Gaulle, 1940-1969 (NA 00/01) HY416 The Establishment of Communism in Central Europe, 1945-1956 (NA 00/01) HY417 The Crisis of Hegemony: American Foreign Policy from Kennedy to Ford, 1961-1976 (NA 00/01) HY421 History of the Arab-Israeli Conflict, 1948 to the present HY428 Britain and the Modern World: Power and Decline since 1870 HY429 Anglo-American Relations and the Cold War, 1957-1963 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
plus	HY499 Dissertation

Branch 2 The Making of Contemporary Europe

Paper	Course number and title
1	HY401 Europe: Unity and Disunity since the Renaissance
2 & 3	Either two courses from the following list or alternatively course HY411 and a course from another Masters programme taught at LSE which is complementary with the other courses chosen, is suitably time-tabled and has the approval of the teachers concerned and the Programme Director. HY419 The Russian Revolution, 1914-1921 HY426 The European Enlightenment, c 1680-1830 (NA 00/01) HY406 The Great War, 1914-1918 (NA 00/01) HY413 Germany's New Order in Europe, 1939-1945 (NA 00/01) 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 (NA 00/01) HY428 Britain and the Modern World: Power and Decline since 1870 HY429 Anglo-American Relations and the Cold War, 1957-1963 HY430 The Marshall Plan and Europe, 1945-1952 HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995 HY411 European Integration in the Twentieth Century A course from another programme □
plus	HY499 Dissertation

† Students may concentrate on either the period before c.1965 or the period since 1945

MSc Housing and MSc Housing (International)*(Department of Social Policy)*

Full one year programme. Students studying for the MSc in Housing must take SA479 and SA464 and either SA422 or SA431 and another full unit or two half units from the list below and the dissertation. Students studying for the MSc Housing (International) are required to take SA479, SA478 and courses to the value of one and a half units from those marked with an asterisk (but not both SA488 and SA450) and submit a dissertation.

Paper	Course number and title
1	SA479 Housing Policy and Development (H) SA464 Housing Organisation and Management (H)*
2	SA422 Housing Economics and Finance*
3	SA478 International Housing and Social Change
4	SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H)* SA488 Development of Social Policy (H)* SA450 Social Policy and Administration SA431 Housing Law (H)* SA436 Planning and Regeneration*
5	A full or half unit course from another programme within the department ♦
6	SA4B1 Long Essay and Research Methods (not examined)
plus	SA469 Dissertation

MSc Housing and MSc Housing (International) with Professional Diploma*(Department of Social Policy)*

Full-year programme taken over two years by full-time students and three years by part-time students. Students wishing to complete the professional diploma alongside the MSc Housing/MSc Housing (International) must take the following modules in addition to those listed above for the MSc Housing and MSc Housing (International). Students who have taken SA436 are exempt from SA441. Full-time students are also required to complete three work placements.

Paper	Course number and title
1	SA441 Planning Studies
2	SA401 Building Studies
3	SA433 Strategic Management and Management Skills
4	SA462 Welfare Rights
5	SA443 Race and Housing

MSc Human Geography Research*(Department of Geography)*

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	GY403 Contemporary Debates in Human Geography Seminar (H)
2	GY503 Research Methods II (H)
3	MI411 Quantitative Analysis in Social Research I (H) or MI422 Text Image and Sound in Social Research (H)
4	Substantive Specialism: Local Economic Development Specialism: GY407 Managing Economic Development and GY415 Economic Development: Global Change and Local Response (H) or Gender and Development Specialism: GY411 Third World Urbanisation (NA 00/01) and GY421 Gender and Development: Geographical Perspectives (NA 00/01) (H) or Environmental Regulation Specialism: GY420 Environmental Regulation: Implementing Policy and GY455 Economic Aspects of Project Appraisal
plus	A course from another programme ♦ GY497 Dissertation

MSc Industrial Relations and Personnel Management (Academic Stream)*(Department of Industrial Relations)*

Full-year programme. Students must take one compulsory course and two optional courses to the value of two full units and a dissertation as shown.

Paper	Course number and title
1	ID400 British Industrial Relations or ID401 Comparative Industrial Relations
2 & 3	Two of the following: ID400 or ID401 if not already taken under 1 ID402 Industrial Organisation: Theory and Behaviour ID405 Industrial Psychology SO412 Sociology of Employment ID480 Labour Law ID408 Labour Market Analysis ID407 Management of Human Resources ID409 Human Resource Management and Business Performance: Strategies and Evaluation (NA 00/01)
plus	A course from another programme ♦ ID499 Dissertation

MSc Industrial Relations and Personnel Management (Professional Stream)*(Department of Industrial Relations)*

Full-year programme for students seeking exemption from the Stage 1 and 2 examinations of the Institute of Personnel Development. Students must take three compulsory courses and are also required to take a special supplementary programme of work by attending 10 Skills Workshops and to write a report on their industrial link. (ID493)

Paper	Course number and title
1	ID400 British Industrial Relations
2	ID402 Industrial Organisation: Theory and Behaviour
3	ID407 Management of Human Resources
plus	ID499 Report

MSc International Accounting and Finance*(Department of Accounting and Finance)*

Academic year programme. Students must take four courses or three courses and a dissertation, as shown.

Paper	Course number and title
1	AC450 International Accounting and Finance
2	AC430 Corporate Finance and Asset Markets, or AC431 Topics in the Theory of Finance ♦
3	AC420 Corporate Financial Reporting, or AC410 Management Accounting, Strategy and Organisational Control
4	One of the following: AC431 Topics in the Theory of Finance, and AC 435 Topics in the Theory of Finance II AC432 Empirical Topics in Finance AC460 History of Accounting (NA 00/01) AC433 Securities and Investment Analysis, or AC434 Securities Markets and Institutions The course not selected as paper 3 IR451 Politics of Money in the World Economy † AC499 Long Essay (1 June) Any other course ♦

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. 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 International Health Policy*(Department of Social Policy)*

Full-year programme. Students must take courses amounting to three full units and a dissertation as shown.

Paper	Course number and title
1	SA406 Jean Monnet module in European and Comparative Health Policy
2 & 3	Two of the following: SA426 Hospital Economics and Management (H) SA427 Pharmaceutical Economics (H) SA414 Health Economics MN403 Negotiation Analysis (H) SA405 European Social Policy EC433 The Economic Organisation of the European Community MI411 Quantitative Analysis in Social Research I MI412 Quantitative Analysis in Social Research II EC426 Public Economics I ♦ Any other course ♦
4	SA4B1 Long Essay and Research Methods
plus	SA499 Dissertation

MSc International Relations (Research Track)*(Department of International Relations)*

Full-year programme. Students must take four compulsory courses and optional courses to the value of one full unit and a dissertation. All students on this programme are required to take a test at the beginning of October.

Paper	Course number and title
1	IR410 International Politics
2	IR421 Concepts and Methods in International Relations
3 & 4	MI411 Quantitative Analysis in Social Research 1 (H) MI420 Concepts and Methods in Social Inquiry (H)
5	One of the following: IR411 Foreign Policy Analysis III IR412 International Institutions III IR413 Regional Integration in Western Europe III IR414 Women and International Relations (NA 00/01) IR415 Strategic Aspects of International Relations III IR416 International Politics of Western Europe IR418 International Politics: Asia and the Pacific IR427 International Politics: Africa IR419 The International Relations of the Middle East IR456 International Business in the International System IR420 Revolutions and the International System IR422 Conflict and Peace Studies (NA 00/01) IR429 Economic Diplomacy

IR451 The Politics of Money in the World Economy
 IR405 Sovereignty Rights and Justice
 EU405 Nationalism
 IR425 Soviet and Post Soviet Foreign Policy
 DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H)
 GV446 The Politics of Empire and Post-Imperialism
 A course from another programme ♦
 plus IR499 International Relations Long Essay

MSc International Relations (Specialist Track)

(Department of International Relations)
 Full year programme. Students must take one compulsory course optional courses to the value of two full units and a dissertation. All students on this programme are required to take a test at the beginning of October.

Paper	Course number and title
1	IR410 International Politics
2 & 3	Two of the following: IR411 Foreign Policy Analysis III IR412 International Institutions III IR413 Regional Integration in Western Europe III IR414 Women and International Relations (NA 00/01) IR415 Strategic Aspects of International Relations IR416 International Politics of Western Europe IR418 International Politics: Asia and the Pacific IR427 International Politics: Africa IR419 The International Relations of the Middle East IR456 International Business in the International System IR420 Revolutions and the International System IR421 Concepts and Methods in International Relations IR422 Conflict and Peace Studies (NA 00/01) IR429 Economic Diplomacy IR451 The Politics of Money in the World Economy IR405 Sovereignty Rights and Justice EU405 Nationalism IR425 Soviet and Post-Soviet Foreign Policy DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H) GV446 The Politics of Empire and Post-Imperialism A course from another programme ♦
plus	IR499 International Relations Long Essay

MSc Law and Accounting

(Taught jointly by the departments of Law and Accounting and Finance)
 Full-year programme. Students must take four courses one of which will be examined in part by dissertation. The Core course will be examined by essay due by July 31 and a two hour exam in May/June. Examinations in other courses may be in May/June or August/September depending on the regulations under which those courses fall.

Paper	Course number and title
1	LL440 Corporate Accountability: Topics in Legal and Accounting Regulation¶
2	AC420 Corporate Financial Reporting‡ or AC490 Financial Reporting and Management† and AC491 Financial Reporting and Management: Financial Reporting
3	LL408 Company Law* or one of the following selected with the approval of the candidate's tutor: LL439 General Principles of Insolvency Law LL492 Taxation Principles and Policy LL491 Taxation of Business Enterprises LL494 Value Added Tax LL455 International Tax Law LL467 Legal Aspects of International Finance LL434 Employment Law ID480 Labour Law LL484 Regulation of Financial Markets Any other LLM course from those offered at LSE subject to approval
4	Any of the courses listed in 3 above for which the student is eligible and has not already taken, or one of the following: with approval AC430 Corporate Finance and Asset Markets AC410 Management Accounting AC433 Securities and Investment Analysis AC460 History of Accounting (NA 00/01) LL406 Introduction to Regulation (H) either LL407 Media and Communications Regulation (H) or GV403 Network Regulation (H) An LSE LLM or MSc course not listed here ♦

¶ To be examined by 10,000 word essay and a two hour examination

‡ Prior knowledge of accounting needed

† For those without prior knowledge of accounting

* For those without adequate knowledge of company law

MSc Local Economic Development

(Department of Geography)

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation.

Paper	Course number and title
1	GY404 Seminar in Local Economic Development (H)
2	GY407 Managing Economic Development or GY408 European Economic Development Management
3	Elements to the value of 1 unit from the following list: Students will normally choose a further course from those listed under paper 2 above or any of the related half unit courses (GY409, GY410, GY413, GY415) GY453 Geographical Aspects of Regional and Urban Planning (H) GY411 Third World Urbanisation (NA 00/01) GY420 Environmental Regulation: Implementing Policy GY405 Global Cities (H) A relevant course from another programme
4	Subjects to the value of one half unit from the following list: MI411 Quantitative Analysis in Social Research I (H) or MI412 Quantitative Analysis in Social Research II (H) or MI421 Social Research Design (H) or any other suitable methods course
plus	GY498 Dissertation

LLM

(Department of Law)

Full-year programme. This is an intercollegiate programme which means that some of the courses take place at other University of London Colleges. Students registered at LSE must take four of the full courses listed or a combination of full and/or half courses to the value of four full courses. The equivalent of at least two full courses chosen must be from those offered by the School. Courses marked with an asterisk are usually taught by LSE.

The following regulations are subject to amendment by the University. For up to date information, students should consult the latest edition of the Regulations and syllabuses for Internal Students, published annually by the University.

Each year a special topic or topics may be prescribed and details will be announced before the beginning of the academic year in which the topic(s) will be offered. Each special topic will be approved by the Board of Studies in Laws and will be designated a half-subject. (H = half subject)

Paper	Course number and title
1	LL400 Jurisprudence and Legal Theory*
2	LL465 Law and Social Theory*
3	ICL001 Legal History
4	LL474 Modern Legal History* (examined by 15,000 word essay) (NA 00/01)
5	LL483 Administrative Law*
6	ICL100 Law and Governance in the Developing World
7	ICL102 Western European Legal History
8	LL504 European Administrative Law*
9	LL480 The Principles of Civil Litigation*(NA 00/01)
10	ICL071 Evidence and Proof (also available as two half subjects 10A Analysis of Evidence and 10B Theoretical Aspects of Evidence and Proof)
11	ICL002 Jeremy Bentham and Utilitarian Tradition
12	ICL103 Law and Literature
13	ICL025 Law and Regulation
14	LL484 Regulation of Financial Markets*
15	LL402 Alternative Dispute Resolution*
16	ICL003 UK Government and the Constitution
17	ICL005 Ethnic Minorities and the Law
18	ICL004 Equality and the Law: the Legal Regulation of Discrimination (Part I of the course is also available as a half subject 18A ICL005)
19	ICL073 Media Law
20	ICL081 Telecommunications Law
21	LL408 Company Law* (may not be taken with subject 60)
22	ICL006 Insurance (excluding Marine Insurance)
23	LL472 Marine Insurance (NA 00/01)
24	LL405 Carriage of Goods by Sea*
25	ICL076 Admiralty Law
26	ICL009 The Taxation of Corporate Finance
27	ICL008 Law of Finance and Foreign Investment in Emerging Economies
28	LL491 Taxation of Business Enterprises*
29	LL492 Taxation Principles and Policy*
30	ICL104 Taxation and Electronic-Commerce (H)
31	LL455 International Tax Law*
32	ICL075 Law of Credit and Security
33	LL433 Commercial Arbitration* (not offered with half subject 125) (NA 00/01)
34	ICL007 Interests in Securities
35	ICL008 Corporate Insolvency (can be taken as two half subjects, but not with subject 38)
36	LL503 Securities Regulation* (part I may be offered as a half subject ICL09A)
37	ICL010 International Commercial Litigation (not with subjects 89 and 90)
38	LL439 General Principles of Insolvency Law* (may not be taken with subjects 35, 35A or 35B)
39	LL412 European Community Tax Law*
40	ICL072 Commercial Fraud
41	LL436 Industrial and Intellectual Property*
42	ICL012 Information Technology Law

43	ICL013 Franchising Law (H)
44	ICL014 Transfer of Technology Law (H)
45	LL463 Law of Management and Labour Relations*
46	ICL035 Individual Employment Law
47	ICL016 Monopoly, Competition and the Law (may not be offered with Competition Law, special subject of subject 66, or with subject 67 or 71)
48	ICL105 Global Policy and Economics of Intellectual Property Law
49	LL428 International and European Labour Law (not to be taken with 66C)
50	LL415 Compensation and the Law*
51	ICL106 Intellectual Property in the Digital Millennium
52	LL449 EC Regulation of the State in Competitive Markets* (H)
54	ICL091 Internet Law
55	ICL092 Bailment and Chattel Leasing
56	ICL020 Tax and Estate Planning
58	LL487 The Law of Restitution*
59	ICL093 Comparative Development of Roman and Common Law
60	ICL022 Comparative European Company Laws (may not be offered with subject 21)
61	ICL051 International and Comparative Insolvency Law (H) (may not be offered with subject 63)
62	ICL023 Comparative European Law (The Soviet Law option for this subject may not be offered with subject 142A and 142B or 144)
63	ICL052 Comparative Commercial Law (may not be offered with subject 61)
64	LL411 Comparative Family Law* (not to be taken with 101)
65	ICL024 Comparative Conflict of Laws
66	European Community Law. Note: Available as discrete half subjects only as follows:
66A	ICL25A European Community Law relating to Companies
66B	ICL25B European Community Law relating to Competition (not to be taken with 47,67 or 71)
66C	LL429 European Community Law (Social Policy)* (not with subject 49)
66G	LL501 European Community Law : Economic and Monetary Union* (H)
67	LL430 European Community Competition Law* (this subject may not be offered with subjects 47 or 71 or with the Competition Law special subject of subject 66B)
68	LL431 The European Internal Market*
69	ICL026 Arab Comparative Commercial Law
70A	ICL027 Foreign Investment in Russia and the CIS (H)
70B	ICL028 Investment and Trade Law in Central and Eastern Europe (H) (not with subjects 67, 47 or 66B)
71	ICL029 Comparative US and EEC Antitrust Law (may not be offered with the Competition Law special subject of subject 66, or with 47 or 67)
72	LL498 Law and Urbanisation in Developing Countries* (NA 00/01)
74	ICL031 Comparative Immigration and Nationality Law
75	ICL032 History of International Law
76	ICL033 Methods and Sources of International Law
77	ICL034 Comparative Approaches to International Law (H)
78	LL461 United Nations Law*
79	LL459 Constitutional and Institutional Law of the European Union*
80	LL454 Human Rights of Women*
81	ICL015 Common Law Foundations of International Commercial Law
82	ICL036 International Air Law (excluding Law of Carriage by Air)
83	ICL086 Space Law (H)
84	ICL037 Law of Carriage by Air (H)
85	LL451 International Law of the Sea*
86	LL447 International Economic Law*
87	LL452 International Law of Armed Conflict and the Use of Force*
88	ICL039 International and Comparative Trust Law
89	LL442 International Business Transactions I: Litigation* (not with subject 37)
90	LL443 International Business Transactions II: Substantive Law* (not with subject 37)
91	LL450 International Law of Natural Resources*
92	ICL080 Multinational Enterprises and the Law
93	LL467 Legal Aspects of International Finance* (not with subject 138)
94	LL448 International Environmental Law (NA 00/01)
95	LL502 International Trade Law*
96	ICL041 Law of Treaties
97	LL453 The International Protection of Human Rights*
98	LL409 Human Rights in the Developing World*
99	ICL043 Foreign Relations Law
100	ICL044 Law and Development
101	ICL107 Law and Society in the Middle East and North Africa
103	ICL047 Law and Society in South Asia
105	ICL049 Islamic Law of Succession
106	ICL050 Islamic Law
107	ICL051 Traditional Chinese Law and Custom (also available as two half subjects, 107A-ICL51A, 107B-ICL51B)
108	ICL52 Foreign Trade and Investment Law (also available as two half subjects, may not be offered with subject 111)
109	ICL53 Modern Chinese Law
110	ICL054 Chinese Commercial Law
112	LL496 Theoretical Criminology* (NA 00/01)
113	LL417 Crime Control and Public Policy*
114	LL489 Sentencing and the Criminal Process*
115	LL457 Juvenile Justice*
116	ICL056 Child Law
117	LL419 Criminal Procedure*
118	LL478 Policing and Police Powers*
119	LL495 Theoretical and Comparative Criminal Law*
120	LL445 International Criminal Law*

121	ICL078 Comparative Environmental Law (H)
122	ICL074 European Community Environmental Law
123	LL426 Environmental Law and Policy (NA 00/01)
125	ICL057 International Construction-Contracts and Arbitration (not offered with subject 33)
126	ICL058 International Law on the Rights of the Child
127	ICL059 International and Comparative Law of Patents, Trade secrets and Related Rights (candidates who also take subject 41 Intellectual Property will not be permitted at examination to answer questions on the overlapping sections of the syllabuses)
128	LL403 International and Comparative Law of Copyright and Related Rights* Candidates who also take subject 41 will not be permitted at examination to answer questions on the overlapping sections of the syllabuses)
129	ICL061 International and Comparative Law of Trade Marks, Designs and Unfair Competition (same conditions apply as for 128 above)
130	LL410 The Law and Policy of International Courts and Tribunals
131	ICL063 External Relations Law of the European Union
132	ICL064 Electronic Banking Law (H)
133	ICL065 Law of Cultural Property
134	LL456 Legal Regulation of the Music Industry*
135	ICL066 Employee Share Schemes (H)
136	LL494 Value Added Tax*
137	LL470 Banking Law*
138	ICL067 Law of International Finance (may not be taken with subject 93)
139	ICL068 Japanese Law (also available as two half subjects 139A and 139B)
140	ICL069 Japanese Commercial Law: Corporate and Business Environment
141	ICL088 Japanese Commercial Transactions (H)
142A	ICL70A Russian and Other CIS Legal Systems I (H) (see 142B below)
142B	ICL70B Russian and Other CIS Legal Systems II: Selected Special subjects (H) (may not be taken with subject 62)
143	ICL099 Japanese International Trade and Competition Law (H)
144	ICL077 European Legal Systems (not to be taken with subject 62)
145	LL458 Mental Health Law*
146	ICL101 The Law of Human Rights in the United Kingdom

With the permission of the School a candidate may be permitted to select one or exceptionally two *complementary* subjects or the equivalent of comparable level from any other Master's course in the University. A complementary subject may be chosen in substitution for either a full or a half-subject. Applications for permission must be made by the end of the Michaelmas Term. The examination in the substituted subject or subjects will be taken in accordance with the Regulations appropriate to the particular course under which the subject is listed.

A candidate's choice of essay will be subject to the availability of a supervisor. Candidates may replace a full or half-subject by an essay, provided that (i) they attend courses for not less than three LLM subjects (or half-subject equivalents) and (ii) no more than the equivalent of two full subjects are examined by means of an essay. The syllabuses for the full subjects and half-subjects are set out in a separate booklet which is available either from the Academic Registrar or from the School at which the student is registered.

Examination

Candidates will be examined on all elements of the course, ie, to a total value of four full subjects. A full subject is normally examined by means of one three-hour written paper; for certain specified subjects the examination is by a three hour written paper and a course essay not exceeding 7,000 words in length. A half-subject is normally examined by means of one two-hour written paper, but some half-subjects are examined by means of an essay of not more than 8,000 words in length. In both cases the essay is submitted in the same year as the written part of the examination. Other methods of examination may be approved from time to time and candidates should consult the LLM Syllabus Booklet which sets out the mode of assessment for each course in detail.

Where permission has been granted for an essay to be submitted in place of a full or half-subject the essay must be submitted in duplicate in typescript by 1 July and must not exceed 15,000 words in length (for a full subject) or 8,000 words (for a half-subject) (inclusive of all appendages). The essay should be written on a legal topic approved by the School and notified to the University and must provide evidence of original work or a capacity for critical analysis. The title of the essay must be notified to the University by the last day of February in the year in which the candidate presents himself or herself for examination. Students taking an essay in place of full or half unit subjects should use the following codes LL490 (Full subject 1), LL488 (Full subject 2), LL497 (Half subject 1), LL477 (Half Subject 2). Candidates who write an essay as part of the LLM examination will be required, at the time of submission, to sign a statement concerning plagiarism.

An oral examination may be held if the examiners so determine.

Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus.

Statutes and other materials may not be brought into the examination room except in accordance with the following regulations:

Candidates are permitted to take into the examination

- (1) a Queen's Printer copy of any statute which the Board of Examiners for the time being state that a candidate may take into the examination room and of any statute, amending the permitted statutes, passed since 1980 or such later date as may be stated by the Board of Examiners
- (2) a copy of any other material which the Board of Examiners for the time being state that a candidate may take into the examination room.

Candidates may use underlining or coloured highlight markers to annotate materials taken into the examination, but all other forms of personal annotation on statutes and other materials permitted to be taken into the examination are strictly forbidden.

Dates of Examination (in and after 1997)

Written papers: The examination will normally be held during the five weeks commencing on the Monday two weeks preceding the August Bank Holiday. **Essay 1 July** (Except that subjects permitted to be taken from other Master's courses will be examined at the time the respective courses of which they form a part are examined.)

Candidates who have passed at least three subjects from one of the categories set out below, or two subjects and an essay or essays which in the opinion of the University falls within the same category (in either case counting two half-subjects as one full subject), may elect to have the title of their subject grouping included on the degree certificate. Such election must be made at the time of entry to the

examination and, where it includes an essay or essays, must be supported by the essay supervisor. Not more than one subject grouping may be included on the certificate. A subject grouping may include any relevant complementary subject.

Subject Groupings

The following subject groups are recognised by the University for the purpose of including the grouping on the degree certificate:

- Group I: Public Law. Subjects, 5, 8, 13, 16, 17, 18, 19, 20, 72, 74, 79, 97, 98, 100, 104, 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, 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, 52, 53, 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, 111, 125, 127, 128, 129, 131, 132, 137, 138, 140, 143.
 Group V: Tax. Subjects 26, 28, 29, 30, 31, 39, 56, 57, 134, 135, 136.
 Group VI: Maritime Law. Subjects 23, 24, 25, 81, 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, 48, 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, 73, 81, 83, 84, 86, 89, 90, 91, 92, 93, 95, 108, 110, 125, 127, 128, 129, 131, 132, 138.
 Group XVI: Islamic Law. Subjects 69, 105, 106.
 Group XVIII: Law and Development. Without prejudice to an application for a complementary subject to be included in the group, in order to qualify for this Subject Grouping candidates must offer subjects to the value of at least one full subject from list A below, and other subjects to the value of at least two full subjects from either of the lists below:
 List A: 27, 72, 86, 91, 94, 98, 100.
 List B: 15, 44, 63, 70A, 70B, 80, 85, 92, 97, 101, 102, 103, 104, 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, 124.
 List B: 72, 85, 86, 91, 100.
 List C: The special topic (if offered); an essay on environmental law.
 Group XXI: Intellectual Property. Subjects 19, 41, 42, 43, 44, 127, 128, 129, 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.
 (NB 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 LL463 and LL434 in their first year and the other courses in their second year. The Regulations of the University of London apply to LL463 and some of the courses listed under 4 from the intercollegiate LLM. Written exams will take place in August/September for University of London courses and June for course LL434 and courses with the prefix "ID". LL401 will be examined by a 15,000 word dissertation which must be submitted by 1 September.

Paper	Course number and title
1	LL401 Research Seminar in Labour Law and Industrial Relations (includes Problems in Labour Law and Research Methods and ID600 Labour Management Problems Seminar)
2	LL463 Law of Management and Labour Relations
3	LL434 Employment Law
4	One of the following: LL428 International and European Labour Law LL415 Compensation and the Law ID400 British Industrial Relations ID401 Comparative Industrial Relations ID408 Labour Market Analysis 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.

Paper	Course number and title
1	MN403 Negotiation Analysis† (H) and MN404 Incentives and Governance in Organisations (H)
2	MN415 The Analysis of Strategy A (H) and MN416 The Analysis of Strategy B (H)

- 3 Courses to the value of two half units from the following:
 AC490 Financial Reporting and Management: Management Accounting and Control (H)
 AC491 Financial Reporting and Management: Financial Reporting (H)
 GV480 Introduction to Comparative Public Administration (H)
 IS441 Aspects of Information Systems (H)
 MN401 Public Management Theory and Doctrine (H)
 MN402 Contested Issues in Public Sector Management (H)
 GY407 Managing Economic Development
 GY408 European Economic Development Management
 GY409 Aspects of Managing Economic Development (H)
 GY410 Aspects of European Economic Development Management (H)
 MN413 Marketing and Market Research: An Introduction for Postgraduates (H)
 MN414 Marketing and Market Research Topic (H)
 GY413 Economic Development: Institutions, Network and Evaluation (H)
 GY415 Economic Development: Global Change and Local Response (H)
 MN419 Systems Thinking and Strategic Modelling (H)
 OR411 Problem Structuring Methods (H)
 OR431 System Dynamics Modelling (H)
 Any other course ♦ †
 plus MN499 Dissertation

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned (under 'Any other course').

MSc Management (CEMS/IMEX Route)

(Institute of Management)

Full-year programme. Students must take two compulsory half unit courses and optional courses to the value of two full units, one unit of which will be taken at the exchange School, and a dissertation as shown. The examination for MN403 is held in January.

Paper	Course number and title
1	MN403 Negotiation Analysis (H)* and MN419 Systems Thinking and Strategic Modelling (H)
2	Courses to the value of one full unit from: AC470 International Accounting (H) MN409 Aspects of Human Resource Management (H) Any other course that fits in with the time restrictions (CEMS and IMEX) and the academic requirements (CEMS) of the exchange programmes.
3	MN424 Courses to the value of one unit to be taken at one of the CEMS/IMEX partner Schools
plus	MN499 Dissertation

*MSc Management (CEMS/IMEX) students are not permitted to re-take the examination for MN403 in June, but must re-enter the following January. The paper set in June is for students registered on the MSc Management and MSc Management (Public Sector) ONLY.

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.

Paper	Course number and title
1	MN401 Public Management theory and Doctrine (H) and MN402 Contested Issues in Public Sector Management (H)
2	MN403 Negotiation Analysis (H) ‡
3	Courses to the value of three half units from the following: AC490 Financial Reporting and Management: Management Accounting and Control (H) AC491 Financial Reporting and Management: Financial Reporting (H) GV480 Introduction to Comparative Public Administration (H) IS441 Aspects of Information Systems (H) MN404 Incentives and Governance in Organisations (H) GY407 Managing Economic Development GY408 European Economic Development Management GY409 Aspects of Managing Economic Development (H) GY410 Aspects of European Economic Development Management (H) MN413 Marketing and Market Research: An Introduction for Postgraduates (H) MN414 Marketing and Market Research Topic (H) MN415 The Analysis of Strategy A (H) MN416 The Analysis of Strategy B (H) GY413 Economic Development: Institutions, Network and Evaluation (H) GY415 Economic Development: Global Change and Local Response (H) MN419 Systems Thinking and Strategic Modelling (H) OR411 Problem Structuring Methods (H) OR431 System Dynamics Modelling (H) Any other course ♦ plus MN499 Dissertation

‡ Students following MSc Management and MSc Management Public Sector are not permitted to re-enter the exam for MN403 in the following January. The paper set in January is for students registered on the MSc Management (CEMS/IMEX Route) ONLY.

MSc Management of Non-Governmental Organisations*(Department of Social Policy)**Full-year programme. Student must take one compulsory course and courses to the value of two full units and a dissertation as shown.*

Paper	Course number and title
1	SA435 NGO Management, Policy and Administration
2	One of the following: SA452 Social Policy, Planning and Participation in Developing Countries SA461 Voluntary Sector Policy and Administration
3	One of the following: ID403 Organisation Theory and Behaviour DV406 Development Management DV407 Poverty (NA 00/01) DV412 Complex Emergencies (NA 00/01) One course from the MSc in Social Policy and Planning in Developing Countries A course from another programme ♦
4	SA4B1 Long Essay and Research Methods (not examined)
plus	SA470 Dissertation

MSc Media and Communications*(Department of Social Psychology)**Full-year programme. Students are required to take two compulsory courses and optional courses to the value of one and a half units and a dissertation as shown and in addition students are required to attend The Media Seminar.*

Paper	Course number and title
1	PS405 Theories and Concepts in Media and Communications
2	PS432 Methods of Research in Media and Communications (H)
3	Courses to the value of one and a half units from the following: PS423 Political Communication (H) PS412 The Audience in Mass Communications (H) PS411 Social Psychology of the Media (H) PS407 Citizenship and the Media (H) SO421 Media, Technology and Everyday Life (H) PS422 Contemporary Issues in Media Policy (H) PS415 The Social Psychology of Economic Life (H) (NA 00/01) PS438 Corporate Communications (H) (NA 00/01) PS439 The Social Psychology of New Technology (H) PS436 Current Issues in Media and Communications (H) (NA 00/01) GI403 Gender and the Media (H) A course from another programme ♦
4	PS444 The Media Seminar
plus	PS435 Dissertation

MSc Media and Communications Regulation*(Taught by the departments of Sociology, Social Psychology, Law and Government)**Full-year programme. Students are required to take courses to the value of three full units and a dissertation as shown below.*

Paper	Course number and title
1	PS405 Theories and Concepts in Media and Communications
2	PS432 Methods of Research in Media and Communications (H)
3	LL406 Introduction to Regulation (H)
4	LL407 Media and Communications Regulation (H)
5	One course to the value of 0.5 units from the following: PS407 Citizenship and the Media (H) PS422 Contemporary Issues in Media Policy (H) GV403 Network Regulation (H) SO422 Globalization, Regulation and Public Policy (H) any other half unit course which is offered at MSc level subject to the consent of the student's teachers
plus	PS499 Dissertation of between 10,000-15,000 words

MSc Nationalism and Ethnicity*(European Institute)**Full-year programme. Students must take one compulsory course and two optional courses and a dissertation as shown. Additionally, students are required to take EU408 Nationalism in Europe: Contemporary Issues, in preparation for the dissertation.*

Paper	Course number and title
1	EU405 Nationalism
2	Two of the following: EU418 Europe since 1945* EU406 Ethnicity, Nationalism and Racism in Europe IR416 The International Politics of Western Europe or HY411 European Integration in the Twentieth Century† EU413 Warfare, Religion and National Identity
Semester Courses: In the first term, either GV498 Multiculturalism, Nationalism and Citizenship (H) or GV429 Government and Politics in Spain (H) (NA 00/01) and in the second term, GV436 National and Ethnic Conflict Regulation (H) ♦ or EU440 Greece and South East Europe: Government, Economy and Foreign Policy (H) or EU403 Spain and Europe (H)	

plus A relevant course from another programme ♦
EU499 Dissertation

*Access to this course will be limited and students must obtain the approval of the course teachers.
† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc New Media, Information and Society*(Taught by the departments of Social Psychology, Sociology and Information Systems)**Full-year programme. Students must take courses to the value of three full units and a dissertation.*

Paper	Course number and title
1	PS405 Theories and Concepts in Media and Communications
2	PS432 Methods of Research in Media and Communications (H)
3	IS470 Information Systems (H)
4	IS481 Aspects of Information (H)
5	One course to the value of 0.5 units from the following: PS422 The Social Psychology of New Technology (H) PS407 Citizenship and the Media (H) PS408 Media, Technology and Everyday Life (H) PS422 Contemporary Issues in Media Policy (H) IS461 Regimes of Enunciation (H) IS486 Topics in Information Systems (H)
6	Any other half unit course which is offered at MSc level subject to the consent of the candidates teachers.
plus	PS499 Dissertation of between 10,000-15,000 words.

MSc Operational Research*(Department of Operational Research)**Full-year programme. Students are required to take four compulsory courses and optional courses to the value of three half units as shown.*

Paper	Course number and title
1	OR401 Techniques of Operational Research (H)
2	OR402 Operational Research in Context ¶ (H)
3	OR403 Computer Modelling in Operational Research ¶ (H)
4	OR404 Applied Operational Research Δ
5	Three of the following of which at least one must be from the first twelve courses listed: OR406 Mathematical Programming I (H) OR407 Mathematical Programming II (H) (NA 00/01) OR408 Combinatorial Optimisation (H) OR409 Advanced Operational Research Techniques (H) ST420 Applied Statistics ¶ * (H) OR410 Further Simulation¶ (H) (NA 00/01) OR423 Topics in Decision Analysis (H) OR431 System Dynamics Modelling¶ (H) OR411 Problem Structuring Methods (H) OR413 Operational Research in Less Developed Countries¶ (H) OR424 Analytic Frameworks for Policy Evaluation ¶ (H) OR414 Advanced Topics in Operational Research ¶ (H) (NA 00/01) ST410 Basic Time Series (H) ST415 Surveys and Experiments in Social Research (H) ID404 Introduction to Organisational Analysis (H) AC491 Financial Reporting and Management: Financial Reporting IS471 Systems Development A course from any other MSc programme ♦

¶ Examined entirely by means of essays and project reports

Δ This is an extended practical project which will be introduced in the Summer term and worked on throughout the Summer.

*Not to be taken by students who specialised in Statistics in their first degree.

MSc Organisational and Social Psychology*(Department of Social Psychology)**Full-year programme. Students must take courses to the value of three compulsory courses (PS404, PS443, PS431) and optional courses to the value of one full unit and a dissertation as shown.*

Paper	Course number and title
1	PS404 Organisational Social Psychology
2	PS443 Modern Social Psychology (H)
3	PS431 Methods of Research in Organisational and Social Psychology (H)¶
4	Courses to the value of one full unit from the following: PS410 Social Representation (H) (NA 00/01) PS415 The Social Psychology of Economic Life (H) (NA 00/01) PS411 The Social Psychology of the Media (H) PS413 The Psychology of Gender (H) PS412 The Audience in Mass Communications (H) PS421 Issues in Social Psychology (H) (NA 00/01) PS418 Social Psychology of Health (H) PS438 Corporate Communications (H) (NA 00/01)

PS439 The Social Psychology of New Technology (H)
 PS437 Representations, Institutions and Communities (H)
 PS445 Organisational and Social Decision Making (H)
 PS400 Contemporary Social Psychology

plus Courses to the value of one full unit from another programme ♦
 PS434 Dissertation

¶ Alternatively, students may wish to take PS430 Methods of Research in Social Psychology for a more comprehensive knowledge of research methods, and take a half unit option for paper 4.

MSc Philosophy and History of Science

(Department of Philosophy, Logic and Scientific Method)

Full-year programme taught jointly with King's College London. Students must take three courses and a dissertation as shown.

Paper	Course number and title
1, 2 & 3	Three of the following. Students must take at least one of the first five courses: PH400 Philosophy of Science and Scientific Method ‡ PH404 History of Science ‡ PH409 Philosophical Foundations of Physics PH411 Philosophy of Biological and Cognitive Sciences PH403 Philosophy of Mathematics PH407 Foundations of Probability PH402 Philosophical Logic and Metaphysics PH401 History of Epistemology Either PH408 Mathematical Logic or PH417 Logic: Formal and Philosophical ¶ Either PH405 Philosophy of the Social Sciences or PH413 Philosophy of Economics
plus	PH499 Dissertation

¶ This course may not be taken in conjunction with PH408 or PH402

‡ Students must take at least one of PH400 and PH404

MSc Philosophy of the Social Sciences

(Department of Philosophy)

Full-year programme. Students must take three courses and a dissertation as shown.

Paper	Course number and title
1, 2 & 3	PH405 Philosophy of the Social Sciences ‡ PH413 Philosophy of Economics ‡ PH416 Philosophy, Morals and Politics PH408 Mathematical Logic PH402 Philosophical Logic and Metaphysics PH401 History of Epistemology PH403 Philosophy of Mathematics PH404 History of Science PH407 Foundations of Probability PH400 Philosophy of Science and Scientific Method PH411 Philosophy of the Biological and Cognitive Sciences PH417 Logic: Formal and Philosophical ¶ Any other course ♦
plus	PH499 Dissertation

¶ This course may not be taken in conjunction with PH408 or PH402

‡ Students must take at least one of PH405 & PH413

MSc Philosophy, Policy and Social Value

(Department of Philosophy)

Full-year programme. Students must take two compulsory courses, one optional course and a dissertation as shown.

Paper	Course number and title
I	
1	PH415 Philosophy and Public Policy
2	PH416 Philosophy, Morals and Politics
3	One of the following: PH400 Philosophy of Science and Scientific Method PH405 Philosophy of the Social Sciences PH413 Philosophy of Economics
II	PH499 A dissertation of not more than 10,000 words (15 September), consisting of a study on a single social policy question, showing how the fundamental considerations studied in the degree bear on it.

MSc Politics of the World Economy (Research Track)

(Department of International Relations)

Full-year programme. Students must take four compulsory courses and one optional course and a dissertation as shown. All students on this programme are required to take a test at the beginning of October.

Paper	Course number and title
1	IR450 International Political Economy
2 & 3	MI411 Quantitative Analysis in Social Research I (H) MI420 Concepts and Methods in Social Enquiry (H)

4	IR421 Concepts and Methods in International Relations
5	One of the following: IR451 Politics of Money in the World Economy IR456 International Business in the International System IR457 The Politics of International Trade IR459 History of Ideas in International Political Economy EC433 The Economic Organisation of the European Union IR458 International Political Economy of Energy DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H) IR429 Economic Diplomacy GV446 The Politics of Empire and Post-Imperialism A course from another programme ♦
plus	IR499 International Relations Long Essay

MSc Politics of the World Economy (Specialist Track)

(Department of International Relations)

Full-year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown. All students on this programme are required to take a test at the beginning of October.

Paper	Course number and title
1	IR450 International Political Economy
2 & 3	Two of the following: IR451 The Politics of Money in the World Economy IR456 International Business in the International System IR457 The Politics of International Trade IR459 History of Ideas in International Political Economy EC433 The Economic Organisation of the European Union IR458 International Political Economy of Energy DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H) IR429 Economic Diplomacy GV446 The Politics of Empire and Post-Imperialism A course from another programme ♦
plus	IR499 International Relations Long Essay

MSc Political Sociology

(Department of Sociology)

Full-year programme. Students must take three courses and a dissertation as shown.

Paper	Course number and title
1	SO407 Contemporary Political Sociology: Theories and Research Strategies (NA 00/01)
2 & 3	Two of the following: SO401 Methods of Sociological Study EU405 Nationalism SO404 Sociology of Development SO417 Contemporary Russian Society: Key Issues and Developmental Trends SO411 The Sociology of Gender SO413 Society, Culture and Media IR420 Revolutions and the International System† PS405 Theories and Concepts in Media and Communications
plus	SO499 Dissertation

†Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Political Theory

(Department of Government)

Full-year programme. Students must take courses as shown and a compulsory seminar and dissertation as shown. Exceptionally a student may substitute one half unit course by a 5,000 word essay to be submitted in July. Part-time students may take up to four courses in their first year.

Paper	Course number and title
1, 2, 3, 4, 5	Choose five of the following but no more than three in any one term: GV414 Greek Political Theory: Thought and Action in Plato's Political Theory (H) (NA 00/01) GV412 Methods and Controversies in the History of Political Thought: the Continental Tradition (H) (NA 00/01) GV406 The Theory of Positive Freedom (H) GV410 Feminist Political Theory: Approaches and Concepts (H) GV408 Contemporary Disputes about Justice (H) GV417 Principle Themes in Modern British Political Thought (H) (NA 00/01) GV472 Environmental Political Theory GV425 Legitimation and Government (H) GV415 Greek Political Theory: Thought and Action in Aristotle's Political Theory (NA 00/01) GV413 Methods and Controversies in the History of Political Thought: The Anglo-American Tradition (H) (NA 00/01) GV447 Rethinking the Modern Polity: Sovereignty, Accountability and Governance (H) GV448 Human Rights Theory (H) GV411 Feminist Political Theory: Issues (H) (NA 00/01) GV418 Political Thinking in Britain at the End of the Twentieth Century (H) GV498 Multiculturalism, Nationalism and Citizenship (H) GV497 The Political theory of British Utilitariansim (H)

- 6 EU407 Liberalism and its Critics in Late Modern European Thought (H)
A half unit course from the Government or another department ♦
GV405 Methods in Political Theory Seminar (H)
plus GV470 Dissertation

MSc in Population and Development

(Department of Social Policy)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	Four of the following: SA490 Population and Development: An Analytic Approach (H) SA491 Population Policies: Evolution and Impact (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Population Trends and Process in the Developing World (H) SA481 Basic Population Analysis (H) SA485 Methods for Population Planning (H)
2	One or two of the following to the value of one full unit: Any courses not taken in 1 above SA480 Advanced Population Analysis (H) SA254 The Population of the Indian Sub-continent SA452 Social Policy, Planning and Participation in Developing Countries SA460 Urbanisation and Social Planning SA412 Gender, Development and Social Planning SA445 Social Planning for Rural Development SA411 Foundations of Health Policy SA404 Education and Social Planning DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) DV400 Development: Theory, History and Policy GY411 Third World Urbanization (NA 00/01) GY414 Gender, Space and Society (NA 00/01) IS475 International IT Policy and Economic Development (H) SO404 Sociology of Development A course from another programme, in a related discipline ♦ plus SA499 Dissertation (1 September)

MSc Public Administration and Public Policy

(Department of Government)

Full-year programme. Students must take five courses and a skills course and dissertation as shown. Exceptionally a student may substitute one half unit course by a 5,000 word essay to be submitted in July. Part-time students may take up to four courses in their first year. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under 4 & 5 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered. Where a candidate already has a substantial background in policy or administrative analysis (or in other exceptional circumstances), he/she may be allowed to subject to the supervisor's approval, to substitute for one of the papers under 1, 2 and 3 below a paper from 4 & 5 or from the MSc in Social Policy and Planning or from any of the courses offered by the Department of Government. Any paper so substituted shall be taken at the time when it is normally taken by other candidates.

Paper	Course number and title
1,2,3	At least three of the following core courses: GV480 Introduction to Comparative Public Administration (H) GV481 Public Choice and Public Policy I – Introduction (H) GV483 Public Management Theory and Doctrine (H) GV482 Public Choice and Public Policy II – Advanced Topics (H) GV494 Contested Issues in Public Sector Management (H)
4 & 5	Up to two of the following One of the courses listed above which has not already been taken GV492 Comparative Local Government and Urban Politics (H) (NA 00/01) LL407 Media and Communication Regulation (H) LL406 Introduction to Regulation (H) GV403 Network Regulation (H) GV426 Topics in UK Executive Government (H) SA4A3 Social and Political Aspects of Regional and Urban Planning (H) SA405 European Social Policy (counts as two courses) GV484 Government and Politics in the USA (H) GV485 US Public Policy (H) GV453 Socio-Economic Cohesion Policies in the European Union (H) † GV452 The European Union: Politics and Policy (H) GV494 Contested Issues in Public Sector Management (H) DV402 The Politics of Southeast Asian Development (NA 00/01) DV406 Development Management GV471 Institutional Politics in the European Union – A Rational Choice Approach (H) 6 plus GV400 Skills Course ‡ GV470 Dissertation (1 July)

† Please note that GV452 is a pre-requisite for this course

‡ This is compulsory for all students. Students who do not have an adequate background in quantitative analysis will be required to take Quantitative Analysis I within GV400. Assessment will be by an in class examination and a take home examination.

MSc in Public Financial Policy

(Department of Economics)

Academic year full-time programme lasting two years. Not available part-time. Students must take 6 compulsory courses, two optional courses and submit a dissertation linked either to EC405 or to EC438. In both years the written papers will be taken in June, but the dissertation will be due on the first day of the Summer term in year 2. At least one of EC402, EC403, EC411, EC412, EC413 and EC414 must be taken, either in year 1 or in year 2. Candidates who successfully complete the examinations at the end of the first year will be awarded the LSE Diploma in Public Financial Policy. To be eligible to proceed into the second year candidates must pass three out of their four papers and must achieve an average mark of 60 or higher in those courses prefixed by "EC2". Candidates permitted to proceed to the second year will be allowed to re-sit a paper failed at the first attempt at the end of the second year.

Paper	Course number and title	
Year 1		
1	EC404 Current Economic Issues I	
2	EC201 Micro-economic Principles I or EC202 Micro-economic Principles II or EC411 Micro-economics I or EC412 Micro-economics II	
3	EC210 Macro-economic Principles or EC413 Macro-economics I or EC414 Macro-economics II	
4	EC220 Introduction to Econometrics and Economic Statistics EC402 Methods of Economic Investigation I EC403 Methods of Economic Investigation II	
Year 2		
5	EC438 Public Financial Policy	
6	EC405 Current Economics Issues II	
7 & 8	Two courses from the following list at least one of which must be from those with the prefix "GV", "LL", "ID", "IR" or "GY" EC402 Methods of Economic Investigation I EC403 Methods of Economic Investigation II EC411 Micro-economics I EC412 Micro-economics II EC413 Macro-economics I EC414 Macro-economics II EC420 History of Economic Thought (NA 00/01) EC421 International Economics EC423 Labour Economics EC424 Monetary Economics EC426 Public Economics EC427 The Economics of Industry EC428 The Economics of Less Developed Countries EC429 Reform of Economic Systems EC430 Capital Markets EC439 Global Market Economics AC430 Corporate Finance and Asset Markets AC431 Topics in the Theory of Finance AC435 Topics in the Theory of Finance II AC436 Financial Economics DV409 Economic Development Policy EH416 Markets and States in Developing Economies since c 1880 EH470 Capital Markets and Economic Development in Britain Germany and the United States since 1870 (NA 00/01) MN403 Negotiation Analysis (H) and MN404 Incentives and Governance in Organisations (H)	GY407 Managing Economic Development GV406 The Theory of Positive Freedom (H) GV427 Democracy and Democratisation in East and South Asia (H) GV450 European Politics: Comparative Analysis (H) GV481 Public Choice and Public Policy I – Introduction (H) or GV482 Public Choice and Public Policy II – Advanced Topics (H) LL400 Jurisprudence and Legal Theory Part B LL426 Environmental Law and Policy (NA 00/01) LL431 The European Internal Market LL447 International Economic Law IR451 Politics of Money in the World Economy† IR457 Politics of International Trade† ID401 Comparative Industrial Relations ID402 Industrial Organisation: Theory and Behaviour GY420 Environmental Regulation: Implementing Policy

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non-IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Real Estate Economics and Finance

(This course was originally called MSc Real Estate Economics and Real Estate Finance)

(Department of Geography)

Full-year programme. Students must take three compulsory courses and one optional half unit course and a dissertation as shown.

Paper	Course number and title
1	GY457 Applied Urban and Regional Economics
2	AC430 Corporate Finance and Asset Markets
3	GY458 Real Property Market Practice (H)
4	A relevant half unit course where offered ♦
plus	GY499 Dissertation

MSc Regional and Urban Planning Studies

(Department of Geography)

Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take GY495 Research Methods in Planning.

Paper	Course number and title
1	EC436 The Economics of Regional and Urban Planning (H)
2	GY453 Geographical Aspects of Regional and Urban Planning (H)
3	SA4A3 Social and Political Aspects of Regional and Urban Planning (H)
4	GY454 Urban Policy and Planning (H)
5	Two of the following:

- EC437 Economic Aspects of Urban Change (H)
 GY415 Economic Development: Global Change and Local Response (H)
 SA437 Urban Morphologies (H)
 SA438 Urban Infrastructure (H)
 GY432 Cities, Culture and Politics in the South
 GV492 Comparative Local Government and Urban Politics (H) (NA 00/01)
 GV453 Socio-economic Cohesion Policies in the EU (H)
 GY456 Issues in Environmental Regulation (H)
 GY455 Economic Aspects of Project Appraisal (H)
 A half unit course from another programme at the discretion of the programme Director.
 6 GY495 Research Methods in Planning (non assessed but compulsory)
 plus GY499 Dissertation

MSc Regulation

(Department of Law)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	GV488 Law and Politics of Regulation
2 & 3	Two courses to the value of two full units from the following: Environmental Regulation¶ GY420 Environmental Regulation: Implementing Policy GY416 Hazard and Risk Management GY453 Geographical Aspects of Regional and Urban Planning (H) DV413 Institutions: Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) LL407 Media and Communications Regulation (H) LL448 International Environmental Law (NA 00/01) LL426 Environmental Law and Policy (NA 00/01) Financial and Commercial Regulation ¶ AC460 History of Accounting (NA 00/01) AC490 Financial Reporting and Management: Management Accounting and Control (H) or AC492 Principles of Finance LL484 Regulation of Financial Markets LL431 The European Internal Market Social Regulation ¶ SA405 European Social Policy LL429 European Community Law (Social Policy) GY414 Gender, Space and Society (NA 00/01) SA403 Criminal Justice Policy ID480 Labour Law LL478 Policing and Police Powers either AN406 Political and Legal Institutions or AN407 The Anthropology of Economic Institutions and their Social Transformation Utilities Regulation ¶ IR458 International Political Economics of Energy† LL430 European Community Competition Law ‡ GV403 Network Regulation (H) Government and Law ¶ GV483 Public Management Theory and Doctrine LL465 Law and Social Theory LL400 Jurisprudence and Legal Theory LL474 Modern Legal History (NA 00/01) GV481 Public Choice and Public Policy I – Introduction GV482 Public Choice and Public Policy II – Advanced Topics A course from another programme ♦ plus LL499 Dissertation

‡ Students taking this course must have a Law degree.

¶ Students who take courses to the value of two full units from one of the categories shown in bold above, or one course and a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject category included on the degree certificate. No more than one category may appear on the degree certificate.

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Regulation (Research Training)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	GV488 Law and Politics of Regulation
2 & 3	Courses to the value of one full unit from the following: Environmental Regulation¶ GY420 Environmental Regulation: Implementing Policy GY416 Hazard and Risk Management GY453 Geographical Aspects of Regional and Urban Planning (H) DV413 Institutions: Environmental change and Development (H) DV415 Institutions and the Global Environment (H) LL448 International Environmental Law (NA 00/01) LL426 Environmental Law and Policy (NA 00/01) Financial and Commercial Regulation ¶

- AC460 History of Accounting (NA 00/01)
 AC490 Financial Reporting and Management: Management Accounting and Control (H) or AC492 Principles of Finance
 LL484 Regulation of Financial Markets
 LL431 The European Internal Market
 Social Regulation ¶
 SA405 European Social Policy
 LL429 European Community Law (Social Policy)
 GY414 Gender, Space and Society (NA 00/01)
 SA403 Criminal Justice Policy
 ID480 Labour Law
 LL478 Policing and Police Powers
 either AN406 Political and Legal Institutions or AN407 The Anthropology of Economic Institutions and their Social Transformation
 Utilities Regulation ¶
 IR458 International Political Economics of Energy†
 LL430 European Community Competition Law ‡
 GV489 Law and Politics of Utility Regulation
 Government and Law ¶
 GV483 Public Management Theory and Doctrine
 LL465 Law and Social Theory
 LL400 Jurisprudence and Legal Theory
 LL474 Modern Legal History (NA 00/01)
 GV481 Public Choice and Public Policy I – Introduction (H)
 GV482 Public Choice and Public Policy II – Advanced Topics (H)
 A course from another programme ♦
 4 MI411 Quantitative Analysis in Social Research I and MI420 Qualitative Research Methods I
 plus LL499 Dissertation

¶ Students who take courses to the value of two full units from one of the categories shown in bold above, or one course and a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject category included on the degree certificate. No more than one category may appear on the degree certificate.

‡ Students taking this course must have a law degree

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Religion and Contemporary Society

(Department of Sociology)

Full-year programme. Students must take three compulsory courses and a dissertation as shown.

Paper	Course number and title
1	SO401 Methods of Sociological Study
2	SO408 Sociology of Religion
3	SO416 Cults, Sects and New Religions
plus	SO499 Dissertation

MSc Russian and Post-Soviet Studies

(European Institute)

Full-year programme. Students must take at least two courses from those listed under Paper 1 and two optional courses and a dissertation as shown.

Paper	Course number and title
1	GV401 Nationalism and Ethnic Conflict in the Former Soviet Union (H) EU412 The Politics of Transition in the Former Soviet Union (H) GV468 Themes in Russian History (H)
2	Two of the following: IR425 Soviet and Post-Soviet Foreign Policy† EU400 The Political Economy of Transition SO417 Contemporary Russian Society: Key Issues and Development Trends HY416 The Establishment of Communism in Central Europe (NA 00/01) HY419 The Russian Revolution 1914-1921 EU405 Nationalism HY431 The Cold War and the Third World Revolutions
plus	Semester courses: In the first term GV439 Government and Politics in Eastern Europe and in the second term, GV428 Contemporary Russia: The Politics of Transition. A relevant course from another programme ♦ GV499 Dissertation.

† Please note that the International Relations (IR) Department now permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'A relevant course from another programme' and vice versa.

MSc Social Anthropology

(Department of Anthropology)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	AN404 Anthropology: Theory and Ethnography
2	One of the following: AN406 Political and Legal Institutions AN407 Economic Institutions and Social Transformation AN402 The Anthropology of Religion AN405 Kinship, Sex and Gender
3	One or two of the following to the value of one full unit: A paper from 2 above not already taken AN410 The Anthropology of Madagascar AN411 Research Methods in Social Anthropology (H) (NA 00/01) AN412 The Anthropology of Death (H) (NA 00/01) AN413 The Anthropology of Conflict, Revolution and War (H) (NA 00/01) AN414 The Anthropology of Art and Communication (H) (NA 00/01) AN415 The Anthropology of India (NA 00/01) AN416 The Anthropology of Hunters and Gatherers of Sub-Saharan Africa (H) (NA 00/01) AN418 Cognition and Anthropology (H) (NA 00/01) AN419 The Anthropology of Christianity (H) AN420 The Anthropology of South-East Asia (H) (NA 00/01) AN421 The Anthropology of Industrialisation and Industrial Life (H) AN422 The Anthropology of Religious Nationalism and Fundamentalism (H) (NA 00/01) AN425 The Anthropology of China (H) (NA 00/01) AN426 Film and Photography in Anthropological Practice and Theory (H) AN427 The Anthropology of South-West Asian and North African Societies (H) (NA 00/01) AN429 The Anthropology of Southern Africa (H) (NA 00/01) AN431 The Anthropology of Lowlands, Latin America (H) AN432 Anthropological Linguistics (H) AN433 Anthropological Theories of Exchange (H) (NA 00/01) AN434 The Anthropology of East and Central Africa (H) (NA 00/01) AN435 The Anthropology of Agrarian Development and Social Change (H) (NA 00/01) AN436 The Anthropology of Development (H)
plus	AN499 Dissertation (7 September)

MSc Social Policy and Planning

(Department of Social Policy)

Academic year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	SA450 Social Policy and Administration
2 & 3	Courses to the value of two full units from the following: SA411 Foundations of Health Policy SA425 Income Maintenance and Social Security Policies SA440 Planning of Personal Social Services SO409 Sociology of Crime, Deviance and Control SA405 European Social Policy SA429 Social Exclusion, Inequalities and the 'Underclass' debate (H) SA402 Social Policies for Ageing Populations (H) GY454 Urban Policy and Planning (H) A full or half unit course from another programme ♦
4	SA4B1 Long Essay and Research Methods (not examined)
plus	SA471 Social Policy and Planning Dissertation

MSc Social Policy and Planning in Developing Countries

(Department of Social Policy)

Full-year programme. Students must take one compulsory course and courses to the value of two full units and a dissertation as shown.

Paper	Course number and title
1	SA452 Social Policy, Planning and Participation in Developing Countries ¶
2 & 3	Two of the following:‡ SA411 Foundations of Health Policy SA442 Social Welfare and Social Development SA460 Urbanisation and Social Planning SA445 Social Planning for Rural Development SA404 Education and Social Planning SA412 Gender, Development and Social Planning A paper from another programme ♦
4	SA4B1 Long Essay and Research Methods †
plus	SA472 Dissertation (last week in August)

¶ Project report required for this course and must be submitted on the last day of the Lent term.

‡ One assessed essay of not more than 3,000 words required for each course chosen under papers 2 and 3, must be submitted on the first day of the Summer term.

† This course is not examined.

MSc Social Psychology

(Department of Social Policy)

Full-year programme. Students are required to take two compulsory courses (PS400, PS430) and optional courses to the value of one full unit and a dissertation as shown.

Paper	Course number and title
1	PS400 Contemporary Social Psychology
2	PS430 Methods of Research in Social Psychology
3	Two of the following: PS410 Social Representations (H) (NA 00/01) PS415 The Psychology of Economic Life (H) (NA 00/01) PS413 The Psychology of Gender (H) PS411 The Social Psychology of the Media (H) PS412 The Audience in Mass Communications (H) PS421 Issues of Social Psychology (H) (NA 00/01) PS418 Social Psychology of Health (H) PS439 The Social Psychology of New Technology (H) PS437 Representations, Institutions and Communities (H)
plus	A course from another programme ♦ PS433 Dissertation (18 August)

MSc Social Research Methods (Gender)

(Methodology Institute)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	GI400 Gender Theories in the Modern World
2	GI402 Gender: Epistemology and Research Methodology (H)
3	MI411 Quantitative Analysis in Social Research I (H) and MI412 Quantitative Analysis in Social Research II (H)
4	MI422 Text, Image and Sound in Social Research (H) or MI421 Social Research Design (H)
plus	MI499 Dissertation (21 August)

MSc Social Research Methods (Philosophy)

(Methodology Institute)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	Two of the following: MI411 Quantitative Analysis in Social Research I MI412 Quantitative Analysis in Social Research II MI413 Quantitative Analysis in Social Research III or approved courses in Statistics to the value of one full unit ♦
2	MI421 Social Research Design (H) and MI422 Text, Image and Sound in Social Research
3	Courses to the value of one full unit from the following: PH405 Philosophy of the Social Sciences PH407 Foundations of Probability PH400 Philosophy of Science and Scientific Method PH413 Philosophy of Economics PH410 Advanced Social Philosophy
plus	MI499 Dissertation (21 August)

MSc Social Research Methods (Social Policy)

(Methodology Institute)

Full-year programme. Students are required to take courses to the value of three full units and a dissertation as shown.

Courses shown under paper 1 are examined by a combination of formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation or by an unseen exam in May/June.

Paper	Course number and title
1	Two of the following: MI411 Quantitative Analysis in Social Research I MI412 Quantitative Analysis in Social Research II MI413 Quantitative Analysis in Social Research III or approved courses in Statistics to the value of one full unit ♦
2	MI421 Social Research Design and MI422 Text, Image and Sound in Social Research
3	SA451 Social Policy Research
plus	MI499 Dissertation (21 August)

MSc Social Research Methods (Social Psychology)*(Methodology Institute)*

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Courses shown under paper 1 are examined by a combination of formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation or by an unseen exam in May/June.

Paper	Course number and title
1	Two of the following: MI411 Quantitative Analysis in Social Research I MI412 Quantitative Analysis in Social Research II MI413 Quantitative Analysis in Social Research III or approved courses in Statistics to the value of one full unit ♦
2	MI421 Social Research Design and MI422 Text, Image and Sound in Social Research
3	Courses to the value of one full unit from the following: PS418 Social Psychology of Health (H) PS410 Social Representations (H) (NA 00/01) PS411 Social Psychology of the Media (H) PS415 The Social Psychology of Economic Life (H) (NA 00/01) PS413 Psychology of Gender (H) PS412 The Audience in Mass Communications (H) PS417 Decision Making and Decision Support Systems PS404 Organisational Social Psychology
plus	MI499 Dissertation (21 August)

MSc Social Research Methods (Sociology)*(Methodology Institute)*

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Courses shown under paper 1 are examined by a combination of formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation or by an unseen exam in May/June.

Paper	Course number and title
1	Two of the following: MI411 Quantitative Analysis in Social Research I MI412 Quantitative Analysis in Social Research II MI413 Quantitative Analysis in Social Research III or courses in Statistics to the value of one full unit ♦
2	MI421 Social Research Design and MI422 Text, Image and Sound in Social Research
3	One of the following: SO402 Sociological Theory SO403 Social Analysis of Industrial Societies (NA 00/01) SO404 Sociology of Development SO406 Political Stability and Change (NA 00/01) SO407 Contemporary Political Sociology: Theories and Research Strategies (NA 00/01) SO408 Sociology of Religion SO409 Sociology of Crime, Deviance and Control SO411 The Sociology of Gender SO413 Society, Culture and Media SO412 Sociology of Employment
plus	MI499 Dissertation (21 August)

MSc Social Research Methods (Statistics)*(Methodology Institute)*

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Courses shown under paper 1 are examined by a combination of formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation or by an unseen exam in May/June.

Paper	Course number and title
1	MI412 Quantitative Analysis in Social Research II and MI413 Quantitative Analysis in Social Research III or approved courses in Statistics to the value of one full unit ♦
2	MI421 Social Research Design and MI422 Text, Image and Sound in Social Research
3	Courses to the value of one full unit from: ST417 Statistical Sources and Packages (H) ST415 Surveys and Experiments in Social Research (H) ST416 Multilevel Models (H) or other approved Statistics courses
plus	MI499 Dissertation (21 August)

MSc Sociology

Full-year programme. Students must take three courses and write a dissertation as shown.

Paper	Course number and title
1	SO401 Methods of Sociological Study
2 & 3	Two of the following: SO426 Sociological Theory Part I (H) SO427 Sociological Theory Part II (H)* SO403 Social Analysis of Industrial Societies (NA 00/01) SO404 Sociology of Development SO406 Political Stability and Change or SO407 Contemporary Political Sociology: Theories and Research Strategies (NA 00/01) SO408 Sociology of Religion SO409 Sociology of Crime, Deviance and Control SO410 Medical Sociology SO411 The Sociology of Gender SO412 Sociology of Employment SO413 Society, Culture and Media (NA 00/01) SO414 Professions, Society and Policy: Lawyers, Engineers and Accountants (NA 00/01) SO416 Cults, Sects and New Religions SO417 Contemporary Russian Society: Key Issues and Developmental Trends SO418 Genes and Society SO421 Media, Technology and Everyday Life SO425 Regulation, Risk and Economic Life EU405 Nationalism SA437 Urban Morphologies: Cities Institutions and Complex Buildings
plus	SO499 Dissertation

*Students wishing to take SO427 must also take SO426 or be able to demonstrate a sufficient background in the theories covered.

MSc Statistics*(Department of Statistics)*

Full-year programme. Students must take courses to the value of four full units. The programme has two branches. For those student taking branch 1 the dissertation is optional and if chosen must be submitted in June but for those taking branch 2 it is compulsory and must be submitted in September.

Paper	Course number and title
Branch 1	
1	ST417 Statistical Sources and Packages (H)
2	ST402 Principles and Methods of Statistical Practice (H)
3	Courses to the value of one full unit from the following: ST410 Basic Time Series (H) ST409 Stochastic Processes (H) ST411 Regression, Diagnostics and Generalized Linear Modelling (H) ST415 Surveys and Experiments in Social Research (H) ST405 Multivariate Analysis (H) ST404 Sampling Theory and Practice (H)
4	Courses to the value of two full units from the following: Courses listed under 3 above not already taken ST413 Further Time Series (H) ST416 Multilevel Models (H) EC480 Quantitative Techniques (H) EC481 Advanced Econometric Theory (H) OR406 Mathematical Programming I (H) ST430 Computer Modelling for Operational Research (H) SA481 Basic Population Analysis (H) a Mathematics course (with permission) (H) a Methodology course (with permission) (H) ST499 Dissertation
Branch 2	
1,2,3,	as for Branch 1
4	one half unit from those listed under 4 for Branch 1
5	MI421 Social Research Design (H) or MI420 Concepts and Methods in Social Inquiry (H)
plus	ST499 Dissertation

MSc Theory and History of International Relations*(Department of International History)*

Full-year programme. Students must take two compulsory papers, one optional paper and a dissertation as shown.

Paper	Course number and title
1	HY400 International History in the Twentieth Century†
2	IR411 Foreign Policy Analysis
3	One of the following, to be chosen from either section I or II
	Section I:
	HY406 The Great War, 1914-1918 (NA 00/01)
	HY419 The Russian Revolution, 1914-1921
	HY408 Nationalism, Communism and Conflict in East Asia, 1933-1954 (NA 00/01)
	HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War
	HY413 Germany's New Order in Europe, 1939-1945 (NA 00/01)
	HY414 French External Relations in the Era of de Gaulle, 1940-1969 (NA 00/01)
	HY416 The Establishment of Communism in Central Europe, 1945-1956 (NA 00/01)
	HY417 The Crisis of Hegemony: American Foreign Policy from Kennedy to Ford 1961-1976 (NA 00/01)
	HY421 The History of the Arab-Israeli Conflict, 1948 to the present
	HY428 Britain and the Modern World: Power and Decline since 1870
	HY429 Anglo-American Relations and the Cold War, 1957-1963
	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
	Section 2
	IR410 International Politics
	IR412 International Institutions III
	IR413 Regional Integration in Western Europe
	IR414 Women and International Relations (NA 00/01)
	IR415 Strategic Aspects of International Relations III
	IR416 International Politics of Western Europe
	IR418 International Politics: Asia and the Pacific
	IR427 International Politics: Africa
	IR419 International Relations of the Middle East
	IR420 Revolutions and the International System
	IR421 Concepts and Methods in International Relations.
	IR422 Conflict and Peace Studies (NA 00/01)
	IR405 Sovereignty Rights and Justice
	EU405 Nationalism
	IR425 Soviet and Post-Soviet Foreign Policy
plus	HY499 Dissertation

† Students may concentrate on either the period before c.1965 or the period since 1945

MSc Voluntary Sector Organisation*(Department of Social Policy)*

Academic year programme. Students must take two compulsory courses and one optional course and a dissertation as shown.

Paper	Course number and title
1	SA461 Voluntary Sector Policy and Administration
2	SA450 Social Policy and Administration
3	One of the following:
	ID403 Organisational Theory and Behaviour
	A course from Social Policy and Planning not already taken
	A course from another programme ♦
4	SA4B1 Long Essay and Research Methods (not examined)
plus	SA475 Dissertation

ACCOUNTING AND FINANCE**AC410****Management Accounting, Strategy and Organisational Control**

Teachers responsible: Professor M Bromwich, A382 and Mr J Dent, A363
Availability: Intended for students on the MSc Accounting and Finance and MSc International Accounting and Finance. 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. Particular emphasis is given to the economic analysis of management accounting and to strategic and organisational aspects of control systems design.

Content: Economic Perspective: Current developments in management accounting research and practice. The emerging strategic role for management accounting. Strategic Management Accounting; Target Costing; Activity Based Costing; economic approaches to the allocation of overhead costs, including Ramsey prices. Game theory and agency relationships; agency theory and its role in the analysis of risk sharing and goal congruence; the role of information in agency relationships. New developments in divisional performance evaluation and in setting top management rewards.

Strategic and Organisational Perspective: The analysis of business strategy, positional and resource-based perspectives. The process and politics of strategic decisions. Strategy formation as a longitudinal process. Emergent strategy. Elements of control systems design. The evolution of planning and control systems. Strategy and control. Control systems and organisation design. Styles of control, performance measurement and the balanced scorecard. Control systems and organisational change. Contingency theories of management accounting and control. International differences in management accounting and control. Strategy, organisation and control in global firms.

Teaching: 21 meetings (AC410) of three hours Sessional. A total of about 15 weekly classes (AC410.A).

Written work: A variety of types of assignments are given for class discussion including exercises and case studies. Two pieces of written work, or equivalent, per term are assessed, but the grades will not count towards the overall course assessment.

Reading list: Detailed reading lists will be given out at the start of each part of the course. Illustrative references include: R S Kaplan & A A Atkinson, *Advanced Management Accounting* (3rd edn, Prentice-Hall, 1998); R Cooper & R S Kaplan, *The Design of Cost Management Systems* (2nd edn, Prentice-Hall, 1999); D Ashton, T Hopper & R W Scapens (Eds), *Issues in Management Accounting* (Prentice-Hall, 1995); M Bromwich & A G Hopwood (Eds), *Research and Current Issues in Management Accounting* (Pitman, 1986); M Bromwich & A Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994); R Grant, *Contemporary Strategy Analysis* (3rd edn, Blackwell, 1998); C A Bartlett & S Ghoshal, *Managing Across Borders: The Transnational Solution* (Harvard, 1989); R Anthony & V Govindarajan, *Management Control Systems* (9th edn, Irwin, 1997).

Assessment: This course is based on a 3 hour written examination in the ST.

AC420**Corporate Financial Reporting**

Teachers responsible: Professor R Macve, Y211 and others

Availability: Anyone on the MSc programmes in Accounting and Finance subject to satisfactory completion of any required preliminary reading. Other students may be admitted if they have a substantial knowledge of financial accounting acquired at undergraduate level.

Core syllabus: The course examines the current approach to corporate financial reporting to investors and other groups in countries with active capital markets (such as the USA).

Content: The course studies the economic and social rationales for corporate financial reporting, with particular consideration being given to the nature of conventional (historical cost) accounting and to prevailing regulatory structures applying to financial reporting. Emphasis is placed on the range of theories that have been developed to explain the nature, form and content of corporate financial reports, rather than on the technicalities of preparing financial statements.

The main theoretical perspectives examined are: deductive approaches, based on the notion of financial accounting as the measurement of economic income and value (including applications to current accounting controversies); social approaches, studying financial reporting as a social and behavioural phenomenon; economic approaches, regarding corporate financial reporting as an information system, and studying the demand for and supply of accounting information in a market setting and its stock market impact; and regulatory approaches, examining the nature of and case for and against the regulation of corporate financial reporting.

Teaching: 23 lectures of two hours each, Sessional (AC420), and 20 classes (AC420.A) of one hour.

Written work: The lecturers set exercises, essays or case studies for class discussion each week. Many of these involve reading key papers and other writings in the financial accounting literature. At least four pieces of work, based on these assignments, are collected for assessment.

Reading list: Detailed reading lists are handed out at the start of the course, and will be largely based on papers in academic journals. Relevant books covering specific parts of the course are: W H Beaver, *Financial Reporting: An Accounting Revolution* (3rd edn, Prentice-Hall, 1998); M Bromwich, *Financial Reporting, Information and Capital Markets* (Pitman, 1992); R Macve, *A Conceptual Framework for Financial Accounting and Reporting* (Garland, 1997); S Sunder, *Theory of Accounting and Control* (International and Thomson Publishing, 1997); R L Watts & J L Zimmerman, *Positive Accounting Theory* (Prentice-Hall, 1986).

Assessment: This course is based on a 3 hour written examination in the ST.

AC430**Corporate Finance and Asset Markets**

Teachers responsible: Dr J L G Board, E309 and Professor R Anderson
Availability: Intended for students on the MSc in Accounting and Finance and MSc in International Accounting and Finance. 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 **Topics in the Theory of Finance and Empirical Topics in Finance**.

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: Copeland & Weston, *Financial Theory and Corporate Policy* (Addison Wesley). Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment: This course is based on a 3 hour written examination in the ST.

AC431**Topics in the Theory of Finance**

Teachers responsible: Professor D C Webb, G311

Availability: Intended for students on the MSc in Accounting and Finance and MSc in International Accounting and Finance. This is an advanced course. Students will be expected to have a strong background in micro-economics, mathematics and statistics. The course entitled **Corporate Finance and Asset Markets** is a required pre-requisite. However, students who can satisfy the Department's Convener and the course teacher that they have covered the **Corporate Finance and Asset Markets** material to a satisfactory standard may be granted exemption from this requirement and allowed direct entry into **Topics in the Theory of Finance**.

Core syllabus: Provides a thorough grounding in recent developments in modern financial thinking.

Content: The first half of the course develops modern theories of corporate finance. It analyses the structure of corporate financing, takeovers, and insolvency. The second half of the course develops the theories of arbitrage and equilibrium asset pricing. A particular emphasis is placed on pricing within a multi-period framework. A special feature of the course is its coverage of the modern theory of contingent claims valuation and its application to the pricing of options and corporate liabilities, and to the term-structure of interest rates.

Teaching: 40 hours of lectures (AC431) and 20 hours of classes (AC431.A).
Written work: Written answers to set problems will be expected on a weekly basis.

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. Books recommended include: John Hull, *Options, Futures and Other Derivative Securities* (Prentice-Hall, 1989); D Duffie, *Dynamic Asset Pricing Theory* (Princeton University Press, 1992); J E Ingersoll, *Theory of Financial Decision Making* (Roman and Littlefield, 1987); R C Merton, *Continuous-Time Finance* (Basil Blackwell, 1990); C W Smith, *The Modern Theory of Corporate Finance* (McGraw-Hill, 1989).

Assessment: Based on a three hour written examination during the ST.

AC432**Empirical Topics in Finance**

Teachers responsible: Dr R Payne, Y210 and Dr J Danielsson, Y220

Availability: Intended for students on the MSc in Accounting and Finance and MSc in International Accounting and Finance. A prior knowledge of statistics and mathematics is required.

Core syllabus: This course is designed for students who wish to investigate the applied and empirical aspects of modern financial economics. It is concerned with the application of financial models to the real world, and testing the validity of these models in financial markets.

Content: The precise content of this course changes from year to year. Among the topics covered in recent years are the following: market efficiency; return predictability, event studies; modelling volatility; extreme values and Value-at-Risk; evaluating asset pricing models; the 'excess volatility' debate; bond markets and term structure models; foreign exchange market efficiency and exchange rate determination; empirical market microstructure.

The course is complementary to both **Corporate Finance and Asset Markets** and **Topics in the Theory of Finance**.

Teaching: 60 hours of combined lectures and seminars (AC432).

Reading list: A detailed reading list is available at the start of term and will be largely based on papers in academic journals. Some of the material to be covered can also be found in the following texts: J Campbell, A Lo & A MacKinlay *The Econometrics of Financial Markets* (Princeton University Press, 1997); K Cuthbertson, *Quantitative Financial Economics* (Wiley, 1996).

Assessment: This course is based on a 3 hour written examination in the ST.

AC433**Securities and Investment Analysis**

Teachers responsible: Dr P Frantz, E310 and Dr G Connor, A353

Availability: Intended for students on the MSc in Accounting and Finance.

MSc in International Accounting and Finance, and MSc Finance and Economics. Anyone admitted to the MSc programmes in Accounting and Finance and MSc Finance and Economics has been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course if they have reasonable knowledge of accounting and finance acquired at undergraduate or equivalent level. Students attending this course should have already completed introductory courses in investment theory.

Core syllabus: The aim of this course is to introduce students to securities analysis and investment analysis from both theoretical and empirical perspectives. This covers the usage of information in security analysis, technical and fundamental analysis, efficient markets research, portfolio risk and return modeling, and portfolio optimisation. The comprehensive nature of the course should appeal to students interested in investment analysis and fund management.

Content: The topics covered in lectures include: financial statements analysis, equity valuation models, fundamental analysis, technical analysis, national and global risk factors in equity and bond returns, transaction costs and trading strategies, asset allocation, currency management and measures of portfolio risk and performance.

Reading list: The course does not rely on any book but makes extensive use of the major journal articles published on the topics discussed in the field of securities and investment analysis. Books recommended for background reading include: Ball & Kothari, *Financial Statement Analysis*; Copeland, Koller & Murrin, *Valuation: Measuring and Managing the Value of Companies*; Haugen, *Modern Investment Theory*; Sharpe & Alexander, *Investments*. A detailed reading list will be given to students taking the course.

Teaching: (AC433) Lectures consist of nine meetings of two hours duration during the MT and ten meetings of two hours duration during LT. Lectures will be supplemented by teaching in smaller groups.

Written work: In both MT and LT every student is expected to submit two pieces of written work.

Assessment: MSc Accounting and Finance and MSc International Accounting and Finance: This course is based on a 3 hour written examination in the ST. MSc Finance and Economics: Two hour formal examination in the ST (weight 50%) and extended essay of about 6,000 words due in July (50%).

AC434 Securities Markets and Institutions

Teachers responsible: Dr P Vitale, A314 and Dr G Connor, A353

Availability: MSc programmes in Finance and Economics, and Accounting and Finance. Entry for the course for outside students is at the discretion of the course co-ordinator, Dr P Vitale.

Core syllabus: A topics course on market microstructure, regulation, and applied portfolio theory including international finance.

Content: This course covers several topics in market microstructure, financial market regulation and empirical finance. Topics such as, market efficiency, transparency and liquidity, risk management, excess volatility, the equity premium puzzle, the home country bias and predictability of stock returns will be discussed.

Teaching: 38 hours of lectures, 20 hours of classes.

Written work: One or more written assignments, involving problems and critical reviews of papers.

Reading list: Drawn from M O'Hara, *Market Microstructure Theory* (Blackwell, 1995); B Steil, *The European Equity Markets* (Royal Institute of International Affairs, 1996) plus journal articles to be detailed in course.

Assessment: Three hour formal examination in the ST (weight 50%), and extended essay of about 6,000 words due in June (50%).

AC435 Topics in the Theory of Finance II

Teacher responsible: Professor S Bhattacharya, E308

Availability: MSc programmes in Finance and Economics, and Accounting and Finance; other graduate students to be admitted only with the permission of the course lecturer. Mathematical background to the level of the course taught in September, in the Economics Department, is assumed.

Core syllabus: A graduate course on the theories of the firm and its financial policies, and on financial intermediation and the macroeconomic implications of imperfect financial markets.

Content: This course introduces and applies the analytical methods of information economics, contract theory, and the property rights framework, to issues in corporate financial policy and governance; insurance, equity and credit markets; macroeconomic credit rationing and dynamics; the theory and regulation of financial (bank) intermediaries; and debt renegotiation and bankruptcy resolution procedures under asymmetric information.

Teaching: Forty hours of lectures, twenty hours of classes.

Written work: At least three critical reviews of papers covered.

Reading list: Readings from S Bhattacharya & G M Constantinides (Eds), *Financial Markets and Incomplete Information* (Rowman and Littlefield, 1989); C W Smith (Ed), *The Modern Theory of Corporate Finance* (McGraw-Hill, 1989); O Hart, *Firms, Contracts, and Financial Structure* (Clarendon Press, 1995); X Freixas & J-C Rochet, *Microeconomics of Banking* (MIT Press, 1997); G R Hubbard (Ed), *Financial Markets and Financial Crises* (UCP, 1991); and journal articles to be described in detailed reading list.

Assessment: For MSc Finance and Economics students, 2-hour formal examination in the ST (50%), and an essay of about 6000 words due in July (50%). For others, eg, MSc Accounting and Finance and MSc International Accounting and Finance students, a 3-hour formal examination in the ST (100%).

AC436 Financial Economics

Teachers responsible: Professor S Bhattacharya, E308, Dr R Rahi, A339 and Dr J-P Zigrand, Y201

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, differential information in markets and Rational Expectations, intertemporal asset pricing, Black-Scholes option and other contingent claims pricing models, the term structure of interest rates under uncertainty, and the pricing of interest rate linked and other derivative securities.

Teaching: Forty hours of lectures, twenty hours of classes.

Written work: Fortnightly problem sets (ten) in classes.

Reading list: Will be based on: C Huang & R Litzenberger, *Foundations for Financial Economics*, North-Holland, 1988; J-P Danthine & J Donaldson, *Intermediate Financial Theory*, forthcoming; T Bjork, *Arbitrage Theory in Continuous Time*, Academic Press, 1998; R C Merton, *Continuous-Time Finance*, Blackwell, 1990; J C Cox & M Rubinstein, *Options Markets*, Prentice-Hall, 1985; S Neftci, *Introduction to the Mathematics of Financial Derivatives*, Academic Press, 1996; and some journal articles and teaching notes.

Assessment: Based on a three-hour written examination in the ST.

AC437 Financial Econometrics

This course is taught jointly by the Accounting and Finance and Economics Departments.

Teachers responsible: Dr E Luttmner, S278 and Dr G Connor, A353

Availability: Exclusively for MSc Finance and Economics students. Mathematical background to the level of the course taught in September in the Economics Department, is assumed.

Core syllabus: The techniques of empirical investigation in economics and to introduce students to recent empirical findings based on asset pricing models. Students will be familiarized with key properties of asset return data through computer exercises.

Content: The course includes a selection of the following topics:

I. Cross-section techniques

1. Overview of the Multivariate Regression Model. Constrained Estimation.
2. Maximum Likelihood Estimation. Wald, Likelihood Ratio, and Lagrange Multiplier tests. Hausman tests. Application of the LM and Hausman approaches to the linear regression model.
3. Systems of Simultaneous Equations. Identification, Recursive systems. Estimation, SURE, 2SLS, 3SLS, FIML.
4. Models of discrete dependent variables, logit, probit, the random utility model. Sample selection bias. Truncated and censored dependent variables. Duration-hazard models.

II. Time Series

1. An overview of multivariate regression theory for stationary variables. Maximum Likelihood, Martingale differences, ARCH and GARCH. Mixtures of Normals. Markov Switching.
2. Simultaneous equations for stationary dynamic systems. VARs.
3. Single Equation Theory for non-stationary variables. Cointegration.
4. Simultaneous equation theory and cointegration for non-stationary systems.

III. Models of Asset Prices

Econometric task of CAPM and Factor models. Models of high frequency data. Predictability of asset returns. Data-snooping. Monte Carlo simulation techniques. Speculative bubbles. Mean Reversion Task.

Teaching: Lectures AC437: 40 hours of lectures MT and LT. Classes AC437A: 20 Sessional.

Written work: Exercises are provided each week and they are discussed in class. In order to have any chance of completing the course successfully, these exercises must be attempted.

Reading list: A reading list is available at the beginning of session.

Assessment: A three-hour written examination in the ST.

AC450 International Accounting and Finance

Teachers responsible: Dr E Bertero, A308 and Mr D Cairns, A363

Availability: This is a compulsory course for the MSc in International Accounting and Finance and an optional course for the MSc in Accounting and Finance. Other students may be admitted to the course if they have a substantial knowledge of accounting and finance acquired at undergraduate level.

Core syllabus: Aims to provide a review of the international dimensions of accounting and finance. Comparative aspects are also included.

Content: International Accounting: This section deals with three broad issues:

1. The influence of different economic, social, political and institutional circumstances on accounting requirements. France, Germany, the USA, Japan and the countries in East and Central Europe illustrate this theme.
2. The rationale and consequences of harmonisation proposals and the institutional and political contexts out of which they emerge. The work of the International Accounting Standards Committee (IASC) and the European Union will be considered.
3. The choice of accounting treatments for particular circumstances in different countries and circumstance. The technical issues considered include consolidated (group) accounts, foreign currency accounting and accounting for changing prices.

This part of the course involves a number of outside speakers with practical and academic experience of accounting issues in different countries and environments.

International Finance: This section is divided into three parts:

1. Exchange rates: theory and regimes (the fundamental equilibrium relationships in international finance and empirical evidence; exchange rates models and empirical evidence; the international monetary system and the European monetary union);
2. International financial architecture (the 1987 crash; contagion and currency crises; the multilateral and EU frameworks for financial services; a comparison of financial systems);
3. International financial management (foreign exchange risk; exposure, management and hedging; currency options, futures and swaps).

Teaching: Twenty meetings (AC450) of two hours in the MT and LT.

Written work: In the international accounting section of the course students are required to undertake a comparative investigation of accounting either in one or more countries or for one technical topic. In the international finance part students are required to undertake a group project on some aspects of the financial system of a particular country.

Reading list: As well as a number of general texts on international accounting and financial reporting by multinational enterprises, the accounting section makes extensive use of journal articles as well as technical and policy pronouncements by national and international agencies. The readings for the finance section are a selection of journal articles and the following text books: P Sercu & R Uppal, *International Financial Markets and the Firm* (Chapman and Hall 1995); A Shapiro, *Multinational Financial Management* (5th edn, Allyn & Bacon, 1991).

Assessment: This course is based on a 3 hour written examination in the ST.

AC460 History of Accounting

NA 00/01

Teacher responsible: Professor R Macve, Y211

Availability: Students wishing to take this course should have a basic knowledge of the mechanics of bookkeeping and accounting.

Core syllabus: The aim of the course is to provide a critical introduction to the historical development of accounting theory and practice, with particular reference to the United Kingdom.

Content: The sources and historiography of accounting history. Theories of accounting history. The relationship between accounting changes and social and economic trends. Accounting in the ancient and medieval worlds. The origins and development of double-entry bookkeeping. Accounting literature and practice in the seventeenth and eighteenth centuries. The formalisation of the historical cost convention. The development of corporate financial reporting. Accounting within the enterprise, and its relationship with the development of management theories and practices.

Teaching: There will be approximately 20 weekly two-hour seminars (AC460) commencing in the fifth week of the MT and continuing into the LT and ST. The seminars will be led by Professor Macve and Mr Noke, but the normal form of each seminar will be for one of the students to read a paper on a pre-arranged topic and for the other students to discuss it.

Written work: Every student is expected to prepare a written presentation for at least two seminars each term.

Reading list: Most of the reading will consist of journal articles, and detailed reading lists are handed out during the course. In addition, students will be directed to study certain original accounting records.

A substantial part of the essential reading for the course is contained in: J R Edwards, *A History of Financial Accounting* (Routledge, 1989); A C Littleton & B S Yamey, *Studies in the History of Accounting* (Arno Press, 1978); T A Lee & R H Parker, *The Evolution of Corporate Financial Reporting* (Nelson, 1979); B S Yamey & R H Parker (Eds), *Accounting History: Some British Contributions* (Oxford University Press, 1994) and the collected essays of B S Yamey (published in two volumes by Garland Publishing).

Assessment: This course is based on a 3 hour written examination in the ST.

AC470 International Accounting

H

Teacher responsible: Mr D Cairns, A363

Availability: For students taking the CEMS/IMEX route of the MSc Management. Students should have undergraduate level knowledge (or equivalent) of Accounting and Finance (for example, a good grade in AC100 Elements of Accounting and Finance).

Core syllabus: Aims to provide a review of the international dimensions of accounting. Comparative aspects are also included.

Content: The course deals with three broad issues:

1. The influence of different economic, social, political and institutional circumstances on accounting requirements. France, Germany, the USA, Japan and the countries in East and Central Europe illustrate this theme.
2. The rationale and consequences of harmonisation proposals and the institutional and political contexts out of which they emerge. The work of the International Accounting Standards Committee (IASC) and the European Union will be considered.
3. The choice of accounting treatments for particular circumstances in different countries and circumstance. The technical issues considered include consolidated (group) accounts, foreign currency accounting and accounting for changing prices.

The course involves a number of outside speakers with practical and academic experience of accounting issues in different countries and environments.

Teaching: Nine meetings of two hours in the MT (AC450).

Reading list: As well as a number of general texts on international accounting and financial reporting by multinational enterprises, the course makes extensive use of journal articles as well as technical and policy pronouncements by national and international agencies.

Assessment: Assessment is determined by an essay of approximately 5000 words providing a comparative investigation of accounting in either one or more countries or for one technical topic.

AC490 Financial Reporting and Management: Management Accounting and Control

H

Teacher responsible: Dr T Ahrens, Y209

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course.

Core syllabus: An introduction to management accounting. The first half concentrates on costing and the second half discusses issues of performance measurement and investment appraisal.

Content: Cost Volume Profit Analysis. Costing Systems. Budgeting & Standard Costing. Performance Measurement. The Balanced Scorecard. Investment Appraisal Principles. Investment Appraisal in Action.

Teaching: Ten weekly lectures of two hours each in LT.

Written work: Students are expected to produce several pieces of written work, including accounting exercises, case studies, and essays.

Reading list: A detailed reading list is made available at the start of the course. Illustrative texts include Horngren, Sundem, Stratton, *Introduction to Management Accounting* (Prentice Hall, 1998) and Horngren, Bhimani, Foster, Datar, *Management and Cost Accounting* (Prentice Hall, 1998).

Assessment: This course is based on a 2 hour written examination in the ST.

AC491 Financial Reporting

H

Teacher responsible: Father K Macmillan

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course.

Core syllabus: An introduction to financial reporting.

Content: Accounting Rules & Regulation. Assets & Depreciation. Equity & Debt. Financial Statement Analysis. Limitations of the Conventional Accounting Model. Recent Standard Setting Initiatives. Consolidation & Goodwill. Intangible Assets. Accounting Policy Choice.

Teaching: Ten weekly lectures of two hours each in MT.

Written work: Students are expected to produce several pieces of written work, including accounting exercises, case studies, and essays.

Reading list: A detailed reading list will be made available at the start of the course. Illustrative texts include Arnold, Hope, Southworth, Kirkham, *Financial Accounting* (Prentice Hall, 1994) and Glynn, Perrin, Murphy, *Accounting for Managers* (ITP, 1998).

Assessment: This course is based on a 2 hour written examination in the ST.

AC492 Principles of Finance

Teacher responsible: Dr J L G Board, E309

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied finance to a significant extent. Students should have taken courses in quantitative methods and economics at an undergraduate level.

Core syllabus: The theory of financial decision making by firms and examine the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Teaching: 30 lectures (AC212) of 1 hour MT and LT and 20 classes (AC492A) 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: Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill); Gribblatt & Titman, *Financial Markets and Corporate Strategy* (Irwin, McGraw Hill).

Assessment: This course is based on a 3 hour written examination in the ST.

AC900 Issues in Accounting and Finance

NA 00/01

Availability: Intended for students on the MSc Accounting and Finance and MSc International Accounting and Finance.

Core syllabus: To examine selected contemporary issues in research relevant to the study of finance, accounting and control. The actual composition of the course will vary from year to year. Currently, it focuses on strategy, organization and control.

Content: Historical antecedents and the emergence of strategic discourse; contemporary strategy analysis – economic, organizational and political perspectives; strategy as a positional construct; resource-based and competence perspectives; strategy formation as a longitudinal process; global strategies and multi-national corporations. The course includes presentations from senior business people and others responsible for strategy and control in their own organizations.

Teaching: Up to 20 meetings of 3 hours duration to be held in the MT and LT.

Reading list: A detailed reading list is given out at the start of the course. Illustrative references include: R Grant, *Contemporary Strategy Analysis* (Blackwell, 1991); M E Porter, *Competitive Advantage* (Free Press, 1985); J W Fredrickson (Ed), *Perspectives on Strategic Management* (Harper Business, 1990); C A Bartlett & S Ghoshal, *Managing Across Borders: The Transnational Solution* (Harvard, 1989).

Assessment: No examination.

ANTHROPOLOGY

AN402

Anthropology of Religion

Teachers responsible: Professor M Bloch, A608 and other
Availability: For the MSc in Social Anthropology.
Core syllabus: This course covers selected topics in the anthropology of religion, focusing upon relevant theoretical debates. Reference will be made to ethnographies of the ritual, symbolism and religious knowledge of non-Western societies.

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: 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 Cunnell, *Power and Intimacy in the Christian Philippines*; M Bloch & J Parry, *Death and the Regeneration of Life*. Detailed reading lists are provided at the beginning of the course.
Assessment: There is a three-hour examination in the ST.

AN404

Anthropology: Theory and Ethnography

Teachers responsible: Professor M Bloch, A608, Professor C Fuller, A505, Dr P Gow, A601, Professor J Parry, A613 and Professor H Moore, A611
Availability: This course is compulsory for the MSc in Social Anthropology.
Core syllabus: This course covers classical social theory and modern anthropological theory from evolutionism and functionalism to the present day. Through five thematic sections, it discusses a range of theoretical issues from all the main substantive fields within anthropology in relation to ethnographic case-studies. It emphasises the distinctive character of anthropological enquiry and in particular the mutual relationship between theory and ethnographic data.

Content: Conceptualising Society: Evolution, functionalism, the coherence and incoherence of society, relativism and interpretivism, the politics of anthropology.

Conflict and Control: Marxism and ideology, resistance and hegemony, traditional states, structure and event in history, law and social control.

Transactions in persons and things: Reciprocity and exchange, money, technological determination, property, labour and capital.

Natural and Cultural Relationships: Gender differentiation, birth and the nature of kinship, the family, sexuality, the continuity of kinship structures.

Knowledge and Belief: Ritual initiation and funerary practices, belief and the nature of knowledge, world religions, religious knowledge, classification and the natural world.

Teaching: Lectures (25 in all) AN404 weekly MLs, Seminars (25 in all) AN404.A weekly MLs.

Reading list: M Douglas, *Purity and Danger*; A Gell, *Wrapping in Images*; D Lan, *Guns and Rain*; E Evans-Pritchard, *Witchcraft, Oracles and Magic among the Azande*; J Parry, *Death in Banaras*; E R Leach, *Political Systems of Highland Burma*; M Bloch, *From Blessing to Violence*; C Lévi-Strauss, *The Savage Mind*; P Descola, *Domesticated Nature*; V Turner, *The Forest of Symbols*; C Fuller, *The Camphor Flame*; M Bloch, *Ritual History and Power*; C Geertz, *The Interpretation of Culture*; A Kuper, *The Invention of Primitive Society*; D Sperber, *Explaining Culture*; M Bloch, *How we think they think*. Detailed reading lists are provided at the beginning of the course.
Assessment: There is a three-hour examination in the ST.

AN405

Kinship, Sex and Gender

Teachers responsible: Dr P Gow, A601 and Dr R Astuti, A614

Availability: For the MSc in Social Anthropology.
Core syllabus: An examination of the cultural frameworks of kinship systems, of gender roles, and of human sexuality, analysed through ethnographic examples taken from diverse cultures; an analysis of theoretical debates concerning such core concepts as 'kinship', 'marriage', 'male', 'female' and 'the person' and a critical discussion of such notions as 'human nature' and 'natural' in so far as they relate to gender roles.

Content: The history of anthropological debate on kinship. The analysis of the content of kinship relationships. Critique of the notion of 'kinship'. Variety in idioms of kinship in different societies. Concepts of substance and the body. Kinship and morality. Descent theory. Lévi-Strauss and alliance theory. Gender roles. Recent perspectives on gender theory. Procreation theories. Kinship and cognition.

Teaching: Lectures: AN405 weekly ML, Seminars AN405.A weekly ML.
Reading list: Readings required will include: C Lévi-Strauss, *The Elementary Structure of Kinship*; D Schneider, *A Critique of the Study of Kinship*; M Godelier, T Trautmann & F Tjon Sie Fat, *Transformations of Kinship*; F Myers, *Pintupi Country, Pintupi Self*; D Lan, *Guns and Rain*; L Abu-Lughod, *Veiled Sentiments*; E Leach, *Re-thinking Anthropology*; C McCormack & M Strathern, *Nature, Culture and Gender*. Detailed reading lists are provided at the beginning of the course.
Assessment: There is a three-hour examination in the ST.

AN406

Political and Legal Institutions

Teachers responsible: Professor S Roberts, A150, Dr A Pottage, A358 and Dr V Benei, A506

Availability: For the MSc in Social Anthropology.
Core syllabus: The anthropological analysis of political and economic institutions as revealed in relevant theoretical debates, and with reference to selected ethnography.

Content: The development of political and legal anthropology and their key concepts; centralised and non-centralised polities; chieftainship, kingship and other forms of authority, the bases for equality and inequality, the legitimization of power; political competition and conflict; indigenous responses to colonialism; agrarian rebellions; nationalism and ethnicity; theories of order and normative domain; law as command and law as rules; the legal dimensions of hierarchy and authority; dispute institutions and processes; legal pluralism, Indian, Islamic and other non-Western legal systems.

Teaching: Lectures 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 Bohannon, *Justice and Judgement among the Tiv* (1957); B Malinowski, *Crime and Custom in Savage Society* (1916); J Comaroff & S Roberts, *Rules and Processes* (1981); P Gulliver, *Social Control in an African Society* (1963); S F Moore, *Law as Process* (1978); P Caplan (Ed), *Understanding Disputes* (1995); M Chanock, *Law, Custom and Social Order* (1985). Detailed reading lists are provided at the beginning of the course.
Assessment: There is a three-hour examination in the ST.

AN407

The Anthropology of Economic Institutions and Social Transformation

Teachers responsible: Professor H Moore, A611 and Professor P Loizos

Availability: For the MSc in Social Anthropology.
Core syllabus: The anthropological analysis of economic institutions cross-culturally and of their transformation as a result of their incorporation into a wider capitalist market and of state policies and development initiatives. These themes are examined in relation to relevant theoretical debates and with reference to selected ethnography.

Content: Key concepts and theoretical debates in economic anthropology; the idea of the 'natural' and 'moral' economy; the social organization of production and exchange; gift versus commodity exchange; economic aspects of kinship and gender relations; the emergence of 'free' labour; work regimes in pre-market and market economies; monetization as an agent of social change; theories of consumption; local responses to the transition from peasant to proletarian; the social impact of state development initiatives; capitalist and state interventions affecting the environment and local reactions to them; the politicization of the peasantry in relation to threats to peasant subsistence; social responses to hunger and famine; social structure and economic organization.

Teaching: Lectures AN407 weekly ML, Seminars AN407.A weekly ML.
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).

Detailed reading lists are provided at the beginning of the course.
Assessment: There is a three hour examination in the ST.

AN409

The Anthropology of the Mediterranean with special reference to Greece and Cyprus

Teacher responsible: Professor P Loizos

Availability: For the MSc in Social Anthropology.
Core syllabus: Themes and theoretical debates appearing in the anthropological literature of Greece and Cyprus. Occasional reference is made to ethnographies of other circum-Mediterranean societies, eg Turkey, Macedonia, Bulgaria, Yugoslavia, Bosnia. Some attention is 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 are explored in a number of communities. Particular attention is paid to the use of history, to capitalist transformation, to gender relations, with particular attention to the division of labour and of religious representation; to the notion of honour; to local violence and its relation to state formation. The management of death will be featured. The role of popular song in ethnography may be discussed. Appropriate ethnographic films may be shown, in addition to lectures and classes.

Teaching: Lectures AN409 weekly, Seminars AN409.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN410

The Anthropology of Madagascar

Teacher responsible: Dr R Astuti, A614

Availability: For the MSc in Anthropology.
Core syllabus: A comparative study of a number of Malagasy peoples.
Content: The course examines the available ethnography on a number of peoples in Madagascar selected so as to give the students some knowledge of the anthropological variety of the island. Particular attention is

paid to kinship, gender, notions of the person, identity/ethnicity, religion and politics. All required reading is in English.

Teaching: Lectures AN410 weekly, Seminars AN410.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R Astuti, *People of the Sea*; M Bloch, *Placing the Dead*; M Bloch, *From Blessing to Violence*; M Covell, *Madagascar: Politics, Economics and Society*; G Feeley-Harnik, *A Green Estate*; M Lambek, *Human Spirits*; M Lambek, *Knowledge and Practice in Mayotte*; J Mack, *Madagascar, Island of the Ancestors*. Detailed reading lists are provided at the beginning of the course. Students are also asked to read a number of recent, still unpublished PhD dissertations.
Assessment: There is a two hour examination in the ST.

AN411

Research Methods in Social Anthropology

Teacher responsible: Professor P Loizos

Availability: For the MSc in Anthropology.
Core syllabus: A review of diverse research methods employed by social anthropologists; consideration is given to the selection of appropriate techniques for specific research problems and interests.

Content: A brief introduction to methods in social anthropology, with an outline of the main types, particularly fieldwork by participant observation, the household census, the analysis of household composition, the sample survey, various approaches to asking questions and interviewing, the life history, the case history, research with documents and in archives, aspects of video, photography and sound recording as documentation media, aspects of authorship and the construction of ethnographic texts.

Teaching: Lectures AN411 weekly, Seminars AN411.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two hour examination in the ST.

AN412

The Anthropology of Death

Teacher responsible: Dr R Astuti, A614

Availability: For the MSc in Anthropology.
Core syllabus: The course examines the relationship between practices and beliefs surrounding death and notions of the person and of the body in different parts of the world, including Euro-America. Special attention is paid to the disposal of the dead, beliefs in the afterlife, tombs and funerary monuments, beliefs in pollution and in the regeneration of life through death.

Content: The definition of death and dying; death and emotions; remembering and forgetting the dead; death and the person in Africa and Melanesia; death and the transformation of the body; tombs and funerary monuments; death and rebirth; euthanasia and the definition of death in the West.

Teaching: Lectures AN412 weekly, Seminars AN412.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R Astuti, *People of the Sea*; M Bloch, *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.

AN413

The Anthropology of Conflict, Revolution and War

Availability: For the MSc in Anthropology.

Core syllabus: The aim of this course is to present an anthropological perspective on the socioeconomic and technological dimensions of conflict, violence and war in various types of societies selected from different parts of the world.

Content: This course is concerned with a comparative study of conflict, violence and war primarily among non-industrialised societies. Some account will be taken of Western Europe and the effect of industrialisation. Particular attention is given to how societies cope with conflict, violence and war, and what factors contribute to the incidence and degree of these phenomena.

Teaching: Lectures AN413 weekly, Seminars AN413.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Napoleon A Chagnon, *Yanomamo: The Fierce People*; C Von Clausewitz, *On War*; Karl Heider, *Grand River Dani*; John Keegan, *In Face of Battle*; Mervyn Meggitt, *Blood is their Argument*; H H Turney-High, *Primitive War*; D Riches (Ed), *The Anthropology of Violence*; M Z Rosaldo, *Knowledge and Passion*. Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN414

The Anthropology of Art and Communication

Teacher responsible: Dr P Gow, A601

Availability: For the MSc in Anthropology
Core syllabus: The study of visual art forms as social action. The problems raised by an anthropology of art, and its relation to disciplines such as art history and aesthetics. Specific issues in the anthropology of art.
Content: The production and consumption of works of art in their social context. The domain of 'art' in Western societies, and in other societies. The

problem of evaluation: aesthetics as a cross-cultural category. Art as communication and as action, and the connection to other communicational media.

Teaching: Lectures AN414 weekly, Seminars AN414.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: A Gell, *Art and Agency*, N Munn, *The Fame of Gawa*; E Gombrich, *Art and Illusion*; C Lévi-Strauss, *The Savage Mind*. Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN415

The Anthropology of India

Teachers responsible: Professor C Fuller, A505 and Professor J Parry, A613

Availability: For the MSc in Social Anthropology.
Core syllabus: Society and culture in modern India.

Content: The caste system; the village and its local economy; kingship. The modern transformation of caste and stratification systems; touchability and reservations. Modern industry and economic development and their impact on caste and class. Popular Hindu belief and practice and the social organisation of religion; religious reformism and nationalism. Modern politics and the state; the impact of globalisation.

Teaching: Lectures AN415 weekly ML, Seminars AN415.A weekly ML.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: V Das, *Structure and Cognition: Aspects of Hindu Caste and Ritual*; L Dumont, *Homo Hierarchicus*; C Fuller, *Servants of the Goddess; The Camphor Flame: Popular Hinduism and Indian Society*; A Gold, *Fruitful Journeys*; J Parry, *Death in Banaras: Caste and Kinship in Kangra*; M Srinivas, *Religion and Society among the Coorgs*. Detailed reading lists are provided at the beginning of the course.
Assessment: There is a three hour examination in the ST.

AN416

The Anthropology of Hunters and Gatherers of Sub-Saharan Africa

Availability: For the MSc in Social Anthropology.

Core syllabus: A comparative analysis of ethnographic source material on the culture and social organisation of Sub-Saharan African hunting and gathering societies.

Content: The course examines a range of ethnographic data drawn from studies of such Sub-Saharan hunting and gathering societies as the !Kung, G/wi, Hadza, Mbuti, Aka, Twa and Okiek in a search for comparative generalisations about their cultural and social organisation. Possible explanatory frameworks intended to account for the similarities and differences in the culture and social organisation of these various societies will be considered.

Teaching: Lectures AN416 weekly, Seminars AN416.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R R Grinker, *Houses in the Rainforest*; S Kent (Ed), *Cultural Diversity among Twentieth-Century Foragers*; T Ingold, D Riches & J Woodburn (Eds), *Hunters and Gatherers, Vol 1: History, Evolution and Social Change. Vol 2: Property, Power and Ideology*; R B Lee, *The !Kung San*; L Marshall, *The !Kung of Nyae Nyae*; J C Woodburn, 'Egalitarian Societies', *Man*, 1982.

Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN418

Cognition and Anthropology

Teacher responsible: Professor M Bloch, A608

Availability: For the MSc in Social Anthropology.
Core syllabus: The course re-examines the topic of the relation between individual cognitive development and cultural constructs. It pays particular attention to theories of semantics as they relate to child cognitive development and to the interface between cognitive science and theories of culture.

Content: This course re-examines the relation between cultural constructs and individual cognitive processes and development. In the historical development of modern anthropology there has, at times, been an active transfer of ideas between psychologists and anthropologists. Among the instances of such transfers of ideas, which are dealt with in the course, are the Sapir/Whorf theory of 'linguistic relativity' and the theory of schema proposed by Bartlett. After dealing with the past development of the interdisciplinary relation between cognitive science and anthropology, some contemporary issues are examined in detail. These include i) the nature of concepts and concept formation; ii) anthropological and psychological accounts of metaphor; iii) theory of mind and metare presentations; iv) anthropological and psychological theories of learning; v) domain specificity; vi) the significance of 'expertise' vii) the anthropology and psychology of emotions and viii) the anthropology and psychology of memory.

Teaching: Lectures AN418 weekly, Seminars AN418.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E Hutchinson, *Cognition in the Wild*; D Holland & N Quinn, *Cultural Models in Language and Thought*; G Lakoff & M Johnson, *Metaphors that we live by*; R Sternberg & E Smith, *The Psychology of Human Thought*; T Schwartz et al, *New Directions in Psychological Anthropology*; J Lave, *Cognition in Practice*; L Hirschfeld & S Gelman (Eds), *Mapping the Mind*; D Sperber, *Explaining Culture*; M Bloch, *Ritual, History and Power*; P Boyer, *The Naturalness of Religious Ideas*. Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN419 **H**

The Anthropology of Christianity

Teacher responsible: Dr B Placido, A612
Availability: For the MSc in Social Anthropology.
Core syllabus: The ethnography of the perception of Christianity in the light of differing cultural and social situations especially colonial conditions and their historical parallels.

Content: The course examines a number of anthropological and historical studies of local forms of Christianity, including local forms of Catholicism, contemporary and historical Protestantisms including American Fundamentalist Protestantism and 'heretical' and other unorthodox Christianities. The course asks why anthropologists have shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, have become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined will include the nature and experience of belief, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Particular attention is paid to the nature of conversion, the history of missionaries and to Christianity in colonial and post-colonial situations in a variety of contexts such as Madagascar, South America, South East Asia and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local populations.

Teaching: Lectures AN419 weekly, Seminars AN419.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: M Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*; F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London); W Christian, *Person and God in a Spanish Valley* (reprint 1988); J Comaroff, *Body of Power, Spirit of Resistance*; J de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*; R Ileo, *Passion and Revolution: Popular Movements in the Philippines, 1840-1910*; J Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*; M Taussig, *The Devil and Commodity Fetishism in South America*.

Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two hour examination in the ST.

AN420 **H NA 00/01**

The Anthropology of South-East Asia

Teachers responsible: Dr F Cannell, A610 and Dr A Schrauwers
Availability: For the MSc in Social Anthropology.

Core syllabus: This course examines the anthropology of Southeast Asia from three perspectives. Firstly, it looks at some of the reasons for treating the countries of Southeast Asia as an ethnographic region. Secondly, it explores a selection of particular topics in the ethnography of different Southeast Asian countries which also have a wider comparative significance within the region. Thirdly, it considers some aspects of the interaction between Southeast Asian and 'Westernising' cultures.

Content: The course aims to make use of the extremely varied ethnography on Southeast Asia, including both the older accounts of 'tribal' cultures, and the more recent generation of writers who have focused on a comparative perspective centred on notions of identity, power and the construction of the person in hierarchical and egalitarian systems in Southeast Asia. The course first considers the notion that Southeast Asia, like the Mediterranean, is an area held together most meaningfully by the sea (eg by sea-born trade, travel and piracy). It also looks at the broad similarities of ecology and cultural patterns throughout the region, especially the contrast between highland and lowland societies. The kinds of continuities which it is suggested apply to Southeast Asian cultures in general will be introduced. The main ethnographic section of the course relates a series of studies of specific, (and highly varied) societies within the Southeast Asian region to themes of power and identity. These include a selection of topics such as some of the following; theatre, eg Javanese shadow puppet theatre; funerary rituals eg in Borneo; slavery, rank and hierarchy and courtly centres; spirit possession; some aspects of material culture eg architecture; notions of speech, rhetoric and/or musical performances; aspects of social and kinship organisation including the importance of commensality and of the idea of the 'house'; games, performances and competitions. The third theme of the course is concerned with some aspects of the interaction between Southeast Asian societies and influences usually referred to as 'Westernising', 'modernising' or 'globalising'. These topics include a selection from the following; popular culture; nationalism; world religions and their offshoots. They are seen within the context of the historical circumstances in which they have been produced.

Teaching: Lectures AN420 weekly, Seminars AN420.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: S Errington, *Meaning and Power in a Southeast Asian Realm*; J M Atkinson & S Errington, *Power and Difference*; B Anderson, *The Idea of Power in Javanese Culture*; C Geertz, *Negara*; U Wikan, *Managing Turbulent Hearts*; W Keeler, *Javanese Shadow Play, Javanese Selves*; P Metcalf, *A Borneo Journey into Death*; N Constable, *Maid to order in Hong Kong*. Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two hour examination in the ST.

AN421 **H**
The Anthropology of Industrialisation and Industrial Life

Teacher responsible: Professor J Parry, A613
Availability: For the MSc in Social Anthropology.

Core syllabus: Anthropological perspectives on the industrialization process, on industrial life and industrial work, examined in relation to relevant theoretical debates and with reference to selected ethnographies.
Content: The way in which local understandings of modern machine production are laid down on the template of pre-existing cultural assumptions and cosmological ideas; the rural-urban nexus linking neophyte proletarians with peasant villages; the extent to which traditional forms of social structure and inequality are reproduced in the modern factory; the modern factory as an ethnic 'melting-pot' and as an agent of the 'secularization' and 'disenchantment of the world'; shop-floor organization, cultural and organizational factors affecting the intensity of labour, and the extent to which factory production requires new concepts of time and new kinds of work discipline; the social organization of the industrial neighbourhood; gender relations in factory and neighbourhood; the extent to which industrial workers in 'the Third World' represent an 'aristocracy of labour', the contrast between workers in the organised sector and the unorganised sector, and the conditions under which the industrial workforce emerges as a class 'for itself'; trade-union activism; resistance to and collusion with management; local discourses about industrial pollution and environmental degradation.

Teaching: Lectures AN421 weekly, Seminars AN421.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Select reading list: J Nash, *We eat the Mines and the Mines eat us: Dependency and Exploitation in Bolivian Tin Mines* (1979); A Ong, *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia* (1987); D Wolf, *Factory Daughters: Gender, Dependency and Rural Industrialization in Java* (1992); S Westwood, *All Day, every Day: Factory and Family in the Making of Women's Lives* (1984); F Zonabend, *The Nuclear Peninsula* (1993); R Chandavarkar, *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-40* (1994); M Holmstrom, *South Indian Factory Workers: their Life and their World* (1976); M Holmstrom, *Industry and Inequality: towards a Social Anthropology of Indian Labour* (1984); J Parry, J Bremen & K Kapadia (Eds), *The Worlds of Indian industrial labour* (1999).

Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN422 **H NA 00/01**

The Anthropology of Religious Nationalism and Fundamentalism

Teachers responsible: Professor C Fuller, A505 and Dr V Beni, A506
Availability: For the MSc in Social Anthropology.

Core syllabus: The comparative ethnography and anthropological analysis of religious nationalism and fundamentalism in the non-western world.
Content: Conceptual problems in the definition of religious 'nationalism' and 'fundamentalism', with particular reference to Islam, Hinduism, Buddhism and non-western Christianity. The relationship between nationalism (and communalism and ethnicity) and fundamentalism, and the significance of violence in politico-religious conflicts, as illustrated by ethnographic material. The relationship between fundamentalism and religious reformism and scripturalism. The impact of fundamentalism on 'traditional' forms of popular and elite religion. Resistance to fundamentalism and religious nationalism, and the question of religious 'tolerance' in cross-cultural perspective. The relationship between nationalism and regionalism. Education, the transmission of knowledge and the historical construction of nationalism.

Teaching: Lectures AN422 weekly, Seminars AN422.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: L Caplan (Ed), *Studies in Religious Fundamentalism*; P Chatterjee, *Nationalist Thought and the Colonial World*; E Daniel, *Charred Lullabies*; V Das, *Critical Events; Mirrors of Violence*; M Davies, *Knowing One Another: Shaping an Islamic Anthropology*; S Gopal (Ed), *Anatomy of a Confrontation*; D Ludden (Ed), *Contesting the Nation*; T Madan, *Modern Myths, Locked Minds*.

Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN425 **H NA 00/01**

The Anthropology of China

Teacher responsible: Dr C Stafford, A609
Availability: For the MSc in Social Anthropology.

Core syllabus: The ethnography of China, Taiwan, Hong Kong and Singapore; anthropological approaches to issues in Chinese kinship, religion, education and political-economy.
Content: Chinese kinship: descent, lineages and ancestral cults, marriage, affinity and gender. Chinese popular religion: Daoism, Buddhism and Confucianism; local religion and the community; pilgrimage, spirit mediumship and healing. Literacy, education and nationalism in China; popular culture and the state. Anthropological studies of the Chinese economy.

Teaching: Lectures AN425 weekly, Seminars AN425.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.
Reading list: E Ahern, *Chinese Ritual and Politics*; D Davis & S Harrell (Eds), *Chinese Families in the Post-Mao Era*; H Baker & S Feuchtwang (Eds), *An Old State in New Settings*; S Feuchtwang, *The Imperial Metaphor: Popular Religion in China*; P Steven Sangren, *History and Magical Power in a Chinese Community*; C Stafford, *The Roads of Chinese*

Childhood; R Watson & P Ebrej (Eds), *Marriage and Inequality in Chinese Society*; J Watson & E Rawski (Eds), *Death Ritual in Late Imperial and Modern China*; H. Gates, *China's Motor: A thousand years of petty capitalism*. Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN426 **H**

Film and Photography in Anthropological Practice and Theory

Teacher responsible: Professor P Loizos
Availability: For the MSc in Social Anthropology.

Core syllabus: The object of the course is to familiarize students with film and the photographic image as sources of ethnographic information, as contributions to the social sciences in a descriptive, evocative and analytic role and as problematic cultural but intellectually provocative representations.
Content: The course considers the problem of realism, and its special importance for the documentary tradition; the historical development of the main ethnographic film-making approaches; (naive documentation realism; observationalism; participatory documentary; symbolist documentary; reflexive filming); problems of validation, verification and interpretation of early photographs of indigenous peoples; recent reactions against naive realism and against the observational movement; post-modern developments in ethnographic film, media representations of 'otherness', of ethnic conflict and refugees. The course also examines the need for written contextualization of historical images and films, and the opponents of this view. The course also examines in detail a number of significant benchmark films, and leading theoretical debates surrounding the ethics of responsible documentary representations of cultures and individual persons, and where possible consider how photographs and films are to be viewed in the light of existing written ethnography.

Teaching: Lectures AN426 weekly, Seminars AN426.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E H Gombrih, *Art and Illusion*; Crawford & Turton, *Film as Ethnography*; B Nichols, *Representing Reality*; Gross, Katz & Ruby, *Image Ethics*; L Taylor, *Visualizing Theory*; P Loizos, *Innovation in Ethnographic Film*; E Edwards, *Photography & Anthropology*; D MacDougall, *Transcultural Cinema*; C Pinney, *Camera Indica: The Social Life of Indian Photographs*; I 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 and MacDougall, *To Live with Herds*; Preloran, *Imaginerio*; Kildea and Leach, *Trobrriand Cricket*; Kildea, *Valencia Diary*; Dunlop & Morphy, *Madarra 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 00/01**

The Anthropology of South-West Asian and North African Societies

Teacher responsible: Dr M Mundy, Room A507
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; Khalidunism 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, luxury of language; regional ethnographies (2 or 3 to be considered in any year): Anatolia/Turkey, Iran, Yemen, Palestine/Israel, Morocco, Algeria, Syria/Lebanon, Egypt, Sudan.

Teaching: Lectures AN427 weekly, Seminars AN427.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: L Abu-Lughod, 'Anthropology's Orient: the Boundaries of Theory on the Arab World' in H Sharabi (Ed), *Theory, Politics and the Arab World: Critical Responses*; J Berque, *Essai sur la Methode Juridique Maghrebine*; P Bourdieu, *Algeria*; D Eickelman, *The Middle East: An Anthropological Approach*; E Evans-Pritchard, *The Sanusi of Cyrenaica*; E Gellner, *Muslim Society*; M Gilsenan, *Recognizing Islam*; A Hourani, *A History of the Arab Peoples*; I Khalidun, *The Mugaddima*; E Peters, *The Bedouin of Cyrenaica: Studies in Personal and Corporate Power*; ((Eds) J Goody & E. Marx); B Messick, *The Calligraphic State*; G Tillon, *The Republic of Cousins*. Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN429 **H NA 00/01**

The Anthropology of Southern Africa

Teachers responsible: Dr D James, A616
Availability: For the MSc in Social Anthropology.

Core syllabus: This course serves as an introduction to the ethnography of

Southern Africa. Topics to be considered include labour migration, urbanisation, transformations in land tenure and land use, changing kinship and gender relations, ethnicity and identity, and the role of performance and expressive culture in managing social transformation. Throughout the course, the effects on local communities of apartheid and of its demise will be a central concern.

Content: The ethnography of South and southern Africa has played a formative role in social anthropology, generating some of the key theoretical issues which underpin the discipline. This course provides students with an opportunity to understand changes in anthropological theory and practice by comparing the classic ethnographic texts with more recent writings from the same regions. Areas covered include South Africa, Lesotho, Swaziland, Botswana, Mozambique and Zimbabwe. The course, through looking at the new significance of institutions which appear to have remained intact, concerns itself with analyzing processes of social change and continuity. In particular, it examines some of the social effects of the apartheid regime, and of its demise. It looks not only at objective changes in political economy and livelihood, but also the forms of expressive culture through which these changes are expressed by those experiencing them. It develops students' ethnographic knowledge about specific communities, and also equips them with the skills to address key theoretical issues from the broader corpus of anthropological writings, in the context of data from this particular region.

Teaching: Lectures AN429 weekly, Seminars AN429.A.
Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: J Comaroff, *Body of Power, Spirit of Resistance*; J L & J Comaroff, *From Revelation to Revolution*; D Coplan, *In the Time of Cannibals: The Word Music of South Africa's Basotho Migrants*; V Erlman, *Nightsong*; R Gordon & A D Spielgel, 'Southern Africa Revisited' *Annual Review of Anthropology*; M Hunter, *Reaction to Conquest*; D James, 'I Dress in this Fashion' in H Hendrickson (Ed), *Clothing and Difference*; A Kuper, *Wives for Cattle: Bridewealth and Marriage in Southern Africa*; I & P Mayer, *Townsmen or Tribesmen*; C Murray, *Black Mountain*; L Vail & L White, *Power and the Praise Poem: Southern Africa Voices in History*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN430 **H NA 00/01**

The Anthropology of Governance in the Modern State

Teachers responsible: Dr M Mundy, A507
Availability: For the MSc in Social Anthropology.

Core syllabus: The course examines recent work by anthropologists on government and the modern state.

Content: The approach is one which conserves the central characteristics of anthropology - a careful documentation of informal and non-state modes of governance, an attempt not to take the European experience as model for political development in isolation from non-European societies, and a commitment to grant oral and observed sources an equal status to written sources in its account of social knowledge - but goes on to incorporate formal institutions and written codes in the analysis of governance. It treats 'the modern state' as a process of historical depth in which the encounter between European and non-European polities was central and hence includes within its compass work by anthropologists on colonial and post-colonial states. The course examines the following topics: anthropological typologies of states; government models of state and institutional religion (*religio*); literacy and the law: current debates; the regulation of kinship, gender and family; property and government; colonialism, post-colonialism and the state; the political person and the nation-state; The ethnography of the judiciary and the court; the ethnography of state violence; anthropology and the new institutionalism in the other social sciences.

Teaching: Lectures AN430 weekly, Seminars AN430.A weekly.
Reading list: J Cole & E Wolf, *The Hidden Frontier: Ecology and Ethnicity in an Alpine Valley*; L Fallers, *The Social Anthropology of the Nation-State*; M Herzfeld, *The Social Production of Indifference: Exploring the Symbolic Roots of Western Bureaucracy*; S Hutchison, *Nuer Dilemmas: Coping with Money, War and the State*; S Merry, *Getting Justice and Getting Even: Legal Consciousness among Working-Class Americans*; K Verdery, *What Was Socialism, and What Comes Next?*; B Yngvesson, *Virtuous Citizens, Disruptive Subjects: Order and Complaint in a New England Court*; A Gupta & J Ferguson (Eds), *Culture, Power, Place: Explorations in Critical Anthropology*; M Lazarus-Black & S Hirsch (Eds), *Contested States: Law, Hegemony and Resistance*; M Burawoy & K Verdery (Eds), *Uncertain Transitions: Ethnographies of change in the postsocialist world*.

Detailed reading lists are provided during at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN431 **H**

The Anthropology of Lowlands Latin America

Teacher responsible: Dr P Gow, A601
Availability: For the MSc in Social Anthropology.

Core syllabus: The course covers selected indigenous societies of Lowland South America, focusing on the interrelationships between politico-economic systems, social structures, cosmologies and historical relations to colonial and national societies.

Content: The course addresses the history and current state of anthropological analyses of the indigenous peoples of Lowland South America, with a concentration on recent developments in the ethnography of the region. The course focuses on these recent attempts to integrate the study of politico-economic systems, social structure, cosmology and external relations, with particular emphasis on the implications of how indigenous peoples of the region conceive of their own social lives and of the world in which they live.

Teaching: Lectures AN431 weekly, Seminars AN431.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E Viveiros de Castro, *From the Enemy's Point of View*; C Lévi-Strauss, *The Raw and the Cooked: The Story of the Lynx*; J Overing Kaplan, *The Piara: 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

Anthropological Linguistics

Teacher responsible: Dr M Jamieson

Availability: For the MSc in Social Anthropology.

Core syllabus: The relation of social anthropology to the study of language. The Sapir Whorf hypothesis. Semantics and pragmatics. Politeness. Language and thought. Political and religious language. Oratory. The ethnography of speaking.

Content: The course concerns the relation of language to culture and society. It looks at the history of the subject. It examines theories which see a relation between the way we think and the way we see the world. It looks at the anthropological and sociological implications of various types and theories of meaning. The course considers such issues as the hierarchy. The significance of forms of politeness is studied. The issue of the significance of literacy is examined.

Teaching: Lectures AN432 weekly, Seminars AN432.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN433

Anthropological Theories of Exchange

Teacher responsible: Professor J Parry, A613

Availability: For the MSc in Social Anthropology.

Core syllabus: Theories of the gift, reciprocity and exchange; the relationship between exchange and power; exchange and social inequality, and exchange and concepts of the person. Transactional moralities in the context of wider belief systems.

Content: The course re-examines the classic theories of exchange of such writers as Marx, Mauss, Malinowski, Lévi-Strauss and Sahlins, and reviews the most significant recent developments from, and discussions of their work. It considers such themes as the opposition between gift and commodity exchange; the concept of charity in a cross-cultural perspective; the relationship between ideologies of exchange and the concept of the person; the relationship between religious values and transactional moralities; the variable and problematic way in which the notion of reciprocity has been used in anthropological writing, and the impact of Western-style currency on 'traditional' exchange systems.

Teaching: Lectures AN433 weekly, Seminars AN433.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: M Sahlins, *Stone Age Economics*; J Parry & M Bloch (Eds), *Money and the Morality of Exchange*; M Taussig, *The Devil and Commodity Fetishism in South America*; J C Scott, *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*; B Malinowski, *Crime and Custom in Savage Society*; M Mauss, *The Gift: Forms and Functions of Exchange in Archaic Societies*; P Ekeh, *Social Exchange Theory: the Two Traditions*; C Lévi-Strauss, *The Elementary Structures of Kinship*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two hour examination in the ST.

AN434

The Anthropology of East and Central Africa

Teacher responsible: Dr T Sanders, C806

Availability: For the MSc in Social Anthropology.

Core syllabus: This course serves as an introduction to the ethnography of East and Central Africa. Topics considered include the impact of colonialism, labour migration, urbanisation, the changing nature of kinship and gender relations, capitalism and economic transformations, and political and religious change.

Content: East and Central Africa have been, and continue to be, major research areas in social anthropology. The wealth of documentation and published ethnography on these areas makes them especially suitable as an empirical base from which to explore issues of primary concern to the discipline. The main focus of the course will be on Kenya, Ethiopia, Uganda, Tanzania, Zambia, Zaire, Zimbabwe, Botswana and Rwanda. The central concern of the course will be the analysis of processes of social change and cultural continuity. There will be good opportunities to examine such issues as urbanisation, ethnicity, colonialism, as well as such topics as ritual, systems of ideas, witchcraft, and legal, political and economic institutions. The course offers the possibility of developing detailed ethnographic knowledge of particular communities, as well as the chance to address key theoretical issues in the context of a specific body of data. The course also enables students to understand the changing nature of anthropological theory and practice by comparing ethnographies from different periods in the discipline's development.

Teaching: Lectures AN434 weekly, Seminars AN434.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: H L Moore, *Feminism and Anthropology*; D Cohen & O Odhiambo, *Siaya*; T Hakansson, *Bridewealth, Women and Land*; D Parkin, *Palms, Wine and Witnesses*; N Long, *Social Change and the Individual*; J Pottier, *Migrants No More*; K Tranberg Hansen, *Distant Companions*; P Geschiere, *The Modernity of Witchcraft*; S. F. Moore, *Anthropology and Africa*; J. Goody, *The expansive moment*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN435

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

The Anthropology of Development

Teacher responsible: Dr D James, A616

Availability: For the MSc in Social Anthropology.

Core syllabus: This course is centred on an examination of, and an assessment of the validity and reconcilability of, two divergent perspectives: development anthropology, with its corpus of writings by practitioners working on practical projects, and the "anthropology of development", comprising a series of recent critiques of development theory and practice by anthropologists. This debate has encompassed a range of specific topics, including the anthropology of planning; indigenous technical knowledge and its use in agricultural projects; the culture of organizations; fertility and reproductive health; conservation and the environment. Literature ranges from writings at a high level of theoretical abstraction to those whose authors are anthropologists directly involved in development initiatives.

Content: Historical background: how development and its discourses were made, through and in the wake of the colonial encounter. A discussion of the role – both past and potential – played by anthropologists in this process. Anthropological insights into the planning process undertaken by states and by NGOs. Anthropological critiques of the notions of "participation" and "indigenous technical knowledge" which have been used in agricultural development, especially by NGOs; alternative views which see knowledge as fragmentary and performative. Local, cultural knowledge about forestation, deforestation, and wildlife conservation. The localization and contestation of globally-formulated concepts of human rights, and of state and international programmes of family planning and population control, which often fail to dovetail with local knowledge about fertility and reproduction. Regional ethnographies used include various parts of Southern and West Africa, China, the Caribbean, Latin America, South and South-East Asia.

Teaching: Lectures AN436 weekly, Seminars AN436.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E Croll & D Parkin, *Bush Base, Forest Farm: Culture, Environment and Development* (1992); J Crush (Ed), *Power of Development: A Escobar, Encountering Development, the making and unmaking of the third world* (1995a); J Fairhead & M Leach, *Misreading the African landscape: society and ecology in the forest-savanna mosaic and Reframing deforestation: global analyses and local realities with studies in West Africa* (1996); J Ferguson, *The Anti-politics machine "Development", depoliticization and Bureaucratic Power in Lesotho* (1994); J Ferguson 'Anthropology and its evil twin "Development" in the constitution of a discipline' in F Cooper & R Packard (Eds), *International Development and the Social Sciences* (1997); K Gardner & D Lewis, *Anthropology, Development and the Post-modern challenge* (1996); S Greenhalgh (Ed), *Anthropological contributions to fertility theory* (1994). Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

(ALL HALF UNIT COURSES CONSIST OF 10 WEEKLY LECTURES PLUS 10 WEEKLY SEMINARS)

Assessment: For full unit courses there is a 3-hour examination in the ST and for half unit courses there is a 2-hour examination in the ST. An essay of not more than 10,000 words on an approved topic.

AN900

A Programme of Ethnographic Films

Teachers responsible: Professor P Loizos and Dr B Placido, A612

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

DV400

Development: Theory, History and Policy

Teachers responsible: Dr J Putzel, T402, Dr E Francis, T301c 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.

Core syllabus: The course deals with definitions, causes and consequences of, and obstacles to, development and the corresponding expansion of the capabilities of people as social beings. It aims to integrate the concepts and perspectives of a range of disciplines and to consider: major trends of development and change in modern history and interpretations of them in the social sciences; contemporary social theory and its bearing on the policy and practice of development; critical appraisal of current development policy and an approach to human development.

Content: Concepts of 'development'. Historical evolution of paradigms of development and social change - liberalism, structuralism, capitalism, socialism. The international system. Institutional approaches to development - states, markets and voluntary sector agencies as mechanisms for development administration. Change processes in major regions - from amongst East Asia, Africa, former socialist countries, Latin America, South Asia. Special topics in development theory and policy from amongst - poverty, gender, agrarian change, the environment, globalisation, trade, governance, complex emergencies, and social movements.

Teaching: Twenty lectures (DV400) (each of two hours duration) + twenty seminar classes (DV400.A) (each of one and a half hours duration) will be given in the MT and LT.

Background readings: R Bates (Ed), *Towards a Political Economy of Development*, 1988; D Booth (Ed), *Rethinking Social Development: Theory, Research and Practice*, 1994; J Drèze & A Sen, *Hunger and Public Action*, 1989; P Evans & others, *Bringing the State Back In*, 1985; K Griffin, *Alternative Strategies for Economic Development*, 1989; J Ferguson, *The Anti-Politics Machine*, 1990; G M Meier, *Leading Issues in Development Economics*, 1989; D North, *Structure and Change in Economic History*, 1981; A Sen, *Resources, Values and Development*, 1984; C Leys, *The Rise and Fall of Development Theory*, 1996; UNDP, *Human Development Reports*, 1990-1998; R Wade, *Governing the Market*, 1990; World Bank, *World Development Reports*, 1990-2001; M Wuyts & others, *Development Policy and Public Action*, 1992.

A detailed reading list will be presented at the beginning of term.

Written work and Assessment: Students will write at least two essays for presentation and evaluation in class. The course will be assessed through a three-hour examination taken in the ST.

DV402

The Politics of Southeast Asian Development

Teacher responsible: Dr J Putzel, T402

Availability: For MSc in Development Studies, MSc in Comparative Politics, MSc in Development Management, MSc in Public Administration and MSc in Public Policy. Other qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teacher responsible.

Core syllabus: A review of contemporary problems of development in Southeast Asia employing historical, thematic and institutional approaches to comparative political analysis of states and markets in the region.

Content: The course will cover literature concerning five of the ten countries in Southeast Asia: Thailand, Philippines, Vietnam, Indonesia and Malaysia. The first part of the course will concentrate on comparative political history and the institutional foundations of development in the region: contrasting experiences of colonialism; differing impact of nationalism, religion and ethnicity on state formation and political and social movements; divergent incentive patterns for agricultural and industrial development. The second part will be devoted to contemporary political problems, issues and debates in the development process: the demise of communist movements, the state's role in the market, the role of overseas Chinese business networks, economic liberalisation, agrarian change, the impact of social and economic change on women and on the environment, pressures for democratisation and the emergence of civil society. We will explore some of the major debates about the nature of the political systems in the region and demonstrate the value of studying the politics of the development process. Particular attention will be placed on discussions of different methodological and theoretical approaches to the study of politics.

Teaching: The course will consist of 18 one and a half-hour lectures in the MT and the LT and 18 one and a half hour seminars held in the MT and the LT. The seminars will be based on a discussion of student presentations of the readings.

Written work: Students will be expected to present at least two written essays.

Background readings: A detailed weekly reading list will be provided at the first course meeting. K Hewison, G Rodan & R Robison (Ed), *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, *Booby 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 E A Brett, T401a and Mr J Djihon, T404

Availability: For MSc Development Management; MSc Development Studies; MSc Environment and Development. Other qualified graduate students may take this course as permitted by the regulations for their degrees and with permission of the teacher responsible.

Core syllabus: An examination of the literature exploring the reasons for success and failure in the varied institutions of the state, market or civil society which determine the success or failure of development programmes and projects.

Content: The course will review literature dealing with the principles governing the institutions and organisations through which programmes and projects are implemented. It will examine the variety of functions they must perform; the structures they can assume; the incentive systems which motivate them and how they relate to differing political, economic and social conditions. It will consider recent literature which re-evaluates the way these problems are understood, looking in particular at recent developments in economics, public sector management, and social policy. It will focus on the role of hierarchy, competition and participation in providing different kinds of services in different kinds of situations. It will provide an analytical basis for making judgements about institutional reform programmes by showing how different kinds of institution and organisations – centralised bureaucracies, markets, participatory and solidaristic agencies – operate to provide services in practice. The main purpose of the course will be to strengthen student's capacity to use rigorous theory to solve practical problems. However students will be encouraged to re-evaluate their own practical experience as workers in organisations or consumers of their services during class discussions.

Teaching: There will be 17 two hour lectures and one-and-a-half hour seminars over the MT and LT. During the LT students doing the Development Management degree programme will conduct group research projects on topics identified by development agencies. A lecture and workshops will be organised to assist student groups to formulate their proposals and report back to their Agencies.

Background readings: A detailed weekly reading list will be provided at the first course meeting. E A Brett, 'Voluntary agencies as development organizations: theorizing the problem of efficiency and accountability', *Development and Change*, 24, April 1993; C. Clague, *Institutions and economic development*, Johns Hopkins, 1997; M Edwards & D Hulme, *Non-Governmental organisations – performance and accountability*, Earthscan, 1995; M Esman, *Management dimensions of development*, Kumian Press, 1991; A O Hirschman, *Exit, Voice and Loyalty*, Harvard, 1970; O Hughes, *Public Management and Administration*, Macmillan, 1994; E Ostrom & others, *Institutional incentives and sustainable development: infrastructure policies in perspective*, Westview, Boulder, 1993; V Ostrom, *Rethinking institutional analysis and development: issues and alternatives*, International Center for Economic Growth, San Francisco, 1988; S Paul, *Accountability in public services: exit, voice and capture*, World Bank Discussion Paper, Washington, 1990; D Robinson & others, *Managing development*, Sage, 1999; G Thompson & others, *Markets, hierarchies and networks*, Open University, 1990; O E Williamson, 'The economics of organisation: the transaction cost approach', *American Journal of Sociology*, Vol 87, No 3, 1981.

Assessment: The course will be assessed by a 3 hour unseen examination in the ST worth 80% and by two 2,000 word essays (the best of which will count) worth 20%. Students from the MSc Development Management programme will submit an individual report on their research project to fulfil the examination requirement of DV410.1.

DV407

Poverty

Teacher responsible: Professor A Saith, T301b

Availability: For students taking the MSc in Development Studies; MSc Development Management; MSc Environment and Development. Other suitably qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teacher responsible.

Core syllabus: A policy-oriented multi-disciplinary analysis of issues concerning poverty and human development, structured in three parts; concepts and measurement, processes and causalities; and interventions and responses.

Content: The course discusses conceptual dimensions of poverty, deprivation and human development, covering alternative approaches, measures and methods of quantification, including absolute and relative poverty measures, functioning and capability, various social indicators and

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human development indices, and contrasting methods based on the self-perception of the poor; these are used to identify the overlapping constituencies of the poor. Patterns and trends in the incidence of poverty and levels of human development are reviewed against regional differences in structural conditions and development strategies. Socialist and other 'non-capitalist' development projects, trickle-down debates with reference to both industrialisation-led and agriculture-led growth strategies, and the relationship between globalisation, structural adjustment programmes and poverty/human development are analysed. Four topics receive special attention: agricultural intensification strategies and their outcomes in terms of rural socio-economic differentiation and exclusion; gender dimensions of growth, dealing with the topic both at global/macro, as well as at household/micro levels; population-food-poverty nexus, and the growth-environment-poverty chain, where also the multiple linkages are dealt with separately at global/macro and local/micro levels.

The rationale and experience of alternative targeting strategies are investigated. Subsequently, various categories of interventions to consider poverty reduction are considered. The course will incorporate case materials drawn from the experience of African, Asian and Latin American economies; special attention is paid to the position of structurally disadvantaged groups within the poor, especially rural women and marginalised communities.

Teaching: The course will be taught during MT and LT and will consist of 20 one and a half hour lectures and 20 seminars/workshops each of one and a half hours.

Background readings: Detailed reading lists for different sections will be provided at the start of the course. B Agarwal, *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge University Press, 1994; R Chambers, *Rural Development: Putting the Last First*; M Desai, *Poverty, 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 (Ed), *The Distribution of Income in China*, St. Martin's Press, 1993; S Rowbotham & S Mitter (Ed), *Dignity and Daily Bread: New Forms of Economic Organising among Poor Women in the Third World and the First*, Routledge, 1994; A Saith, 'Development Strategies and the Rural Poor', *Journal of Peasant Studies*, Vol 17, No 2; T W Schultz, *The Economics of Being Poor*, Blackwell, 1993.

Assessment: Two-hour unseen examination held in the ST (50%); one 5,000 word essay to be submitted at the start of ST (50%).

DV409

Economic Development Policy

Teachers responsible: Dr D Weinhold, T401b and Mr M Goldstein, T405
Availability: This course is for students taking the MSc in Development Studies and the MSc in Development Management; MSc Environment and Development or from other departments who have had undergraduate second level courses in intermediate macro and microeconomics to a level assessed as adequate by the teachers responsible. Other suitably qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teachers responsible.

Core syllabus: This course focuses on analytically and empirically rigorous analyses of economic policies in developing countries. Increasing data availability has meant that the effectiveness of development policies, in terms of improving welfare and promoting growth, can now be analysed much more rigorously using a variety of quantitative techniques. By looking at how this approach can be applied to a range of development issues the course will provide an overview of new thinking on the design of public policy to improve growth and welfare in developing countries. There is a strong emphasis on regression and other econometric techniques, which allow us to critically assess public policies, in the course.

Content: The course consists of one lecture on the interpretation of empirical regression analysis and the role of quantitative methods in policy evaluation, nine lectures focusing on policies related to macroeconomic issues, and ten lectures on policies relating to microeconomic issues. Macroeconomic topics to be discussed include comparative historical analysis of economic structures; policy implications of competing theories of economic growth; determinants of growth; trade policy; foreign direct investment; international financial flows; globalisation, structural adjustment and transition; democratization and human and social capital accumulation. Microeconomic topics include fiscal reform and the role of the state; redistribution, growth and welfare; targeting and transfers; employment programs; asset redistribution; credit rationing and microfinance; off-farm diversification and an examination of the role of decentralization and non-state actors (eg NGOs).

Teaching: The course will be taught during MT and LT and will consist of 20 one and a half hour lectures and 20 seminars/classes of one and a half hours each.

Background readings: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include D Ray, *Development Economics* (1998) which will serve as the course text, A Deaton *Analysis of Household Surveys: a Microeconomic Approach to Development Policy* (1997); J Behrman & T N Srinivasan *Handbook of Development Economics* (1995); P Krugman, *The Accidental Theorist: Recent Dispatches from the Dismal Science* (1998).

Written work and Assessment: Students will be assessed both by continuing evaluation (20%) and by a three-hour written examination to be held in the ST (80%).

DV410

Research Design and Dissertation in Development Studies and Development Management

Teachers responsible: Dr E A Brett, T401a, Dr E Francis T301c and all DESTIN staff

Availability: Compulsory for MSc Development Studies; MSc Development Management; where this must be taken with DV410.1 (see separate course guide). Also for MSc Gender and Development; MSc Environment and Development; MSc Anthropology and Development.

Core syllabus: Students will design a detailed research proposal on a topic within Development Studies/Management under the supervision of a member of the DESTIN staff, through individual tutorials. The student research projects and proposals will form the basis for discussion in research seminars held during the ST.

Content: The research proposal will identify a key question for investigation, the theoretical and methodological framework to be employed in the work, a justification for why the topic is theoretically and empirically important in reference to the literature and a tentative outline and preliminary bibliography. Student projects will be presented to research seminars for debate and discussion.

Teaching: In the MT, students will take DV410.1 (see separate course guide). Students will attend individual tutorial sessions with their supervisors during MT and LT to design their research proposals, the topic of which must be approved by the supervisor. Proposals will be evaluated commented upon and approved by staff. Students will present their research projects during Research Seminar Classes to be held in the ST.

Written work and Assessment: Students will submit a research proposal of not more than 2,000 words before the start of ST, which will be evaluated, commented upon and must be approved before proceeding to write the dissertation. Students will submit a dissertation of not more than 10,000 words by 3 September.

DV410.1

Social Research Methods in Developing Countries

Teachers responsible: Dr D Weinhold T401b, Dr E Francis, T301c and all DESTIN staff

Availability: For those taking DV410.1.

Content: This course is intended to introduce students to the social research methods used in development studies and to provide them with a methodological framework for working on their dissertation.

Teaching: Teaching will consist of ten lectures overviewing Development Studies research, essay and dissertation writing in the MT, individual tutorial sessions with supervisors throughout the MT, LT and ST, and 4 two hour workshop sessions discussing dissertation proposals in the ST. Students will also attend 20 Visiting Lectures presenting recent research or practical experience in the development field in MT and LT.

Background readings: D Casley & D J Lury, *Data Collection in Developing Countries*; J Chataway, A Thomas & M Wuyts (Ed), *Finding out Fast*; M Bulmer & D P Warwick (Ed), *Social Research in Developing Countries: surveys and censuses in the Third World*; S Devereux & J Hoddinott (Ed), *Fieldwork in Developing Countries*; R Ellen (Ed), *Ethnographic Research: a guide to general practice*; P Bardhan (Ed), *Conversations between Economists and Anthropologists*; V Verma, 'World Fertility Survey Methods' and J C Caldwell, 'Strengths and limitations of the Cleland & J Hobcraft (Ed), *Reproductive Change in Developing Countries*; C Bell, P Hazell & R Slade, *Project Evaluation in Regional Perspectives: A study of an irrigation project in northwest Malaysia*; OXFAM, *Evaluating Social Development*.

Assessment: Students will write a 2000 word essay worth 20% of the final mark for DV410 [MSc Development Management students present an essay linked to their research project for DV406].

DV412

Complex Emergencies

Teacher responsible: Dr D Keen, T501c

Availability: For students taking the MSc in Development Management, 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.

Core syllabus: The course will deal with a wide range of interdisciplinary issues so as to enable students to understand the causes and consequences of the kinds of social, economic and political breakdown which are involved in complex emergencies, the political and practical aspects of crisis intervention (and relief) at different levels, and of the processes of rehabilitation and reconstruction.

Content: The course aims to provide students with the ability to analyse the consequences and (more especially) the causes of civil conflicts as well as the ability to consider what kinds of external interventions might best ameliorate these consequences and address these causes.

The course begins by examining the changing nature of civil wars in the post-Cold War era, including the fracturing of lines of command and the growing importance of 'crime' and economically-motivated violence. Alongside the analysis of war, the course examines the causes and nature of famine, emphasising the need to understand the strategies of those experiencing famine as well as the (economic and political) strategies of those who may seek to benefit from famine. This analysis is extended into a consideration of how best to assist refugees, and the pitfalls surrounding the 'repatriation' of refugees.

In examining the strengths and weaknesses of 'the international humanitarian system', the course considers the possibility that policies

which appear to be failing (in terms of the needs of disaster victims) may nevertheless serve a range of functions for the individuals and organisations involved in their design and implementation, whether at local, national or international levels. The course examines the priorities and dilemmas of aid organisations, and the economic and political factors affecting flows of information within the humanitarian system. This includes consideration of the role of the media. The psychological causes and consequences of violence are examined, as well as the implications for interventions. The course also looks at war-endings, at processes of social healing and reconstruction, and at rehabilitation.

A number of case-studies are highlighted, including Sudan and Sierra Leone. The focus is principally on Africa, but the course also includes consideration of crises in Asia, Latin America and Europe.

Teaching: The course will be taught during MT and LT and will consist of 18 lectures of between one and one and a half hours and 17 seminars/workshops each of one and a half hours.

Background readings: A detailed weekly reading list will be provided at the first course meeting. T Allen (Ed), *In Search of Cool Ground: war, flight and homecoming in northeast Africa*, James Currey, 1996; T Allen & H Morsink, *When refugees go home*, UNRISD, 1994; B Harrell-Bond, *Imposing Aid: emergency aid to refugees*, OUP, 1986; J Harriss (Ed), *The Politics of Humanitarian Intervention*, Pinter, 1995; International Committee of the Red Cross, *World Disaster Report*, 1994, onwards; J Macrae & A Zwi (Ed), *War and Hunger: rethinking international responses to complex emergencies*, Zed, 1994; J Mayall (Ed), *The New Interventionism 1991-94: UN experiences in Cambodia, former Yugoslavia and Somalia*, CUP, 1996; A de Waal, *Famine That Kills: Darfur, Sudan 1984-85*, OUP, 1989; D Keen, *The Benefits of Famine*, Princeton, 1994; A de Waal, *Famine Crimes*, James Currey, 1997.

Assessment: One unseen 3-hour examination in the ST worth 80% and continuous assessment of class essays worth 20%.

DV413

Institutions, Environmental Change and Development

Teacher responsible: Dr S Batterbury, T301a

Availability: For students taking the MSc Environment and Development, MSc in Development Studies, or the MSc in Development Management, and for those taking other MSc programmes with the approval of the course teacher and their own programme directors.

Core syllabus: The course is about the institutions that regulate the interactions between society and the natural environment, at the local and national levels (the international level is dealt with in DV415). The course is also concerned with how these relationships are perceived and understood in particular development contexts.

Content: 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. The course covers: 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 one and a half-hour lecture each week, and one one-and-a-half hour class 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 Redcliff (Eds), *Social Theory and the Global Environment*, Routledge, 1994; P Blaikie, *The Political Economy of Soil Erosion*, Longman, 1985; P Blaikie & H Brookfield, *Land and Society*, Routledge, 1987; J Fairhead & M Leach, *Misreading the African Landscape: society and ecology in a forest-savanna mosaic*, Cambridge University Press, 1996; J Hannigan, *Environmental Sociology: A Social Constructionist Perspective*, Routledge, 1995; M Leach & R Mearns (Eds), *The Lie of the Land: challenging received wisdom in African environmental change and policy*, James Currey, 1996; M Leach, R Mearns & I Scoones, 'Community-Based Sustainable Development: Consensus or Conflict?', *IDS Bulletin*, 28, 4, 1997; T O'Riordan, *Environmental Science for Environmental Management*, Prentice Hall, 2000; E Ostrom, *Governing the Commons*, Cambridge University Press, 1990; R Peet, & M Watts (Eds), *Liberation Ecologies: environment, development, social movements*, Routledge, 1996; I Scoones (Ed), *Living With Uncertainty: New Directions in Pastoral Development*, IT Publications, 1995; M Tiffen et al, *More People, Less Erosion: Environmental Recovery in Kenya*, John Wiley, 1993; M Thompson et al, *Uncertainty on a Himalayan Scale*, Ethnographica, 1986.

Assessment: MSc Environment and Development Students (stream A): Two hour Exam (80%) and a 5000 word paper which is the shared assessment for DV413 and DV415. All other students: Two hour Exam (80%) and an essay of at least 2,000 words (20%)

DV415

Institutions and the Global Environment

Teacher responsible: Dr S Batterbury, T301

Availability: For students taking the MSc Environment and Development,

MSc in Development Studies, or the MSc in Development Management, and for those taking other MSc programmes with the approval of the course teacher and their own programme directors.

Core syllabus: The course focusses upon the institutions, and their politics, which are involved in the regulation of the interactions between society and the environment at the international and global level. As in the other half-unit course with which this is associated (DV413), we examine how the institutions of the 'global system' impose constraints upon, and present opportunities for the promotion of sustainable development.

Content: We look at the institutions and agreements set up to tackle international and global environmental concerns (particularly climate change), and the significant environmental challenges raised by business activity, trade, development actors, and urbanisation, covering the Science of Global Environmental Change; Sustainable Development, UNCED and After; International Governance, State Politics and international NGOs; Multilateral Development Banks and Development Assistance; International corporations and the environment; Sustainable Trade – Who Benefits?; Global Cities and The Environment; the Politics of Global Environmental Change.

Teaching: There will be one and a half-hour lecture each week, and one one-and-a-half hour class 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 – 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 Redcliff (Eds), *Social Theory and the Global Environment*, Routledge, 1994; S Buck, *The Global Commons: An Introduction*, Earthscan, 1998; R Lidskog et al, *Consuming Cities: The Urban Environment in the Global Environment after Rio*, Routledge, 2000; R Mikesell & L Williams, *International Banks & the Environment*, Sierra Club Books, 1993; M Miller, *The Third World in Global Environmental Politics*, Lynne Reiner, 1995; G Porter & J Welsh Brown, *Global Environmental Politics*, Westview Press, 1991; T O'Riordan, *Environmental Science for Environmental Management*, Prentice Hall, 2000; T O'Riordan & J Jager (Eds), *The Politics of Climate Change: a European perspective*, Routledge, 1996; T Princen & M Finger, *Environmental NGOs in World Politics*, Routledge, 1994; B Rich, *Mortgaging the Earth: the World Bank*, Earthscan, 1994; S Rayner & E Malone (Eds), *Human Choice and Climate Change*, Battelle Press, 1998; N Robins et al, *Who Benefits? A Social Assessment of Environmentally Driven Trade*, IIED, 1999; I Rowlands, *The Politics of Global Atmospheric Change*, Manchester University Press, 1995; W Sachs (Ed), *Global Ecology: Conflicts and Contradictions*, Zed Books 1993; R Wade, 'Greening the Bank: the struggle over the Environment 1970-1995' in D Kapur, J Lewis & R Webb (Eds), *The World Bank: its first half century*, Brookings, 1997; O R Young (Ed), *The Effectiveness of International Environmental Regimes*, MIT Press, 1999.

Assessment: MSc Environment and Development Students (stream A): Two hour exam (80%) and a 5000 word paper which is the shared assessment for DV413 and DV415. All other students: Two hour exam (80%) and an essay of at least 2,000 words (20%)

Assessment: MSc Environment and Development Students (stream A): Two hour exam (80%) and a 5000 word paper which is the shared assessment for DV413 and DV415. All other students: Two hour exam (80%) and an essay of at least 2,000 words (20%)

DV416

Gender, Institutions and Social Development

Teacher responsible: Dr E Francis T301c

Availability: For MSc Gender & Development; MSc Gender & Social Policy; MSc Social Policy and Planning in Developing Countries; 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 Working 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 Lieveley,

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: Dr M Kaldor, M206

Availability: For MSc in Development Studies, Anthropology and Development, Development Management, Gender and Development, Environment and Development

Core syllabus: This course will introduce students to the concept of global civil society and at the same time will provide an overview of transnational civil society organisations and their relation to other global actors. It will emphasise the character of global civil society as a contested arena and the context of both integration and fragmentation that is associated with globalization.

Content: The first half of the course will focus on the theories that contribute to the concept of the global civil society. Topics covered will include: overview of the contemporary debate about global civil society; globalisation and the changing character of sovereignty; theories of civil society; perpetual peace theories and ideas of international order; the politics of cosmopolitanism and particularism. The second half of the course will be more practical; it will include the growth of transnational civil society organisations (transnational social movements and NGOs, international media, religious networks, international business associations, etc), their relationship to other global institutions, particularly international organisations like the United Nations or the European Union, and to transnational corporations, and finally the influence of global civil society on specific issues, eg war, human rights, democracy, development or the environment.

Teaching: The course will consist of ten one and a half hour lectures in the LT and ten one and a half hour seminars which will be student-led.

Written work and Assessment: Students will be expected to write one term paper and give one oral presentation on a different subject. The course will be assessed by the term paper (20%) and a two hour examination in the ST (80%)

Background reading list: A Arato & J Cohen *Civil Society and Political Theory*, MIT Press, 1992; Daniele Archibugi, David Held & Martin Kohler, *Reimagining Political Community*, Polity, 1998; Neera Chandhoke, *State and Civil Society: Explorations in Political Theory*, Sage, 1995; Paul Ekins, *A New World Order: Grassroots Movements for Global Change*, Routledge, 1994; Richard Falk, 'The Global Promise of Social Movements: Explorations at the edge of Time', *Alternatives*, Vol 12, 1987; Ernest Gellner, *Conditions of Liberty: Civil Society and its Rivals*, Hamish Hamilton, 1994; Jurgen Habermas, *Between facts and Norms: Contribution to a Discourse Theory of law and Democracy*, David Held, *Models of Democracy*, Polity Press, 1996; D Hulme & M Edwards, *NGOS, States and Donors: Too Close for Comfort*, Macmillan, 1997; Allen Hunter, 'Globalization from Below? Promises and Perils of the New Internationalism', *Social Policy*, Vol 25, No 4, 1995; Mary Kaldor, 'Transnational Civil Society' in Tim Dunne & Nick Weaver (Ed) *Human Rights in Global Politics*, Cambridge University Press, 1999; John Keane, 'Despotism and Democracy' in John Keane (Ed), *Civil Society and the State*, Verso, 1988; John Keane, *Civil Society*, Polity, 1999; Ronnie D Lipschutz, 'Reconstructing World Politics: The Emergence of Global Civil Society', *Millennium: Journal of International Studies*, Vol 21, No 1, 1992; Robin Luckham & Gordon White (Eds), *The Jagged Wave: Democratisation in the South*, Manchester University Press, 1996; *Building Civil Society World-Wide: Strategies for Successful Communication*, Civicus Publications, 1997; A Seligman, *The Idea of Civil Society*, Princeton University Press, 1992; Sidney Tarrow, *Power in Movements, Collective Action and Politics*, Cambridge University Press, 1994; P Waterman, *Globalization, Social Movements, and the new internationalism*, Mansell, 1998; Thomas Weiss & Leon Gordenker (Eds), *NGOS, the UN and Global Governance*, Lynne Reiner, 1996; P Willetts, (Ed), *The Conscience of the World: The influence of Non-Governmental Organisations in the UN System*, Hurst, 1996.

DV418

African Development

Teachers responsible: Dr T Allen, T501b and Dr E Francis, T301c

Availability: For students taking the MSc in Development Studies, MSc Development Management, MSc Anthropology and Development, MSc Gender and Development, MSc Environment and Development 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 and literature and film. The course will introduce students to qualitative approaches to the study of Africa as well as a capacity to appreciate quantitative data. Emphasis will be given to African perspectives on Africa as expressed in academic writings, literature and the media.

Content: The first part of the course will analyse 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. The second component of the course will provide an evaluation of key development interventions.

These will include the impact of structural adjustment programmes, rural development and land reform and the activities of aid agencies and non-government organisations. Here, particular attention will be paid to changing approaches to promoting public health. The third part of the course will draw on anthropological and sociological approaches to examine African responses to social change through a focus on changing livelihoods; migration and gender dimensions of social change and African literature and film.

Teaching: The course will be taught through ten lectures and ten classes, both lasting one-and-a-half hours.

Background readings: A detailed weekly reading list will be provided at the first course meeting. The following readings provide an introduction to the course:

M Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, 1996; J-F Bayart et al, *The Criminalization of the State in Africa*, 1999; S Berry, *No Condition is Permanent*, 1993; R Werbner & T Ranger, *Post-Colonial Identities in Africa*, 1996; D Bryceson & V Jamal, *Farewell to Farms: De-agrarianisation and Employment in Africa*, 1997; E 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; J Janzen, *The Quest for Therapy: Medical Pluralism in Lower Zaire*, 1978; 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 in 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

The State and Political Change in North Africa

Teacher responsible: Dr H J R Roberts Y006

Availability: For MSc Comparative Politics, MSc Development Studies, MSc Development Management, MSc Anthropology and Development. 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 ten one and a half hour seminars in the MT.

The seminars will be based on a discussion of student presentations of the readings.

Background readings: Ernest Gellner & Charles Micaut (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.

ECONOMICS

EC400

Mathematics for MSc Economics (September Course)

Teacher responsible: Dr A Horsley, S275

Availability: This course is for the MSc in Economics, MSc in Global Market 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 class.

Reading list: Lecture handouts are made available to students taking the course. The main book is C P Simon & L Blume, *Mathematics for Economics*, W W Norton, 1994. Other useful texts are: S Glaister, *Mathematical Methods for Economics*, B Blackwell, 1984; P Lambert, *Advanced Mathematics for Economics*, B Blackwell, 1985; C Birchenhall & P Grout, *Mathematics for Modern Economics*, P Allan, 1984; B Beavis & I Dobbs, *Optimization and Stability Theory for Economic Analysis*, Cambridge, 1990. The relevant chapters of E T Dowling, *Schaum's Outline of Theory and Problems of Mathematics for Economists*, McGraw Hill, 1992, may also be useful.

Assessment: A three-hour written examination at the end of September.

EC401

Statistics for MSc Economics (September Course)

Teacher responsible: Dr B Blight, B615

Availability: This course is for the MSc in Economics, MSc Economics and Finance, MSc in Economics and Philosophy, MSc in Global Market Economics and for other graduate students only with the permission of Dr A Horsley.

Core syllabus: The aim of this course is to provide students with the essential statistical theory and methods background for the core courses of the MSc Economics programme.

Content: Descriptive measures, probability, random variables, point and interval estimation, hypothesis testing, correlation and regression, introduction to time series.

Teaching:

Lectures EC401: 38 hours in September.

Classes EC401.A: 9 hours in September.

Written work: Exercise sheets and notes to accompany each lecture are provided.

Reading list: Paul Newbold, *Statistics for Business and Economics*, 4th edn, Prentice Hall is recommended.

Assessment: A three-hour written examination at the end of September.

EC402

Methods of Economic Investigation I

Teachers responsible: Professor S Nickell, S583 and Dr V Hajivassiliou, S564

Availability: The course is for the MSc in Economics, MSc in Economics and Economic History, MSc in Economics and Philosophy, MSc in Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. A knowledge of calculus, linear algebra, probability and statistics are assumed to the level of the September courses in Mathematics and Statistics. Some knowledge of elementary econometrics will obviously be useful although not absolutely essential.

Core syllabus: The course aims to present and illustrate the techniques of empirical investigation in economics.

Content: Main Course Outline:

1. Regression models with fixed regressors (simple and multiple). Least squares. Goodness of fit and hypothesis testing.
2. Regression models with stochastic regressors.
3. Asymptotic Theory and its application to the regression model.
4. An example of regression using experimental data estimating the impact of class size on school performance.
5. The partitioned regression model, multicollinearity, misspecification, omitted and added variables.
6. Heteroskedasticity and Generalized Least Squares.
7. Measurement Errors and Instrumental Variables.
8. An example of the omitted variable problem. The omission of ability in the determination of the rate of return of schooling.
9. The method of maximum likelihood.
10. The analysis of time series. Basic concepts; the autoregressive process; asymptotic theory.
11. Regression models in time series. Distributed lags; autocorrelated disturbances; estimation methods.
12. Diagnostic tests, model selection.

13. Simultaneous equations. Structural and reduced forms; identification, two stage least squares. Dynamic simultaneous equation systems.

14. Co-integration and error correction models.

15. Rational expectations – theory and econometric practice.

Teaching:

Lectures EC402: Main course 40 (twice weekly) MT and LT.

Supplementary course 8 (once fortnightly) MT and LT (Dr S Pischke).

Classes EC402.A: 20 Sessional.

Written work: Exercises are provided each week and are discussed in classes. In order to have any chance of completing the course successfully, these exercises must be attempted. Special test exercises will be set at three points during the year. These will be carefully marked and the results made available.

Reading list: J Johnston & J diNardo, *Econometric Methods* (4th edn) or W H Greene, *Econometric Analysis* (4th edn).

Assessment: A three-hour written examination in the ST. There will be approximately seven questions. The first question (which will be compulsory and account for 60 per cent of the marks) will contain seven short problems.

EC403

Methods of Economic Investigation II

Teachers responsible: Dr V Hajivassiliou, S564 and Professor O Linton, S383

Availability: This course is for the MSc in Economics, as an advanced alternative to **Methods of Economic Investigation I** and for the MSc in Economics and Economic History, MSc in Economics and Finance, MSc in Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should normally have completed an undergraduate course in econometrics and statistical theory. Knowledge of linear algebra, calculus and statistical theory is essential.

Core syllabus: The course aims to present the techniques of empirical investigation in economics. This is a successor course to **Methods of Economic Investigation I** or an equivalent undergraduate course and is concerned with more advanced techniques.

Content: The course will include a selection of the following topics:

I. Cross-section techniques

1. Overview of the Multivariate Regression Model. Constrained Estimation.
2. Maximum Likelihood Estimation. Wald, Likelihood Ratio, and Lagrange Multiplier tests. Hausman tests. Application of the LM and Hausman approaches to the linear regression model.
3. Systems of Simultaneous Equations. Identification, Recursive systems. Estimation, SURE, 2SLS, 3SLS, FIML.
4. Models of discrete dependent variables, logit, probit, the random utility model. Sample selection bias. Truncated and censored dependent variables. Duration-hazard models.

II. Time Series

1. An overview of multivariate regression theory for stationary variables. Maximum Likelihood. Martingale differences, ARCH and GARCH.
2. Simultaneous equations for stationary dynamic systems. VARs.
3. Single Equation Theory for non-stationary variables. Cointegration.
4. Simultaneous equation theory and cointegration for non-stationary systems.

III. Panel Data

1. One-way structured datasets. Fixed and Random effects models.
2. Panel data.
3. Dynamic models.

Teaching:

Lectures EC403: 40 (twice weekly) MT and LT.

Classes EC403.A: 20 Sessional

Written work: Exercises are provided each week and they are discussed in class. In order to have any chance of completing the course successfully, these exercises must be attempted.

Reading list: W H Greene, *Econometric Analysis* (3rd edn) and A Harvey, *The Economic Analysis of Time Series*.

Assessment: A three-hour written examination in the ST.

EC404

Current Economic Issues

Teachers responsible: Professor A Venables, S277

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. 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; Policy, Politics and the Failure of Most Economies to Emerge.

Teaching: 10 x 2 hours MT and LT, 5 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: a three-hour written examination in the ST. In the second year: a dissertation of 10,000 words or equivalent project to be submitted in the ST.

EC411**Microeconomics I**

Teacher responsible: Professor J Sutton, Q246 and Professor M Piccione, S478

Availability: This course is for the MSc in Economics, MSc in Economics and Economic History, MSc Economics and Finance, MSc in Economics and Philosophy, MSc in Global Market Economics, MSc in Public Financial Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should have completed an undergraduate economics degree or equivalent. A knowledge of multivariate calculus is assumed.

Core syllabus: The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems. The coverage of this course is not as wide as **Microeconomics II** and the technical requirements are lower. The depth of the analysis is, however, at an equivalent level.

Content: There are four broad headings. **Consumer Theory:** including such topics as labour supply and incentives, first and second best, efficient pricing policy, intertemporal allocation, uncertainty. **The Competitive Firm:** including the objectives of the firm, cost and profit functions, uncertainty, investment. **Imperfect Competition:** this will include monopoly, oligopoly, product differentiation, imperfect information, and a range of applications. **General Equilibrium, Trade and Welfare:** the two sector model of general equilibrium, the Heckscher-Ohlin paradigm, monopolistic competition and international trade.

Teaching:

Lectures EC411: 20 x two-hours MT and LT.
Classes EC411.A: 20 Sessional.

Written work: Exercises are set for each class but only three of these will be taken in and marked. There will be a one-and-a-half-hour mock examination at the beginning of the ST.

Reading list: The course will draw on a variety of texts, the main ones being: H R Varian, *Microeconomic Analysis* (2nd edn), Norton; J R Green, A Mas-Colell & M D Whinston, *Microeconomic Theory*, Oxford; P R G Layard & A A Walters, *Microeconomic Theory*, McGraw-Hill; H Gravelle & R Rees, *Microeconomics*, Longman; A B Atkinson & J E Stiglitz, *Lectures in Public Economics*, McGraw-Hill; A Deaton & J Muellbauer, *Economics and Consumer Behaviour*, Cambridge University Press; N Ireland, *Product Differentiation and Non-Price Competition*.

More detailed readings will be given at the beginning of the course and some notes will be provided where textbook coverage is inadequate.

Assessment: A three-hour written examination in the ST. Half the marks given for about 8 short compulsory questions, and half for two other questions (chosen from about six).

EC412**Microeconomics II**

Teachers responsible: Professor M Rabin, S678 and Dr L Felli, S480

Availability: This course is for the MSc in Economics, MSc Economics and Economic History, MSc Global Market Economics, MSc Public Financial Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. A good undergraduate knowledge of economic theory and calculus is required.

Core syllabus: The aim of the course is to provide a firm grounding in microeconomic theory. It will seek to identify areas where the present theoretical treatment is unsatisfactory and new approaches are needed.

Content: Microeconomics of the household (including consumption and labour supply) and of the firm. General equilibrium theory, Welfare economics. Theory of information and uncertainty. Contract theory.

Teaching:

Lectures EC412: 20 x two hours MT and LT.
Classes EC412.A: 20 Sessional.

Written work: Exercises are set for each class. There will in addition be a one-and-a-half-hour mock examination at the start of the ST.

Reading list: The main text is Mas-Colell, Whinston & Green, *Microeconomic Theory*, OUP. Other sources include: D M Kreps, *A Course in Microeconomic Theory*, Harvester Wheatsheaf; H R Varian, *Microeconomic Analysis* (3rd edn), Norton; G J Stigler, *The Theory of Price* (4th edn), Macmillan.

Assessment: A three-hour written examination in the ST.

EC413**Macroeconomics I**

Teachers responsible: Professor C R Bean, S477 and Professor D Quah, S464

Availability: This course is for the MSc in Economics, MSc in Economics

and Economic History, MSc in Economics and Finance, MSc in Economics and Philosophy, MSc in Global Market Economics and MSc in Public Financial Policy. Other graduate students may attend only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should have completed an economics degree or equivalent. A knowledge of differential calculus will be assumed.

Core syllabus: The aim of the course is to give a wide-ranging survey of modern macroeconomics. While the course will require the use of mathematical methods, the overall presentation will be less technical than **Macroeconomics II**. The course will cover many of the same topics as **Macroeconomics II** but in less depth. Less prior knowledge will be assumed.

Content:

Static Aggregate Demand and Supply: an overview of the Keynesian and Classical models and a discussion of the role of fiscal and monetary policy in both closed and open economies.

New Classical Macroeconomics: the equilibrium approach to business cycles stressing the role of imperfect information; the 'policy ineffectiveness' proposition and empirical tests; the Lucas critique.

New Keynesian Macroeconomics: fixed costs of price adjustment and the new microfoundations of Keynesian business cycle theory.

Labour Markets: implicit contracts, efficiency wage and union models.

Rational Expectations: dynamic models with rational expectations including the 'overshooting' model of exchange rate behaviour; time consistency, credibility and central bank independence.

Household Behaviour: the life-cycle permanent-income model, including empirical testing; labour supply; the consumption-based capital asset pricing model.

Investment: neo-classical and 'q' models.

Classical Growth: the Solow model; the Ramsey-Cass-Koopmans model; overlapping generations and Ricardian equivalence.

Endogenous Growth: human capital formation and technical change in economic growth; the impact of government policy.

Real Business Cycles: Equilibrium models of business cycles driven by supply shocks.

Teaching:

Lectures EC413: 40 MT and LT.
Classes EC413.A: 20 Sessional.

Written work: Exercises are set for each class, although only three of these will be taken in and marked. There will be a one-and-a-half-hour mock examination at the beginning of the ST.

Reading list: There are no texts which correspond exactly to the material of the course. D Romer, *Advanced Macroeconomics*, is the most useful. D K H Begg, *The Rational Expectations Revolution in Macroeconomics*; O Blanchard & S Fischer, *Lectures in Macroeconomics*; W H Branson, *Macroeconomic Theory and Policy*; 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 Dr E Luttmner, S278

Availability: This course is for the MSc in 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: EC414 40 MT and LT.

Classes EC414.A: 20 Sessional.

Written work: Two pieces of written work are set each term, at least one of which is in the form of a mock examination.

Reading list: Original journal articles are the best source of material but some textbooks are recommended: D Romer, *Advanced Macroeconomics*, McGraw Hill, 1996; M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, MIT Press, Cambridge MA, 1996; R Barro & X Sala-i-Martin, *Economic Growth*, McGraw Hill, 1995; N L Stokey & R E Lucas, Jr, with E C Prescott, *Recursive Methods in Economic Dynamics*, Harvard University Press, Cambridge MA, 1989.

Assessment: A three-hour written examination in the ST. A quarter of the marks are given for five (out of six) short questions, and the remainder for three (out of six) long questions.

EC420

NA 00/01

History of Economic Thought

Availability: This course is for the MSc in Economics, MSc in Economic History, MSc in Global Market Economics and the MSc in Public Financial Policy. The course is also available for the MSc Philosophy of the Social Sciences for students with a background in Economics. Other graduate students may take this course only with the permission of the course lecturer.

Core syllabus: The course traces the development of monetary and macroeconomic theory from about the beginning of the eighteenth until the beginning of the twentieth century. It examines the recurring theoretical debates in the light of modern economic analysis and the very similar modern controversies.

Content: The major authors studied are Hume, Cantillon, Thornton, Ricardo, Fullarton, J S Mill, Wicksell and Marshall. Two important monetary controversies, the Bullionist and Currency Banking School controversies, will be examined in detail.

Teaching:

Lectures EC420: 20 MT and LT.

Seminars: 25 Sessional devoted to the analytical reading of texts.

For relevant background students will be asked to attend the 10 lectures in the MT for EC311.

Written work: Students will be expected to produce seminar papers.

Reading list: Apart from the original texts, the following general histories may be consulted: J Viner, *Studies in the Theory of International Trade*; L Robbins, *Robert Torrens and the Evolution of Classical Economics*; J R Hicks, *Critical Essays in Monetary Theory*.

Assessment: 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.

EC421**International Economics**

Teachers responsible: Dr S Redding, S580, Professor J Hardman Moore and Professor A Venables, S277

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 (Dr Redding): 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: Either: Advanced international trade (Professor Venables): 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.

Or: International Macroeconomics (Professor Hardman Moore): Intertemporal trade and the current account balance. Dynamics of small open economies. The real exchange rate and the terms of trade. Uncertainty and international financial markets. Imperfections in international capital markets. Global linkages.

Teaching: Lectures and classes EC421: 44 Sessional.

Reading list: A full reading list will be distributed at the beginning of the course. Some important items are:

A Dixit & V Norman, *Theory of International Trade*, Cambridge, 1980; P Krugman & E Helpman, *Trade Policy and Market Structure*, MIT, 1989; G Grossman & K Rogoff (Eds), *Handbook of International Economics*, North Holland, 1995; E Leamer, *Sources of Comparative Advantage: Theories and Evidence*, MIT, 1984; P Krugman, *Economic Geography*, MIT, 1991; 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 R Jackman, S376 and Dr S Pischke

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 and macroeconomics course.

Core syllabus: Labour demand, labour supply, wage determination and unemployment.

Content: The demand for labour, static and dynamic. The static supply of labour, human capital theory and individual earnings, the impact of

minimum wages. The dynamic supply of labour, wages experience and job tenure. The labour market in equilibrium models of the business cycle. Wage determination, unions, efficiency wages. Earnings distribution, technology and inequality. Search theory, matching models and vacancies. Unemployment. The course is concerned with both theory and evidence.

Teaching: EC423: A weekly 2 hour session, consisting of 40 lectures and classes (EC423.1A), MT and LT. Interested students are also welcome to the weekly meetings of the **Seminar on Economic Performance** (EC531) Sessional.

Written work: Students will write two short essays during the year plus the extended essay.

Reading list: Mainly articles. R Layard, S Nickell & R Jackman, *Unemployment: Macroeconomic Performance and the Labour Market*, OUP, 1991; O Ashenfelter & R Layard (Eds), *Handbook of Labor Economics*, North Holland, 1986 and 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 C A E Goodhart, G405, Dr E Luttmner, S278

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: (Professor C A E Goodhart) The role of money in the exchange process. Money as an asset. Demand for, and supply of, money. Banking treated as an industry. The theory of financial intermediation and credit rationing. Determination of interest rates. The theory of monetary policy. Rules versus discretion. Monetary targets. International monetary issues. Exchange rate determination. ERM and EMU.

Content: (Dr E Luttmner) The interaction of money, credit and financial intermediaries with aggregate economic activities. The topics include theoretical foundations of money and intermediation, interaction of credit, asset prices and output over the business cycle and the role of monetary policy.

Teaching:

Lectures/classes EC424: 64 hours Sessional.

There will be both some essays and, probably, a mock examination at the beginning of the LT. This will **not** count towards the final examination results.

Reading list: A reading list will be handed out by the lecturers at the beginning of their sessions.

Assessment: A three hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC426**Public Economics**

Teachers responsible: Professor F Cowell, Q251 and Dr J Leape, Q273

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 an intermediate level course in microeconomics.

Core syllabus: A course in the principles of public economics, covering both normative and positive aspects of the subject. The material covered will include theoretical and empirical studies of taxation and government spending.

Content: Theories of the state. Measurement of inequality and poverty. Theory of public goods. Public provision of private goods: health and education. Models of voting, pressure groups and bureaucracies. Division of taxing and spending responsibilities between tiers of government. Tax evasion. Impact of taxes on household decisions with respect to labour supply, savings and risk taking. Optimum taxation and the design of fiscal policy. Taxes and investment: Domestic and international issues. Further details are available on <http://slicerd.lse.ac.uk/research/frankweb/courses/public/index.html>

Teaching:

Lectures EC426: 20 x 2 hours MT and LT.

Students may also be required to attend specified lectures for course EC438.

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: 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

Teacher responsible: Professor J Sutton, Q246
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.

Core syllabus: A graduate course in Industrial Organization, which aims to provide students with a working knowledge of current theory, and to develop the applications of that theory in the area of Competition Policy (Anti-trust).

Content: Prerequisites in Game Theory. An introduction to current developments in Oligopoly Theory. A formal analysis of conduct in concentrated industries (cartel stability, limit pricing, predatory pricing, etc.), empirical implementation of oligopoly models. Explaining industrial structure: some theoretical and empirical perspectives. Economies of scale, etc R & D and advertising. Vertical restraints. The theoretical foundations of competition policy (anti-trust). A detailed study of selected cases, drawn from the UK, the EEC and the US (Class assignments will be based on an analysis of these cases). A strong background in intermediate level microeconomic theory.

Teaching: 20 lectures EC427 and 20 seminars in the MT and LT.

Reading list: Two books which provide a basic framework are J Tirole, *Theory of Industrial Organization*, MIT Press, 1989 and J Sutton, *Sunk Costs and Market Structure*, MIT Press, 1991. 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

The Economics of Less Developed Countries

Teachers responsible: Professor T J Besley, Q268 and Dr R Burgess, Q263

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 topics to be covered include:

(i) Neoclassical models of capital accumulation. Endogenous growth models. Industrialization and the big push. Economic inequality and growth. Risk-sharing and government policy. Commodity price stabilization. Formal and informal risk-sharing institutions. Saving behaviour. Credit markets and economic performance.

(ii) Resource allocation within households. Organisational reform in the delivery of public services. Behaviour of cooperatives. Decentralisation of public good provision. Organisation and importance of non-governmental organisations.

(iii) Public policy, growth and poverty. New thinking of different forms of redistribution to affect poverty and growth. Transfers and safety nets. Asset redistribution. Microfinance. Provision of basic health and education. Promotion of off-farm diversification.

Teaching:

Lectures EC428.1: 18 x 2 hours MT and LT.

Classes EC428.1A: 10 MT and LT.

Attendance at the Seminar EC428.2: 20 MT and LT is expected.

Written work: Occasional written assignments will be expected throughout the MT and LT.

Reading list: Most of the reading is from journal articles which appear on reading lists distributed at the start of each part of the course. However, the following references may serve as an introduction to material included in the syllabus. *Handbook of Development Economics*, Volumes I and II edited by Chenery and Srinivasan, Volume III and IV edited by Behrman and Srinivasan, Amsterdam: North-Holland, 1994; D Ray, *Development Economics*, Princeton UP, 1998.

Assessment: A three hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC429

Reform of Economic Systems

Teachers responsible: Dr S Gomulka, S576 and Dr C Xu, S587

Availability: This course is for the MSc in Economics, MSc Global Market

Economics, MSc in Public Financial Policy and for other graduate students only with the permission of the course lecturer. Students should have completed a course in intermediate level microeconomics and macroeconomics.

Core syllabus: Theory of economic systems and transition economics.

Content:

Part A, given by Dr Xu, discusses theoretical models of the information, incentive and co-ordination problems in economic institutions in general, and during major systemic reforms in particular. The applied section provides a comparative analysis of China and Eastern Europe.

Part B, given by Dr Gomulka, is concerned mainly with the theory and behaviour of centrally-managed economic systems before and during their transition to market-based systems. It discusses in detail reform strategies, stabilization and privatisation policies, institutional and policy factors in economic growth and financial instabilities, and responses of enterprises and whole economies to reforms.

Part C, teaching seminar chaired by Dr Gomulka in which students present and discuss topics related to the course.

Teaching:

Lectures EC429.1:

Part A: 10 MT.

Part B: 15 MT and LT.

Part C: 10 x 2-hours LT.

Written work: Students may prepare essays for their supervisors.

Reading list: Reading lists will be distributed by the two lecturers at the start of the course.

Assessment: A three hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC430

Capital Markets

Teachers responsible: Dr M Bray, S476 and Dr R Rahi, A309

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 a knowledge of basic empirical techniques used in economics. Prior familiarity with finance on 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 households 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; market microstructure; the Modigliani-Miller theorem; capital structure and dividend policy; agency and asymmetric information models in corporate finance; mergers and acquisitions.

Teaching:

Lectures EC430.1: 10 x 1.5 hours in MT and LT

Classes EC430.1A: 20 x 1 hour sessions

Assessment: A three hour written examination in the ST. Additionally, students taking the MSc in Economics will be required to submit an extended essay at the beginning of the ST. For such students the written examination and the extended essay will each count for half of the marks.

EC433

The Economic Organisation of the European Union

Teacher responsible: Mr A Marin, S566

Availability: This course is for the MSc in European Studies, MSc Global Market Economics, MSc in Public Financial Policy, MSc in The Political Economy of Transition in Europe and MSc in Politics of the World Economy. It is also available for other graduate students with the consent of the teacher responsible. The course is intended for students with a strong background in economics. The prerequisite is an undergraduate degree in economics or at least a good knowledge of intermediate-level microeconomics and macroeconomics, plus appropriate mathematics. **(This course is not available to MSc in Economics students.)**

Core syllabus: The course covers economic aspects of the EC. It analyses some areas of current policy concern from the economic viewpoint and also provides an economic analysis of the process of integration of the member states.

Content: The topics covered will include the gains/losses from economic integration, EMS/EMU, the Common Agricultural Policy, regional policy.

Teaching:

Students should attend EC303 lectures: 20 MT & LT

Seminars EC433.3: 20 Sessional Seminars are given by students.

Written work: As well as seminar presentations, students are expected to do two written essays for the seminar teacher.

Reading list: Detailed reading lists will be given out during the course. Background reading for the topics are D Swann, *The Economics of the Common Market*; T Hittis, *European Union Economics*; A El Agra (Ed), *The European Union*.

Assessment: A three-hour written examination in the ST.

EC436

The Economics of Regional and Urban Planning

Teacher responsible: Professor C M E Whitehead, S377

Availability: MSc in Regional and Urban Planning Studies. Other graduates may register for or attend with permission. Students should normally have completed an introductory course in economics.

Students without this background will be required to attend the micro-economic section of EC100 **Economics A** together with the EC436.A classes.

Core syllabus: To provide an economic framework in which to analyse the structure of economic activity within the urban and regional context; the impact of this structure on urban form; the role of government at the local level and local economic policy applications.

Content: The determinants of industrial, commercial and residential location. The interaction between activities within a spatial context. The economics of land markets and of the development process. The determinants of rents and densities. Economic models of urban structure. Sources of market failure in the urban economy. The rationale of government intervention. Techniques of intervention in the urban and environmental context. The role of the public sector: pricing, allocation, production and investment decisions. Urban and regional economic policy issues.

Teaching: 13 lectures and 7 one and a half hour seminars in the MT, and 2 revision seminars in the ST. There will also be 10 classes in the MT and LT mainly for those without a previous economic background. The course will be supplemented by a visiting speaker Seminar Series EC450 **Urban and Transport Economics**.

Reading list: D DiPasquale & W C Wheaton, *Urban Economics and Real Estate Markets*; J F McDonald, *Fundamentals of Urban Economics*; R W Vickerman, *Urban Economics*; H Armstrong & J Taylor, *Regional Economic Policy and Its Analysis*; M Fujita, *Urban Economic Theory*; J Stiglitz, *Economics of the Public Sector*; M Common, *Environmental and Resource Economics*; H 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: Dr M Kleinman, A259 and Mr J J Thomas, S74

Availability: Option for MSc in Regional and Urban Planning Studies. Other graduate students are welcome to attend.

Core syllabus: The course is concerned with the economic analysis of urban change and urban and regional development. It will explore different theoretical approaches to urban and regional growth, the economics of urban change and decline, urban regeneration, urban and regional inequalities and the functioning of urban labour markets. The syllabus will cover urban change in developed countries, developing countries, and transition economies.

Content: The course will be drawn from the following topics: the dynamics of urban and regional economic growth; theoretical approaches to urban and regional growth; agglomeration economies; cities as engines of growth and sites of economic problems; suburbanisation and the location of jobs and housing; functional urban regions; urban regeneration; reurbanisation and gentrification; inequalities between cities: the urban hierarchy; inequalities within cities: polarisation in the labour and housing markets; urban labour markets and urban employment; regional inequalities and long-run development; rural-urban migration; the urban informal sector in developing countries.

Teaching: 10 (1 hour) lectures in the LT and 10 (1.5 hour) seminars in the LT (EC437).

Reading list: Vickerman, *Urban Economics*; Evans, *Urban Economics*; Armstrong & Taylor, *Regional Economics and Policy*; Jacobs, *Cities and the Wealth of Nations*; Krugman, *Geography and Trade*; Cheshire & Hay, *Urban Problems in Western Europe: an economic analysis*; Reich, *The Work of Nations*; Gugler, *Cities in the Developing World: Issues, Theory and Policy*; Thomas, *Surviving in the City: The Urban Informal Sector in Latin America*.

Detailed reading lists will be provided for lecture and seminar topics.

Assessment: A two-hour unseen examination paper in June.

EC438

Public Financial Policy

Teachers responsible: Professor T J Besley, Q268 and other

Availability: This course is for the MSc in 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. 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 (Professor Besley). The role of government, alternative models of government decision-making. Revenue-raising: design of tax systems, public debt. Government production: public

goods provision, cost benefit analysis. Market failure and regulation of economic activity.

Part B: Macroeconomic Policy Analysis (TBA). The role of the central bank: money supply and demand, the transmission mechanism, issues in commercial bank regulation/financial sector reform, stabilisation from high inflation. Determinants of the balance of payments; external debt crises in less developed countries, issues/current procedures resolving debt crises. Macroeconomic forecasting and programming. What determines growth: theory and empirical evidence.

Teaching:

Lectures EC438: 20 Sessional.

Students may also be required to attend specific lectures for the course EC426.

Classes EC438.A: 20 Sessional.

Written work: As required in classes.

Reading list: A List of journals and papers will be distributed at the start of each term.

Assessment: 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 Venables, S277, Dr S Redding, S580 and other

Availability: This course is for the MSc in Economics, MSc in Global Market Economics, and for other graduate students only with permission of the course lecturer. Students should have completed a course in intermediate level microeconomics and macroeconomics.

Core syllabus: Changes in technology and in economic policies have led to rapid growth of trade and of international investment flows, and have promoted rapid economic development in some regions of the world. The aim of this course is to provide students with an understanding of these developments, with a basis for assessing their effects on the performance of individual economies, and with a framework for trade policy analysis.

Content: The course will cover the following topics: patterns of trade and investment in the world economy; trade and factor markets; trade and competition; foreign direct investment; trade, industrial location and growth; policy responses.

Teaching: Lectures and classes: 40 sessional.

Reading list: There is no single textbook for the course, but useful background material is contained in: P Krugman & M Obstfeld, *International Economic: Theory and Policy*, Harper Collins, 1994. More advanced reference works are A K Dixit & V Norman, *Theory of International Trade*, Cambridge, 1980; R Jones & P Kenen (Eds), *Handbook of International Economics*, vols I & II, North-Holland, 1984; G Grossman & K Rogoff (Eds), *Handbook of International Economics*, vol III, North-Holland, 1995. A detailed reading list and supplementary handouts will be supplied at the beginning of the course.

Assessment: A three-hour written examination in the ST.

EC450 Urban and Transport Economics

and

GY450 Seminar in Regional and Urban Planning

Problems

Teachers responsible: Dr A Thornley, S420 and Professor C M E Whitehead, S377

Availability: Course intended primarily for MSc Regional and Urban Planning Studies.

Core syllabus: Interdisciplinary seminars with invited speakers from within the LSE and outside.

The focus will be on contemporary regional and urban problems and the speakers will either be engaged in relevant current research or be 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: 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**.

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: 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**.

EC470

H

Advanced Mathematical Economics

Teacher responsible: Dr T Mariotti, S481

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer. Students should have completed **Quantitative Techniques**.

Core syllabus: (i) Recursive economic analysis (ii) Calculus of Variations and Optimal Control.

Content: (i) Applications of dynamic programming techniques in discrete-time deterministic frameworks; extensions to stochastic shocks will also be considered; topics will include growth, investment, human capital accumulation, learning by doing, learning by experimentation, asset pricing and search theory. (ii) Theory and applications of dynamic optimisation in continuous-time deterministic frameworks; topics will include growth, investment, resource extraction, mechanism design.

Teaching: Lectures EC470: 15 x 2 hours MT and LT.

Reading list: The main text for (i) is N L Stokey & R E Lucas, *Recursive Methods in Economic Dynamics*, Harvard UP. The main text for (ii) is A L Chiang, *Elements of Dynamic Optimization*, McGraw Hill. Further reading will be indicated at the start of the session.

Assessment: A two-hour written examination in the ST.

EC471

H

Topics in Advanced Mathematical Economics

Teacher responsible: Dr A Horsley, S275

Availability: This course is for the MSc in Econometrics and Mathematical Economics, and for other graduate students only with the permission of the course tutor. **Advanced Mathematical Economics** should be taken concurrently.

Content: Three series of 10 lectures on specialised topics in mathematical economics are provided. Recent topics include: mathematical methods in the theory of finance; infinite-dimensional commodity spaces with applications to continuous-time pricing, quality choice and intertemporal economics; bargaining theory; search and the foundations of a theory of markets.

Teaching: Lectures EC471: 15 x 2 hours MT and LT.

Assessment: A two-hour written examination in the ST.

EC472

H

Quantitative Microeconomics

Teacher responsible: Dr M Schafgans, S584

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: This course is concerned with the application of econometric techniques to modelling the behaviour of individual economic agents (households and firms).

Content: The lecture course covers a wide range of topics in applied microeconomics with a view to illustrating the interplay between models, data and methods.

Teaching:

Lectures EC472: 10 x 2 hours LT.

Seminars: 10 LT.

The seminars will cover the same topics as the lectures and aims to introduce students to the best examples of applied microeconomics available in the journals. The students are required to present papers or act as discussants.

Reading list: S Pudney, *Modelling Individual Choice*, C Hsiao, *Analysis of Panel Data* and G S Maddala, *Limited-dependent and qualitative variables in econometrics* will be used as background material. A list of articles will be given at the beginning of the course. Students will be expected to read one or two journal articles on two-thirds of the topics and to read more widely on topics where they are presenters or discussants.

Assessment: A two-hour written examination in the ST. Candidates are required to answer three questions out of eight.

EC473

H

Quantitative Macroeconomics

Teacher responsible: Professor D Quah, S464

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 course highlights the interface between modern macroeconomic theory and empirical work, focussing on recent developments. Topics recently discussed have included: Growth and Convergence; vector autoregressions; Real Business cycles; Phillips Curves.

Content: The emphasis will be on the connection between economic theory and empirical evaluation.

Teaching:

Lectures EC473: 10 x 2 hours MT.

Seminars: 20 x 2 hours LT (as required).

Written work: Students will make seminar presentations in LT. Participation and contribution will be noted.

Reading list: Articles will be assigned at the start of the course.

Assessment: A two-hour written examination in the ST; seminar handout in LT.

EC480

H

Quantitative Techniques

Teacher responsible: To be announced

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core syllabus: Asymptotic statistical theory, matrix calculus, numerical methods, Dynamic Programming techniques in discrete-time deterministic frameworks.

Teaching:

Lectures EC480: 10 x 2 hours MT.

Classes: 10 MT.

Reading list: No one book covers the entire syllabus; a list of references will be provided at the start of the course, and lecture notes will be circulated. The Dynamic Programming part will follow N L Stokey & R E Lucas, *Recursive Methods in Economic Dynamics*, Harvard UP.

Assessment: A two-hour written examination in the ST.

EC481

H

Advanced Econometric Theory

Teacher responsible: Professor O Linton, S383

Availability: This course is for the MSc in Econometrics and Mathematical Economics and MSc in Statistics and for other graduate students with the permission of the course lecturer. Students should have completed **Quantitative Techniques**.

Core syllabus: Simultaneous equations systems, identification, estimation, asymptotic behaviour of estimators and hypothesis testing.

Content: This course is an advanced treatment of nonlinear optimization estimators and in particular Generalized Method of Moments and Maximum Likelihood estimators. Applications are to censored regression, simulation-based estimators, and discrete choice models. We cover consistency and asymptotic normality of these estimators under weak conditions regarding smoothness of the criterion function.

We also investigate two-step estimators, that rely on some preliminary estimation.

Teaching:

Lectures/Classes EC481: 10 x 3 hours LT.

Reading list: No book covers the syllabus, but a list of references will be provided at the start of the course, and lecture notes and relevant articles will be circulated.

Assessment: A two-hour written examination in the ST.

EC482

H

Topics in Advanced Econometrics

Teachers responsible: Professor P Robinson, S577, Dr X Chen, S276 and Professor H Tong

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer. **Advanced Econometric Theory** should be taken concurrently.

Content: The course consists of three series of ten lectures on specialised topics in econometrics. These lectures change from year to year. Presently they include: econometrics of structural change; non-parametric and semi-parametric estimation; simulation-based estimation; unit roots and cointegration.

Teaching: Lectures EC482: 30 MT and LT.

Reading list: No one book covers the entire syllabus; lists of references will be provided and lecture notes circulated.

Assessment: A two-hour written examination in the ST.

EC483

Game Theory for Economists

Teacher responsible: Professor M Piccione, S478 and Dr A Prat, Q261

Availability: This course is for the MSc in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core syllabus: The aim of the course is to provide a firm grounding in the basic tools of game theory.

The course covers strategic-form games of perfect information (Nash and correlated equilibria and rationalizability), dynamic games of perfect information (subgame perfection, bargaining and repeated games, complexity) static games with imperfect information (Bayesian games and equilibria) dynamic games of imperfect information (perfect Bayesian, sequential and trembling-hand perfect equilibria) and mechanism design (revelation principle, optimal auctions and regulation).

Reading list: The course will mainly draw from the following two textbooks: M J Osborne & A Rubinstein, *A Course in Game Theory*, MIT Press and D Fudenberg & J Tirole, *Game Theory*, MIT Press.

Teaching: Lectures/classes EC483: 40 MT and LT.

Assessment: A three-hour written examination in the ST.

ECONOMIC HISTORY

EH400

Historical Analysis of Economic Change

Teachers responsible: Professor Nicholas Crafts, C321 and Dr Max-Stephan Schulze, S468

Availability: Compulsory course for MSc (Economic History) Option A and Option B and Economic History MPhil students. (Other students may not attend without consent of course tutor.) The course assumes no previous knowledge of statistics or econometrics.

(a) **Methodological Issues** – Professor Nicholas Crafts and Dr Gareth Austin, C319

Core syllabus: The course provides basic awareness of central themes in economic history, introduces students to important analytic tools used by economic historians, and considers how these have been and can be applied in economic history research.

Content: The course covers a range of topics compiled so as to introduce the student to important methodological issues in the field of economic history. The student is expected to develop conceptual awareness and to consider the practical application of analytical techniques to historical problems. The training so-obtained is expected to inform dissertation work. Topics vary but an illustrative list might include: the history of economic history; processes of economic growth; economic development; surveys and censuses; welfare outcomes; non-market activity; modern macro-economic ideas; imperfect information and incentive structures; comparative analysis; post-modernism and economic history.

Teaching: Weekly two-hour lectures throughout MT and in the early part of LT provide conceptual background. Each lecture is followed by a 2-hour seminar in which students present papers on assigned topics from a wide array of optional readings relating to different countries and time periods. The course includes visiting several London archives: the Public Record Office, the House of Lords Record Office, the Midland Bank Archives, the British Library, and the National Registry of Archives.

Preliminary reading list: James E Alt & Kenneth A Shepe (Eds), *Perspectives on Positive Political Economy* (1990); Partha Dasgupta, *An Inquiry into Well-Being and Deprivation* (1993); Barry Eichengreen, *Golden Fetters* (1992); Claudia Goldin & Gary Libecap (Eds), *The Regulated Economy* (1994); Eric Monkonen (Ed), *Engaging the Past* (1994); Thomas G Rawski (Ed), *Economics and the Historian* (1996); G Nick von Tunzelmann, *Technology and Industrial Progress: The Foundations of Economic Growth* (1995).

(b) **Quantitative Issues** – Dr Max-Stephan Schulze, S468, Dr Tim Leunig, C322 and Professor Paul Johnson, C415

Core syllabus: The course examines the ways in which economic and social historians collect, analyse and interpret data.

Content: Students are introduced to the problems of analysing and interpreting historical evidence. The course covers a range of measurement problems typical of the practice of economic history. Students are expected to become conversant with both selected historiographical literature and some simple statistical techniques and inference procedures and are introduced to the use of computers in historical studies.

Teaching: In the LT there are weekly seminars of one and a half hours, plus a two-hour computer workshop each week.

Written work: Students are expected to complete weekly assignments: these may be technical, interpretative, data collection or computing.

Reading list: The following books provide a useful introduction:

Roderick Floud, *Essays in Quantitative Economic History* (1974); Roderick Floud, *An Introduction to Quantitative Methods for Historians* (1979); R W Fogel & G R Elton, *Which Road to the Past? Two Views of History* (1983); C H Lee, *The Quantitative Approach to Economic History* (1977); W N Parker, *Economic History and the Modern Economist* (1986).

Assessment: There are three parts to the assessment of EH400: (i) a term paper of not more than 3,000 words on an approved methodological topic linked to the student's proposed MSc dissertation (worth 30% of the overall mark); (ii) a written examination in the ST based on EH400(a) (worth 40% of the overall mark); (iii) an examination paper in the ST based on EH400(b) (worth 30% of the overall mark).

EH410

NA 00/01

Perspectives on the Industrial Revolution: A Study in Sources and Historiography

Teacher responsible: Dr W Kennedy, Room C413

Availability: MSc in Economic History, Option A. A knowledge of British economic history at the level of an introductory university course is an advantage. Those taking this course without this background must be prepared to do additional reading.

Core syllabus: The course concentrates primarily upon the Industrial Revolution in Britain in the period 1750 to 1850 in the light of subsequent observers' interpretations of it and the growing availability of archive and other historical sources. The course includes a consideration of the general problems encountered in historical research and writing and the ways in which the particular writers whose works are examined in detail have approached these problems. Students are also introduced to the source materials available in London for the writing of British economic history.

Content: Among the writers considered are Adam Smith, Malthus, Engels, Toynbee, Cunningham, Marshall and Clapham as well as a number of historians still active. Each writer is assessed with regard to the preoccupations of the time in which he was writing and the historical sources available to him.

Teaching: The course is taught in a sequence of twenty two-hour seminars

meeting once a week. During the sequence each student will be responsible for at least one seminar presentation per term.

Reading list: The following books provide some indication of the material used during the course:

Adam Smith, *An Inquiry into the Wealth of Nations*; T R Malthus, *First Essay on Population*; Friedrich Engels, *The Condition of the Working Class in England*; Arnold Toynbee, *The Industrial Revolution in England*; J H Clapham, *The Economic History of Modern Britain*; L S Pressnell, *Country Banking in the Industrial Revolution*; N F R Crafts, *British Economic Growth During the Industrial Revolution*; E A Wrangley, *Continuity, Chance and Change*.

Assessment: Three hour written examination.

EH416

Markets and States in Developing Economies since c1880

Teachers responsible: Dr Kent Deng, C413, Dr Bishnupriya Gupta, C316 and Dr Gareth Austin, C319

Availability: Optional course for students taking MSc Economic History Option B; MSc Economics and Economic History; MSc in Development Studies.

Core syllabus: The course analyses the roles and interactions of states and markets in economic development through the application of relevant theories to the comparative study of specific country cases in Africa, Asia and Latin America.

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', '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 Harris, J Hunter & C Lewis (Eds), *The New Institutional Economics and Third World Development* (1995); B Warren, *Imperialism: Pioneer of Capitalism* (1980); I Wallerstein, *The Capitalist World Economy* (1979); A Hirschman, *The Strategy of Economic Development* (1958); L Reynolds, *Economic Growth in the Third World* (1985); J Iliffe, *The Emergence of African Capitalism* (1983); R Bates, *Essays on the Political Economy of Rural Africa* (1983); R Wade, *Governing the Market: economic theory and the role of government in East Asian industrialization* (1990); T Rawski & L Li (Eds), *Chinese History in Perspective* (1992); B Tomlinson, *The Economy of Modern India* (1993); C Abel & C Lewis (Eds), *Latin America, Economic Imperialism and the State* (1985); S Haber (Ed), *How Latin America Fell Behind* (1997).

Assessment: The best two of the three course papers count for 30% of the marks. The remaining 70% are determined by a three-hour paper in the ST, in which candidates answer three questions.

EH422

Topics in Quantitative Economic History

Teachers responsible: Professor Nicholas Crafts, C321, Dr Bishnupriya Gupta, C316 and others

Availability: Compulsory for MSc Economics and Economic History. Also available for MSc Economics, MSc Economic History and MPhil Economic History; other graduate students may attend by permission. The course is particularly appropriate for those students who are considering following a quantitative economic history PhD thesis in the future. Students enrolled for this course are expected to have completed the equivalent of undergraduate courses in econometrics and intermediate economic theory.

Content: The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative or methodological issues. Such topics could include: long run comparative economic growth; human capital issues in economic history; the macroeconomics of the inter-war years; the political economy of trade; industrial economic history; technological change; quantitative approaches to the evolution of markets; the new economic history of institutional change; analysing historical welfare issues. The aims are to: examine the techniques used by economic historians and to assess their validity and whether they help to further our understanding of the particular historical issue to which they have been applied; and to teach students how to evaluate the relevance of historical hypotheses and the historical applicability of models from economic and other social scientific theory. Students are able to investigate in detail the analysis contained in important journal articles using appropriate computer packages.

Teaching: There is a weekly two-hour seminar in the MT and LT; some of this teaching will take the form of computing workshops.

Written work: Three or four papers or presentations during the session.

Reading list: Y S Brenner, H Kaelble & M Thomas (Eds), *Income Distribution in Historical Perspective* (1991); P Dasgupta, *An Inquiry into*

Well-Being and Destitution (1993); B Eichengreen & T Hatton (Eds), *Interwar Unemployment in International Perspective* (1988); D Galeason, *Markets in History: Economic Fluctuations of the Past* (1989); C Goldin, *Understanding the Gender Gap* (1990); G Litecap, *Contracting for Property Rights* (1989); J Mokyr (Ed), *The British Industrial Revolution: an Economic Perspective* (1993); D C Mowery & N Rosenberg, *Technology and the Pursuit of Economic Growth* (1989); B van Ark & N Crafts (Eds), *Quantitative Aspects of Postwar European Economic* (1996).

Assessment: The final examination mark is made up of two components: an assessed piece of work and a written examination. The format of both components and their weight within the final examination mark is dependent upon which masters programme the student is following. For Economic History students: a 3,000 word essay (30%) plus a 3 hour written examination (70%); for Economics students: an extended essay of maximum length 6,000 words (50%) plus a 2 hour written examination (50%); for Economic and Economic History students: an 8,000-10,000 word dissertation related to the Economic History option paper they have chosen under paper 4 (70%) plus a written 2 hour written examination (30%).

EH430

The World Economic Crisis, 1919-1939

Teacher responsible: Mr D E Baines, C414

Availability: For students taking the MSc in Economic History (Option A) and MSc in Economics and Economic History. Some knowledge of the political history of the period would also be desirable.

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).

Content: The effects of the First World War and the world economy in the 1920s. The return to the Gold Standard and its effects. The problems of the primary producing countries. The relation between the American depression and that in other countries. The world financial crisis, 1929-31. The decline of international trade in the 1930s. Economic thought and government intervention. Case studies of Britain, France, Germany, Sweden, Hungary, USA, Argentina, Canada, Australia and Japan.

Teaching: 20 seminars of two hours each in the MT and LT. 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: League of Nations (R Nurkse & W A Brown), *International Currency Experience* (1944); C P Kindleberger, *A Financial History of Western Europe* (1984); C P Kindleberger, *The World in Depression* (1973); I Svennilson, *Growth and Stagnation in the European Economy* (1954); B Eichengreen & T Hatton (Eds), *Inter-war Unemployment in International Perspective* (1988); B Eichengreen, *Golden Fetters. The Gold Standard and the Great Depression* (1993); P Clarke, *The Keynesian Revolution in the Making* (1988); M Bordo, C Goldin & E White, *The Defining Moment. The Great Depression and the American Economy in the Twentieth Century* (1998); C H Feinstein, P Temin & G Toniolo, *The European Economy between the Wars* (1997); I Brown (Ed), *The economies of Africa and Asia in the inter-war Depression* (1989).

Assessment: A three-hour written examination.

EH440

African Economic Development in Historical Perspective

NA 00/01

Teacher responsible: Dr Gareth Austin, C319

Availability: For MSc Economic History (Option B); MSc Economics and Economic History; MSc Development Studies. There are no formal pre-requisites but some knowledge of economics and of the history of economic development (not necessarily in the Third World) is needed. Prior knowledge of African history or affairs may be an advantage but is not essential.

Core syllabus: This course attempts to illuminate the present problems of economic development in sub-Saharan Africa by setting them in the context of the economic and social history of the continent. Particular emphasis is given to consideration of which kinds of models are most useful for the analysis of specific economic and political-economic problems in particular periods and contexts in African economic history, and also to placing economic events and behaviour in their social, political, and intellectual context. Selected primary sources (documentary and statistical) are used to illuminate the substantive themes of the course and to introduce students to methodological and source problems.

Content: The coverage relates largely, but not exclusively, to twentieth-century events. Where possible, discussion of the latter is focused on themes which are considered for the colonial and post-colonial periods together, rather than having separate sections of the course devoted to each. This is intended to highlight the senses in which earlier events do indeed provide a useful perspective on recent ones, rather than belonging to a detachable (and therefore less clearly relevant) epoch.

Pre-colonial topics: The nature and dynamics of market mechanisms. Economic consequences of the external slave trades and of their abolition. The 'backwardness' or 'appropriateness' of African technology.

Twentieth-century topics: Modes of agricultural production: the economics and politics of 'peasant' and settler farming. The changing composition of rural labour forces, including from slavery to wage-labour and share-cropping. The formation and development of mines labour forces, and the nature of industrial conflict in the mines. Manufacturing in Africa: constraints

and opportunities. The 'Mau Mau' revolt in Kenya. The 'capitalism and apartheid' debate in South Africa. The state and commercial agriculture. Food and famine. Trends in agricultural productivity; population pressure, technology transfer and indigenous change. Trends in poverty and inequality. The perspectives of gender and of the emergence of African capitalism.

Case-study of the political economy of Ghana, c.1950-c.1990 (occupying about four weeks), based on (mostly) published primary sources.

Overview: theories and evidence of historical patterns of development and underdevelopment in Africa.

Teaching: Weekly seminars (EH440) with papers distributed in advance.

Written work: All students are required to produce three papers. Two of these are circulated to the seminar; at third is submitted for formal assessment (see below).

Reading list: The following provide an introduction: J Iliffe, *The Emergence of African Capitalism* (1983) and *Africans: The History of a Continent* (1995); R Austen, *African Economic History* (1987); A Hopkins, *An Economic History of West Africa* (1973); A Zeleza, *A Modern Economic History of Africa*, Vol 1, *The Nineteenth Century* (1993); G Arrighi, 'Labour Supplies in Historical Perspective: A Study of the Proletarianization of the African Peasantry in Rhodesia' in G Arrighi & J Saul, *Essays on the Political Economy of Africa* (1973); R Bates, *Essays on the Political Economy of Rural Africa* (1983), chs 3 & 5; P Nyong'o, 'Import-substitution industrialization in Kenya' in P Coughlin & G Kiara, *Industrialization in Kenya* (1988); P Richards, *Indigenous Agricultural Revolution* (1985); and the novel by Ngugi Wa Thiong'o, *Petals of Blood* (1977).

Assessment: An assessed essay counts for 30% of the marks. It must be not more than 3,000 words (excluding references) and has to be submitted to C422 by a date to be specified. The remaining 70% of the marks are accounted for by a three-hour paper, in which candidates answer three questions.

EH446

Economic Development of East and Southeast Asia

Teacher responsible: Dr Kent G Deng, C413

Availability: For MSc in Economic History (Option B); MSc in Economics and Economic History. There are no pre-requisites: knowledge of Asian history of the relevant period and region would be an advantage.

Core syllabus: The course deals with conditions and paths of economic development in East and Southeast Asia (excluding Japan) since the first European penetration in that region. Two periods are examined with the divider of World War II. Does the lack of modern growth in this region during the first period suggest that the early Western input was not sufficient condition for such growth? Has the success of the Asian nics in the postwar period been largely the consequence of creating conditions for the diffusion of industrial capitalism?

Content: Traditional economic patterns in the region by the 17th century. The impact of the early European maritime traders. The impact of the later Europeans traders backed by industrialisation. Attempts and success of the Western colonisation. Resistance to the change from the core area in East Asian Mainland. Reforms and local modernisations.

Teaching: 20 seminars of two hours each in the MT and LT. Written essays are circulated in advance.

Written assignments: Two written assignments are submitted, the second of which counts as part of the final course assessment. The first is due at the end of the 9th week (in the MT) and the second, the 17th week (in the LT). See below.

Reading list: A detailed reading list and topics for seminars is distributed at the beginning of the course. Preliminary readings include: A Booth, 'The Economic Development of Southeast Asia: 1870-1985' *Australian Economic History Review*, 31 (1); R F Doner, 'Approaches to the Politics of Economic Growth in Southeast Asia', *Journal of Asian Studies*, 50 (4); M Falkus, 'Economic History and Environment in Southeast Asia', *Asian Studies Review*, 14 (1); E L Jones, 'A Framework for the History of Economic Growth in Southeast Asia', *Australian Economic History Review*, 31 (1); G Snooks et al, *Exploring Southeast Asia's Economic Past* (1991); K Yoshihara, *The Rise of Ersatz Capitalism in Southeast Asia* (1988); I Brown, *Economic Change in Southeast Asia* (1997); Immanuel Wallerstein, *The Modern World-System (I-III)* (1974-86); Joel Mokyr, *The Lever of Riches* (1990); Francesca Bray, *The Rice Economies, Technology and Development in Asian Societies* (1986); *Southeast Asia in the Age of Commerce, 1450-1690* (1993); Mark Elvin, *Pattern of the Chinese Past* (1973); T G Rawski & Lillian M Li, *Chinese History in Economic Perspective* (1990).

Assessment: One 3,000 word assignment to be handed in by the end of the 17th week (in the LT) will count for 30% of the final mark. A three-hour unseen examination will count for the remaining 70%.

EH450

The Economic History of The European Community

Teacher responsible: Dr Max Schulze, S468

Availability: For MSc Economic History (Option A); MSc in Economics and Economic History; MSc European Studies. Students taking other taught master's programmes may take the paper where appropriate. A basic knowledge of economics is needed and the ability to read in a West European language other than English, preferably French, German or Italian, would be an advantage.

Core syllabus: The course examines the economic development of Western Europe and the process of European integration since 1945.

Content: Issues covered include: the effects of World War II on the European economy. The process of reconstruction in Western Europe and

the origins and impact of the Marshall Plan. The Great Boom, 1945-1970. The search for economic stability since 1970. The origins and history of the European Coal, Iron and Steel Community. The history of agricultural protection, the origins and development of the Common Agricultural Policy. The history of international commerce and of national commercial policies after 1945. The origins and effects of the Treaty of Rome. International payments systems in Western Europe, the European Payments Union, the restoration of general currency convertibility. Britain's economic and political relationships with the emerging Community. Attempts at a common monetary policy.

Teaching: Weekly seminars (EH450) with pre-circulated papers.

Written work: Students are expected to produce at least three essays.

Reading list: Complete reading guides and a list of seminars is issued at the beginning of the course.

A Boltho (Ed), *The European Economy, Growth and Crisis* (1982); N Crafts & G Toniolo (Eds), *Economic Growth in Europe since 1945* (1996); B Eichengreen (Ed), *Europe's Post-War Recovery* (1995); A M El-Agraa (Ed), *Economics of the European Community* (1994); A Graham & A Seldon (Eds), *Government and Economics in the Postwar World* (1991); A S Milward, *The Reconstruction of Western Europe, 1945-52* (2nd edn, 1987); A S Milward, *The European Rescue of the Nation State* (1992); M S Schulze (Ed), *Western Europe: Economic and Social Change since 1945* (1999); H van der Wee, *Prosperity and Upheaval: The World Economy, 1945-1980* (1986).

Assessment: Three-hour written examination in the ST.

EH455

Interpreting Modern Business: The USA, Europe and Japan

Teacher responsible: Dr Tim Leunig, C322

Availability: For MSc students in Economic History (Option A); MSc in Economics and Economic History. Other graduate students are welcome. There are no pre-requisites, although an interest in economics and business is required.

Core syllabus: This course in modern industrial economic history aims to explain the 'success' of firms, industries, and (to some extent) nations in an international and comparative framework.

Content: Introductory lectures give an overview of analytical approaches to business history, as well as a short history of global business and industry since 1870. The remainder of the course covers topics such as the reasons for and the effects of the rise of big business and mass production, the role of countries, competition, cartels, education, business leaders, internal labour markets, etc etc. An international comparative approach is adopted throughout, with readings drawing on the best literature that is available, irrespective of the country and period concerned. An international comparative approach is adopted throughout.

Teaching: EH455 consists of three introductory lectures, followed by 16 student-led seminars. Students are required to write three substantial papers, which will be marked.

Reading list: The full reading list is available from the Economic History Department, C422. No single work even approaches textbook status, but the following give a flavour of the approaches used. J A Kay, *Foundations of Corporate Success* (1993); S N Broadberry *The Productivity Race: British Manufacturing in International Perspective, 1850-1990* (1997); N Lamoreaux & D Raff (Eds), *Coordination and Information: Historical Perspectives on the Organisation of Enterprise* (1995); Y Cassis, *Big Business: The European Experience in the Twentieth Century*.

Assessment: Three-hour written examination in the ST.

EH462

Latin American Development in the Twentieth Century: from liberalism to neo-liberalism

NA 00/01

Teacher responsible: Dr Colin Lewis, C320

Availability: For MSc Economic History; MSc 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, Cuba 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); V Bulmer-Thomas, *Economic History of Latin America* (1994); J L Love & N Jacobson, *Guiding the Invisible Hand: economic liberalism and the state in Latin American History*; A Maddison, *The Political Economy of Poverty, Equity and Growth in Brazil and Mexico* (1992); J M Malloy & M Seligson (Eds), *Authoritarians and Democrats: regime transitions in Latin America* (1987); C Mesa-Lago,

Social Security and Prospects for Equity in Latin America (1991); K Sikkink, *Ideas and Institutions: Developmentism in Brazil and Argentina* (1991); R Thorp, *Progress, Poverty and Exclusion* (1998).

Assessment: A three-hour written examination. Coursework will account for 30% of the marks (25% for MA students), the balance being allocated to the written examination.

EH470

Capital Markets and Economic Development in Britain, Germany and the United States since 1870

NA 00/01

Teacher responsible: Dr W P Kennedy, C314

Availability: For MSc in Economic History, Option A; Option B students are welcome upon the advice of their supervisors; MSc in Economics and Economic History; interested MPhil and PhD students are welcome. 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 considers the ways in which publicly available financial data can be used to explore in historical perspective the evolving relationships among long-term economic performance, capital formation (broadly defined to include human capital), and the nature of financial intermediation in Britain, Germany and the United States from the later nineteenth century to the recent past.

Content: The course examines the volume, structure and financing of capital formation, and its profitability, in each of the three countries from around 1870 to the late 1930s, with some reference to post-1945 developments. Particular attention is focussed on shifts in the structure of investment among industries and between domestic and foreign activities and on the causes and consequences of particularly sharp fluctuations in investment and financial activities. Trends in physical capital formation are linked to trends in human capital formation. The evolving means by which real capital formation has been financed are considered and an attempt made to account for and evaluate the consequences of differences in the capital market structure observed among the three countries over time. Wherever possible, publicly available financial data is employed to provide evidence and advance analysis.

Teaching: Weekly seminars in the MT and LT. Each student is responsible for at least one seminar presentation per term.

Written work: Three essays, 10-12 pages in length, are required in the MT and LT. Additionally, a fourth, assessed, essay of 4,000-6,000 words is due at a date to be specified.

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 the materials that are used. Michael Edelstein, *Overseas Investment in the Age of High Imperialism: The United Kingdom, 1850-1913* (1982); William P Kennedy, 'Portfolio Behavior and Economic Development in Late Nineteenth Century Great Britain and Germany', *Research In Economic History* (1991); Eugene N White, 'Before the Glass-Steagall Act: An Analysis of the Investment Banking Activities of National Banks', *Explorations in Economic Activity*, Vol 23, (January, 1986); Barry Eichengreen, *Golden Fetters: The Gold Standard and the Great Depression, 1919-1939* (1992); Theodore Balderston, 'The Beginning of the Depression in Germany, 1927-1930: Investment and the Capital Market', *Economic History Review*, Vol 36, (August, 1983); Benjamin S Bernanke, 'Nonmonetary Effects of the Financial Crisis in the Propagation of the Great Depression', *American Economic Review*, Vol 73, (June, 1983); J Peter Ferderer & David A Zalewski, 'Uncertainty as a Propagating Force in the Great Depression', *Journal of Economic History*, Vol 54, (December, 1994); William C Brainard et al, 'The Financial Valuation of the Return to Capital', *Brookings Papers on Economic Activity* (1980:2).

Assessment: One essay of 4,000-6,000 words, submitted to the Departmental Office at a date to be specified, counts for 40% of the final assessment. The subject of this assessed essay is chosen from a list of possible topics given to students in the LT. A three-hour unseen examination counts for the remaining 60%.

EH481

Economic Change in Global History: Approaches and Analysis

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Teachers responsible: Professor Nicholas Crafts, C321, Dr Gareth Austin, C319 and others

Availability: Compulsory course for MSc Global History. Students taking other master's degrees may be admitted, timetable permitting, and with the approval of their department and the course teachers.

Core syllabus: The course will introduce central themes and analytical tools in global history, focussing on the history of material progress and stasis, and considering the comparisons and connections between the histories of different regions of the world.

Content: Consideration will focus upon the following (an asterisk indicates that the lecture for the topic will be shared with EH400): the emergence of global history as a sub-discipline; theoretical approaches to the global history of material progress and stasis; culture and economic behaviour*; economic development*; processes of economic growth and the issue of convergence*; imperfect information and incentive structures*; the physical environment and global history; postmodernism and the problem of knowledge in history*; textual analysis*; quantitative issues in global history.

Teaching: Taught during the MT. Weekly two-hour lectures (some of them shared with EH400) and two-hour classes.

Written work: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below).

Preliminary reading list: K Pomerantz, *The Great Divide* (2000); D Smith, D Solinger & S Topik (Eds), *States and Sovereignty in the Global Economy* (1999); J. Diamond, *Guns, Germs and Steel* (1998); E Jones, *Growth Recurring: economic change in world history* (1988); A Frank, *Re-Orient: global economy in the Asian Age* (1998); C Chase-Dunn & T Hall (Eds), *Rise and Demise: comparing world systems* (1997); D Wright, *The World and a Very Small Place in Africa* (1997); D North, *Institutions, Institutional Change and Economic Performance* (1990); W G Runciman, 'The "Triumph" of Capitalism as a Topic in the Theory of Natural Selection', *New Left Review* 210 (1995); T Rawski (Ed), *Economics and the Historian* (1996); E Phelps, *Political Economy: an introductory text* (1985); J Alt & K Shepse (Eds), *Perspectives on Positive Political Economy* (1990).
Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a 2-hour examination for 70%.

EH482

Pre-Modern Paths of Growth: East and West Compared, 1000-1800

Teachers responsible: Dr Kent Deng, C413 and Dr S R Epstein, S467
Availability: Compulsory course for MSc Global History. Students taking MSc Economic History (Options A and B) may take either EH482 or EH483 but not both. Students taking other master's degrees may be admitted with the approval of their department and the course teachers.

Core syllabus: This course surveys long-term processes of growth and development in pre-modern Europe, China and Japan. The course addresses three major themes. First, it challenges the view that stagnation and poverty were normal conditions in pre-industrial societies and growth an aberration. It therefore raises fundamental questions about the nature of pre-industrial societies and economies. Was growth a one-off and irreversible event, which we now call the "British Industrial Revolution"? Or was it a recurrent, even normal condition before modern industrialisation, which could however occasionally stall or be reversed? Second, it makes an in-depth comparison of three major geo-economic areas (Europe, China and Japan) over seven centuries. It discusses recent research that suggests that pre-modern Asia was as, or possibly more, developed (in terms of living standards, productivity, commerce) than pre-modern Europe, and asks if there was only one or more "roads to development". Third, it addresses the debates over British and European industrialisation. Why was Britain first? Was British success from the late 18th century the result of its unique social, institutional, even cultural features? Or was it a combination of chance and good fortune in the context of a gradual, century-long process of growth that occurred elsewhere as well? To what extent did overseas expansion contribute to Western economic success, and to the relative stagnation of its Asiatic peers?

Content: In addressing these themes the course takes a thematic approach to such questions as the developmental role of property rights, political and legal institutions, and different market structures. Was the pre-industrial peasantry guided by subsistence or maximising strategies? What part did economic incentives play? To what degree did early modern states promote or hinder growth and development? Did different constitutional arrangements make any difference?

In the MT we focus on Europe; during the LT, on China and Japan. Introduction to theories and issues; the dynamics of economic development in western and eastern Europe, Song-Ming-Qing China and Tokugawa Japan: agriculture, population, technology, craft industries, socio-economic structures, warfare and external shocks, trade networks; growth of inter-continental economic relations and their consequences: European expansion; the emergence and role of a 'world economy'.

Teaching: Twenty 2-hour weekly classes in MT and LT.

Written work: All students are required to write four essays: one by the end of the fifth week of the MT, one by the end of the ninth week of the MT, one by end of the fifth week of the LT, and one by the end of the ninth week of the Lent term.

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 Philipin (Eds), *The Brenner Debate: agrarian class structure and economic development in pre-industrial Europe* (1985); M Elvin, *The Pattern of the Chinese Past* (1973), parts 2 and 3; T C Smith, *The Agrarian Origins of Modern Japan* (1959).

Assessment: A three-hour examination.

EH483

The Development and Integration of the World Economy in the 19th and 20th Centuries

Teachers responsible: Mr Dudley Baines, C414, Professor Nicholas Crafts, C321, Dr Janet Hunter, C313

Availability: Compulsory course for MSc Global History. Students taking MSc Economic History (Options A and B) may take either EH482 or EH483 but not both. Students taking other master's degrees may be admitted with the approval of their department and the course teachers.

Core syllabus: The course analyzes the spread of modern economic growth and demographic change and their relationships with globalization since the First Industrial Revolution.

Content: There will be five main components. (a) Catching-Up, forging

ahead and falling behind: analysis of reasons for success and failure in economic growth in different economic eras giving special emphasis to the role of factor and trade flows in the process of development and to the impact of institutional change. (b) Demographic transitions in the long run: "modernization" and fertility change; "western" vs "eastern" family patterns and their implications for development; disease regimes, public health and economic development; impacts of immigration and emigration. (c) Agriculture and the environment: agriculture and industrialization; climate, endowments, institutions and agricultural development; rationale and implications of changing regimes of agricultural protectionism; limits to growth? (d) Changing role of cities: changing functions of the city in the pre-industrial, industrial and post-industrial worlds; evolving patterns of congestion costs and agglomeration benefits; differing solutions to problems of tax competition and the supply of local public goods (e) Why, after all, are countries different in a globalizing world?: considers the dimensions of divergence and explores alternative hypotheses including institutions, cultural factors, natural resources and examines in detail claims of path dependency.

Teaching: Twenty 2-hour weekly seminar-lectures in MT and LT.

Written work: Three papers during the course.

Preliminary reading list: J Diamond, *Guns, Germs and Steel* (1997); D Landes, *The Wealth and Poverty of Nations* (1998); E L Jones, *Growth Recurring* (1988); J Goody, *The East in the West* (1996); B Foster, *The Vulnerable Planet: A Short Economic History of the Environment* (1993); P Mathias & J Davis (Eds), *Agriculture and Industrialization from the 18th Century to the Present Day* (1996); M Livi-Bacci, *A Concise History of World Population* (1997); Wang Gangwu (Ed), *Global History and Migrations* (1997); A van der Woude, A Hayami & J de Vries (Eds), *Urbanisation in History* (1990); World Bank, *Global Integration and Decentralization in an Urbanizing World* (1999); D Puga, 'Urbanization Patterns: European vs. Less Developed Countries', *Journal of Regional Science* (1998); J Williamson, 'Globalization, Convergence, and History', *Journal of Economic History* (1996); B Arthur (Ed), *Increasing Returns and Path Dependence in the Economy* (1994); S Engerman & K Sokoloff, *Factor Endowments, Institutions and Differential Paths of Growth among New World Economies* (1994).

Assessment: The best two of the three course papers count for 30%. The remaining 70% is determined by a three-hour written examination.

EH484

Gender, Work and Industrialisation

Teacher responsible: Dr J.E. Hunter, C313

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: The course examines gender issues in relation to the process of industrialisation from an economic history perspective. The emphasis is on analysing empirical evidence from a wide range of countries over the 18th-20th centuries with a view to identifying similarities and differences in the changes taking place over time. Case studies will focus on Britain, the United States, Japan and Russia, but reference will also be made to the experience of countries outside these particular examples, in order to achieve a more global picture.

Content: The gender division of labour in agriculture, by-employment and proto-industrialisation. Gender and the labour force in the context of manufacturing growth, mechanization and technological change. Gender distributions of the labour force between sectors and industries, and within production. The gender division of labour in the service sector. Family 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 below).

Preliminary reading list: G de Groot & M Schrover (Eds), *Women Workers and Technological Change* (1995); N Folbre, *Who Pays for the Kids?* (1994); C Goldin, *Understanding the Gender Gap* (1990); P Hudson & W R Lee, *Women's Work and the Family Economy in Historical Perspective* (1990); J McDermid & A Hillyar, *Women's Work in Russia, 1880-1930* (1998); E Roberts, *Women's Work, 1840-1940* (1988); S O Rose, "Gender at Work": Sex, Class and Industrial Capitalism', *History Workshop* 21 (1986); J W Scott, *Gender and the Politics of History* (1988); L A Tilly & J W Scott, *Women, Work and Family* (1978); K Uno, 'Women and Changes in the Household Division of Labour' in G L Bernstein (Ed), *Recreating Japanese Women, 1600-1945* (1991).

Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a two-hour examination for 70%.

EH485

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 are crucial in explaining the eventual divergence in economic performance between these regions. This course will address the meta questions of where, when and why contrasts emerged and why the discernible success of Europeans was 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 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: 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); R Bin Wong, *China Transformed: historical change and the limits of European experience* (1997).

Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a 2-hour examination for 70%.

EH486

H NA 00/01

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, c.1600-1860.

Content: Topics include: Introduction to theories and models. Sailing conditions and sea routes in Asian waters. Strategic importance of Asian waters in the global sense. Development of shipping technology. Emergence of naval capacity. Function and pattern of long-distance trade; formation of regional markets and networks; linkages to the home economy. Migration. Investments and returns. Role of governments. Impact of modern capitalism. Regional hegemony. The context of the process and impact of globalisation in Asia.

Teaching: Taught during the LT. Ten weekly two-hour seminars in which student papers will be presented and discussed.

Written work: Students will be expected to produce two written papers of up to 2,500 words during the course, one due at the end of the 4th week and the other at the end of the 9th week (see below).

Preliminary reading list: K Bjork, 'The link that kept the Philippines Spanish: Mexican merchant interests and the Manila trade, 1571-1815' in *Journal of World History*, 1 (1998), 25B50; K N Chaudhuri, *The Trading World of Asia and the English East India Company* (1978); Gang Deng, *Chinese Maritime Activities and Socioeconomic Development c.2100 B.C. to 1900 A.D.* (1997); Gang Deng, *Maritime Sector, Institutions and Sea Power of Premodern China* (1999); D Flynn & A Giraldez, 'Born with a "Silver Spoon": World Trade's Origins in 1571' in *Journal of World History*, Vol 6, No 2 (1995); Yen-p'ing Hao, *The Commercial Revolution in Nineteenth-Century China: The Rise of Sino-Western Mercantile Capitalism* (1986); Yen-p'ing Hao, *The Compradore in Nineteenth-Century China: Bridge between East and West* (1970); L Levathes, *When China Ruled the Seas: The Treasure Fleet of the Dragon Throne, 1405-1433* (1994); W Schurz, *The Manila Galleon* (1985; originally 1938); A So, *The South China Silk District: Local Transformation and World-System Theory* (1986); M Tampoe, *Maritime Trade between China and the West* (1989).

Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a 2-hour examination for 70%.

EH487

International Economic Institutions since World War I

Teacher responsible: Professor Nicholas Crafts, C321

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: The course analyses the evolution since World War II of the roles of international institutions designed to manage world trade and the international monetary system paying particular attention to the IMF, the World Bank, the GATT and WTO. The analysis of the post-war world is set against the background of the trade wars and breakdown of the Gold Standard in the inter-war period prior to the establishment of these institutions.

Content: The approach is chronological with attention being given both to efficiency and equity aspects of the institutional arrangements. Inter-war developments are examined in terms of the absence of co-operation and a hegemonic power with an emphasis on the costs of the Great Depression and the results in terms of the reversal of earlier globalization trends. The Bretton Woods era of a new financial and trading architecture is discussed in terms of an evaluation of the success of the new institutions against the background of their initial job descriptions and of the much better world economic performance in the period. The changing rationales for the IMF and the World Bank and challenges to the GATT in the difficult economic environment of the 1970s and 1980s are examined. The debates of the time and implications for the continuation of the post-war return to globalization are both considered. Finally, the questions of the likelihood and content of further liberalization of trade and capital flows under WTO and IMF auspices are discussed in the context of an assessment of what is genuinely new about late 20th compared with late 19th century globalization.

Teaching: Taught during the LT. Ten weekly two-hour seminar-lectures in which student papers will be presented and discussed.

Written work: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below).

Preliminary reading list: A Krueger, 'Whither the World Bank and the IMF?', *Journal of Economic Literature* (1998); O Kirshner (Ed), *The Bretton Woods-Gatt System: Retrospect and Prospect after 50 Years* (1996); B Eichengreen, *Globalizing Capital* (1996); M Thomas (Ed), *The Disintegration of the World Economy between the World Wars* (2 vols) (1996); S Ostry, *The Post Cold War Trading System* (1997); H James, *International Monetary Co-operation since Bretton Woods* (1996); M Bordo, B Eichengreen & D Irwin, 'Was There Really an Earlier Period of Globalization Comparable to Today?', *Brookings Papers on Economic Activity* (1999); P Kenen (Ed), *Managing the World Economy* (1994).

Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a two-hour written examination for 70%.

EH488

H NA 00/01

The Economic History of a Continental Empire: the Habsburg Monarchy, 1700-1914

Teacher responsible: Dr Max Schulze, S468

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. 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. Osterreichische Wirtschaftsgeschichte vom Mittelalter bis zur Gegenwart* (1995).

Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a 2-hour examination for 70%.

EH489

The Globalisation of Social Risk and Social Security since 1850

Teacher responsible: Professor Paul Johnson, C415

Core syllabus: This course examines the way in which social risks – those relating to health, employment, life-cycle and environment – have changed with the industrialisation and globalisation of the economy since 1850, and how individuals and societies have responded to these risks with a variety of resource-pooling strategies. The course draws upon examples from

Europe, North and South America, and Asia, and students will be encouraged to investigate in detail the long-run interaction of social risk and social security in countries or regions of their choice. Attention will be paid to competing models of social security development, and to the way in which different responses to social risk reduce or exacerbate problems of free-riding, moral hazard, the creation of perverse incentives and the construction of binding intergenerational contracts. Different national patterns of institutional evolution will be examined in the light of economic, structural, political and cultural explanations of long-run social security development.

Content: The first two meetings examine economic and sociological conceptions of social risk and social security, and subsequent meetings analyse in detail a variety of response strategies. 1) Definitions and typologies of social risk and social security. 2) Social risk and economic development: global processes or national peculiarities? Response strategies: 3) Charity: church, community, aid agency. 4) Family: fertility and the extended family. 5) Human capital: education and skills diversification. 6) Saving and insurance: mutual and self-help strategies. 7) Worker organisation: trade unions, co-operatives, and political parties. 8) Social security: male breadwinner models. 9) Social security: citizenship models. 10) Social risk and social security: is there a developmental pathway?

Teaching: Taught during the LT. Ten weekly two-hour seminars in which student papers will be presented and discussed.

Written work: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below).

Preliminary reading list: P Baldwin, *The Politics of Social Solidarity* (1991); J Williamson & F Pampel, *Old-Age Security in Comparative Perspective* (1993); C Mesa-Lago, *Social Security in Latin America* (1978); J Dixon, *The Chinese Welfare System 1949-79* (1981); P Flora & A. Heidenheimer (Eds), *The Development of Welfare States in Europe and America* (1981); M van der Linden, *Social Security Mutualism* (1996); B Deacon, *Global Social Policy* (1997); A Cochrane & J Clarke, *Comparing Welfare States* (1993); A de Swaan, *In Care of the State* (1988); M Douglas & A Wildavsky, *Risk and Culture* (1982); U Beck, *Risk Society* (1992).

Assessment: An assessed essay of up to 3,000 words counts for 30% of the marks; a 2-hour examination for 70%.

EH480

Dissertation in Global History

Teachers responsible: Dr G Austin, C319 and all members of the Economic History Department

Availability: Compulsory for, and exclusive to, MSc Global History.

EUROPEAN INSTITUTE

EU400

The Political Economy of Transition

Teachers responsible: Dr N Barr, S578 and Dr A Innes, J208

Availability: ONLY for MSc European Political Economy 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: An intensive, high-level, multi-disciplinary analysis of the economic, political and social dynamics of systemic transformation – the triple-role of the state in developing free market economies, building liberal, democratic political structures and constructing efficient and equitable public services. It draws widely on relevant theoretical debates and the experiences of 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 of arguments in favour of a market system (how markets bring about efficiency; the nature of economic efficiency; theories of market failure, and implications for state intervention); and theories of fiscal collapse (macroeconomic implications of declining output and the fiscal crisis, and the incentive effects of taxation). The institutional and political aspects of the course examine the rule of law in theory and practice, electoral systems and parliamentary legislative procedures, administrative structures, accountability and efficiency, party systems and political competition, 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).

All students are expected to follow European Institute Public Lectures.

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,

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 the end of the first week of the LT. **Arrangements for Supervision:** Students will receive advice on the choice of topic and how to tackle it from their teachers at appropriate stages. There will also be a meeting shortly after the taught-course examinations, at which students will receive general advice on the dissertation. Each student must submit a draft by a date (to be announced) late in the ST, and will receive detailed written comments on this draft only. The draft will form the basis of a paper which the student is required to present to a dissertation workshop held towards the end of term.

Assessment: The completed dissertation must be handed in by 1 September. Marks will be deducted for late submission. The length should not exceed 10,000 words, excluding tables, references, and bibliography; and it must be wordprocessed (double-spaced and on one side of the paper only). The dissertation counts for 25% of the total MSc marks.

EH490

MSc Workshop in Economic History

Teachers responsible: Dr C Lewis, C320, Dr W P Kennedy, C314 and all members of the Economic History Department

Availability: Compulsory for and exclusive to, MSc Economic History (Options A and B).

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 EH490, **Historical Analysis of Economic Change**, provides important preliminary training. In addition students will receive advice on the choice of topic and how to tackle it from their individual supervisors at appropriate stages. There is also a meeting, shortly after the taught-course examinations, at which students will receive general advice on the dissertation. Each student must submit a draft (by a date to be announced) late in the ST, and will receive detailed written comments on this draft only. The draft will form the basis of a paper outlining the dissertation. All students are required to present and defend the outline at the workshop near the end of that term.

Assessment: The completed dissertation must be handed in by 15 September. Marks will be deducted for late submission. The length should not exceed 15,000 words. It must be word processed (double-spaced and on one side of the paper only).

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 R Leonard, J108 and Dr H Machin, J218

Availability: For Master's degree students. A background knowledge of the history of the European Union is desirable. An ability to read another European language besides English is an advantage.

Core syllabus: A study of governmental and legal aspects of policy making in the EU, the impact of EU membership on politics, law and policy-making in member states.

Content: Law: the Treaties and the normative structure of the EU; the role of the Court in the integration and policy processes.

Government and Policy making: theories of policy making applied to the EU; policy institutions; policy processes; case studies; policy standardisation across member states; political representation and electoral competition in the EU.

Teaching: Lectures: **The EU: Government, Law and Policy** (EU401.1) 22 (weekly). Seminars: **The EU: Government, Law and Policy** (EU401.2) 21 (weekly). All students also take **European Union: Contemporary Issues** (EU450), and follow European Institute Public Lectures.

Essential Preliminary Reading: S Hix, *The Political System of the EU*, Macmillan, 1999; D Chalmers, *EU Law: Law and EU Government*, Ashgate, 1998.

Assessment: One three-hour, written examination in June. One question must be answered from the Law section and one from the Policy section.

EU402

Government and Business in Germany

Teacher responsible: Dr N Wunner, J209

Availability: Recommended for MSc European Studies, MSc European Political Economy and MSc European Politics and Policy. Open to all other Masters' degrees. An ability to read German is an advantage.

Core syllabus: A study of the development of economic policy-making in Germany, including its wider European context. The course emphasises post-unification changes in German political economy.

Content: This course examines current economic developments and policies in Germany. It highlights the key features of economic policy-making in Germany and how they have changed over time. Special emphasis is given to the economic problems arising in the context of German unification. In order to analyse the 'German political economy' an interdisciplinary approach is pursued drawing on concepts from both economics and political science. Topics covered include: macroeconomic policy-making, labour market policies, corporate governance and the banking system, economic policies towards unification, privatisation in East Germany and the implications of European integration for economic policy-making in Germany.

Teaching: Lectures: **Government and Business in Germany** (EU402.1) twelve (weekly, LS); Seminars: **Government and Business in Germany** (EU402.2) twelve (weekly, LS);

All students also take **European Union: Contemporary Issues** (EU450), and follow European Institute Public Lectures.

Essential Preliminary Reading: G Smith *et al* (Eds) *Developments in German Politics* 2, Houdmills, 1996; D Marsh, *Germany and Europe. The crisis of unity*, Mandarin, 1995; G Herrigel, *Industrial constructions. The sources of German industrial power*, Cambridge University Press, 1995; K Dyson (Ed), *The politics of German regulation*, Dartmouth, 1992; J Edwards & K Fischer, *Banks, Finance and Investment in Germany*, CUP, 1994; G Sinn & H-W Sinn, *Jumpstart. The economic unification of Germany*, MIT Press, 1992; P Wellens (Ed), *Economic aspects of German unification. Expectations, transition dynamics and international perspectives*, Springer, 1996; T Lange & G Pugh, *The economics of German unification. An introduction*, Elgar, 1998.

Assessment: One two-hour, written examination in June.

EU403

Spain and Europe

Teachers responsible: Dr S Balfour, J316 and others

Availability: For Master's degree students. An ability to read Spanish is an advantage.

Core syllabus: The course examines the relations between Spain and Europe focusing in particular on 20th century history and the structural effects of Spain's integration into the EU and the issues of convergence and coherence. A detailed syllabus is fixed at the start of each term.

Content: The idea of Europe in Spain from the early nineteenth-century to the Second Republic; the Spanish Civil War and the European Powers; Spain and Europe between 1940 and 1976; the process of Spain's accession to the EC and Spanish foreign policy; the economic and sectoral impact of Spanish integration into the EU; Spain and the Europe of the regions; social change, education and the labour market in Spain and the EU; convergence and cohesion.

Teaching: Lectures: **Spain and Europe** (EU403.1) twelve (weekly, LS). Seminars: **Spain and Europe** (EU403.2) twelve (weekly, LS).

All students also take **European Union: Contemporary Issues** (EU450), and follow European Institute Public Lectures.

Assessment: One two-hour, written examination in June.

EU405

Nationalism

Teachers responsible: Professor A D Smith, J102, Mr G Schopflin and Dr E Benner, D615

Availability: For MSc European Studies, MSc European Political Economy, MSc Sociology, MSc International Relations.

Core syllabus: An examination of the causes and role of ethnic identity and nationalist movements in the modern world, and of the relations between nations and states.

Content: Definitions of ethnicity and nationalism; theories of nations and nationalism; modernism, primordialism and ethno-symbolism; nationalism and international society; multinational states; separatism and irredentism; supranationalism and globalism; types of nationalism; citizenship and ethnic identity; ethics of nationalism.

Teaching: 23 Seminars (including revision) MLS: EU405 Sessional. (Students must also attend the lectures of course EU201 or, when EU201 is not given, additional lectures in MT. Revision classes in ST.

Reading list: A Cobban, *National Self-Determination*, Oxford University Press, 1945; E Kedourie, *Nationalism*, Hutchinson, 1960; E Gellner, *Nations and Nationalism*, Blackwell, 1983; H Kohn, *The Idea of Nationalism*, Macmillan, 1967; H Seton-Watson, *Nations and States*, Methuen, 1977; A D Smith, *Theories of Nationalism* (2nd edn), Duckworth, 1983; B Anderson, *Imagined Communities*, Verso Books, 1983; J Mayall, *Nationalism and International Society*, Cambridge University Press, 1990; E Hobsbawm, *Nations and Nationalism since 1780*, Cambridge University Press, 1990; A D Smith, *National Identity*, Penguin, 1991; L Greenfield, *Nationalism, Five Roads to Modernity*, Harvard University Press, 1992; J Breuille, *Nationalism and the State*, Manchester University Press, 2nd edn, 1993; J Hutchinson, *Modern Nationalism*, Fontana 1994; W Connor, *Ethno-Nationalism: The Quest for Understanding*, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds), *Nationalism*, Oxford University Press, 1994; J Hutchinson & A D Smith (Eds), *Ethnicity*, Oxford University

Press, 1996; A. Hastings, *The Construction of Nationhood*, 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 and secretary and at the first two seminars.

Assessment: A three-hour examination in June with three questions to be answered.

EU406

Ethnicity, Nationalism and Racism in Europe

Teachers responsible: Dr J Jackson Preece, J206, Dr A Innes, J208 and Dr J Hutchinson, J106

Availability: MSc European Studies, open to students on other "European" MSc Courses.

Core syllabus: Investigations into theories and problems of European nationalism and nation-state development, concentrating on ethnic minorities and multiculturalism in Europe, anti-Semitism and racism, and the revival of nationalism and ethnic conflict following the collapse of communism.

Content: The issues considered cover three main areas:

- Theories of nationalism, ethnicity, racism and anti-Semitism, considering the relation of pre-modern ethnicities to modern nations;
- Nationalism and ethnic-minority relations, including analysis of European states system, ethnic cleansing and nation-state creation, comparative perspectives on multiculturalism and prospects for a multicultural Europe;
- The development of nationalism in communist and post-communist Central and Eastern Europe, including the relations between communism and nationalism, nation-building and national-identity following the collapse of communism, analysis of separatism and the post-communist transformation.

Teaching: Lectures 20 ML, Seminars 20 ML.

Reading list: J Rex & D Mason (Eds), *Theories of Race and Ethnic Relations*, 1986; H Fein, *Genocide, A Sociological Perspective*, 1993; T Eriksen, *Ethnicity and Nationalism*, 1993; W Connor, *Ethno-nationalism: The Quest for Understanding*, 1994; A Kupchan (Ed), *Nationalism and Nationalities in the New Europe*, 1995; W Kymlicka, *Multicultural Citizenship*, OUP, 1995; J Bugajski, *Nations in Turmoil: Conflict and Co-operation in Eastern Europe*, 2nd edn, 1995; D Held (Ed), *Populism in Eastern Europe: Racism, Nationalism and Society*, 1996. A more detailed reading list is available from Dr Jackson Preece or the European Institute secretariat.

Assessment: One three-hour written examination in June.

EU407

Liberalism and Its Critics in Late Modern European Thought

Teacher responsible: Professor J Gray, J205

Availability: MSc European Studies, open to students on other "European" MSc Courses.

Core syllabus: A critical examination of European liberal thought from the late nineteenth century to the present, with special reference to critiques of liberalism in European philosophy and political theory.

Content: The course examines European liberal thinkers such as John Stuart Mill, Karl Popper, F A Hayek, and Isaiah Berlin, together with critics of liberalism such as Michael Oakeshott and Alasdair MacIntyre, with the aim of assessing the central claims of liberal theory.

Teaching: Lectures 20 ML, Seminars 20 ML.

Reading list: J S Mill, *On Liberty and Other Essays*, (Ed) J Gray; K Popper, *The Open Society and Its Enemies and Conjectures and Refutations*; F A Hayek, *The Constitution of Liberty*; I Berlin, *Four Essays on Liberty*; M Oakeshott, *Rationalism in Politics*; A MacIntyre, *After Virtue*. A further reading list is available from Professor Gray at the start of term.

Assessment: One three-hour written examination in June.

EU408

Nationalism in Europe: Contemporary Issues

Teacher responsible: Dr J Hutchinson, J106

Availability: Core course for MSc Nationalism and Ethnicity. Open to all students of European MSc courses.

Core syllabus: A programme is fixed at the start of each term.

Content: Major issues of nationalism in contemporary Europe.

Teaching: 11 seminars EU408 (fortnightly M,L,S)

Assessment: There is no examination for this course.

EU409

Basic Economic Concepts for European Political Economy

Teacher responsible: To be announced

Availability: MSc European Political Economy: Transition, MSc European Political Economy: Integration, MSc European Studies, MSc European Studies: EU Policy Making and MSc Russian and Post-Soviet Studies.

Core syllabus: A five-week intensive course, which assumes no previous knowledge of economics. The aim of the course is to provide students with a background in economic theory sufficient for MSc courses within the

European Institute. Students with some knowledge of basic theory are welcome to sit in, but in lectures priority is given to ensuring that non-economists reach the required standard.

Content:

1. Introductory matters: why economics matters; scarcity and opportunity cost; positive and normative economics.
2. Microeconomics: demand, supply and the market; the theory of consumer choice; monopoly; the labour market; welfare economics, including the nature of the welfare optimum, perfect information and perfect competition, and externalities, public goods, increasing returns to scale.
3. Macroeconomics: the goods market; the money market; the goods and money markets together, aggregate demand and supply; the determination of exchange rates.

Teaching: 20 hours of lectures, 4 hours per week for the first 5 weeks of the MT.

Reading: D Begg, S Fischer & R Dornbusch, *Economics*, 5th edn.

Assessment: There is no examination for this course.

EU410

Issues in European Political Economy

Teacher responsible: Dr H Machin, J218

Availability: Core course for MSc European Political Economy. Open to all students on European MSc courses.

Core syllabus: A programme is fixed at the start of each term.

Content: Major issues of the political economy of integration and transition in Europe. Speakers include academics and practitioners from all parts of Europe.

Teaching: 11 seminars EU410 (fortnightly M,L,S).

Assessment: There is no examination for this course.

EU412

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: Transition.

Core syllabus: This course provides a theoretically informed and advanced analysis of the politics of transition in the Former Soviet Union. It will analyse the ongoing 'triple transition', defined as the parallel and interlocking processes of political change, economic reform and state- and nation-building. The emphasis will be on the political dynamics in the successor states to the USSR. Comparative politics theory on democratisation and transition, institution-building, electoral systems, nationalism, regionalism and ethnic conflict will provide the framework for the analysis.

Content: Origins and applicability of transition theories; the 'triple' transition in the post-Soviet context; issues of post-Soviet state- and nation-building; institutional conflicts (eg those between presidents and parliaments); constitutional engineering; electoral systems, parties, voting behaviour and public opinion; cleavage structures in individual post-Soviet states; centre-regional relations and local politics; the role of national and sub-national élites; ethnic and regional conflicts; and the international dimension of transition (EU and NATO enlargement, CIS integration, post-Soviet interdependencies).

Teaching: 12 weekly two-hour seminars (10 seminars MT, 2 seminars ST). Students doing the MSc Russian and Post-Soviet Studies are expected to attend the following lectures: **Russia and the CIS: Institutions and Policies** (GV217) 20 (weekly) and **Post-Communist Politics and Policies** (EU451) 20 (weekly).

Essential preliminary reading: J Linz & A. Stepan, *Problems of Democratic Transition and Consolidation*, Johns Hopkins University Press, 1996; K Dawisha & B Parrott (Eds), *Democratic Changes and Authoritarian Reactions in Russia, Ukraine, Belarus and Moldova*, Cambridge University Press, 1997; *Conflict, Cleavage and Change in Central Asia and the Caucasus*, Cambridge University Press, 1997; C Ross & M Bowker (Eds), *Russia After the Cold War*, Longman, 1999; S White *et al* (Eds), *Developments in Post-Soviet Politics*, Macmillan, 1999; R Brubaker, *Nationalism Reframed: Nationhood and the national question in the New Europe*, Cambridge University Press, 1996.

Assessment: One assessed essay (25% of the final mark) and one two-hour written examination in June (75% of the final mark).

EU413

Warfare, Religion and National Identity

Teacher responsible: Dr J Hutchinson, J106

Availability: MSc Nationalism and Ethnicity, and for other MSc students, if space permits (with preference given to MSc European Studies).

Core syllabus: Investigations into the relationships between warfare and religion and the formation of national identities, and the implications of this analysis for understanding contemporary politics.

Content: The issues cover four main areas: War and the origins of national identities, including state formation and territorialisation; the genesis of collective myths, heroes and memories; and the rise of 'frontier' nations; Modern wars and the formation of national societies, including conscription and national citizenship; total wars, class, and the mass nation; military defeats and national secessions; wars and ethnic minorities; Religion and national formation, including cultural vernacularisation; sacralisation of lands; 'election' of peoples; secular-religious cleavages;

Nationalism, religion and conflict, including nationalism as a cause of war; religio-national 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.

Assessment: One three hour examination in June.

EU414

Public Policy in France

Teacher responsible: Dr A Guyomarch, J216

Availability: MSc European Politics & Policy, MSc Comparative Politics, MSc European Studies, 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: P Hall, J Hayward & H Machin, *Developments in French Politics*; H Machin & V Wright, *Economic Policy and Policy-making under the Mitterrand Presidency*; J Hayward, *Governing France*; V Wright, *The Government & Politics of France*; 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: Dr A Guyomarch, J216

Availability: MSc European Politics & Policy, MSc Comparative Politics, MSc European Studies, MSc European Social Policy and MSc International Relations.

Core syllabus: This course provides a theoretically-informed examination of the main structural and procedural features of French politics and government during the Fifth Republic.

Content: The historical context, application and adaptation of the 1958 Constitution are analysed. The course then considers the changing social bases of politics, interest group structures and methods, the media and politics, and the societal roots of the political parties. A number of themes are central to this analysis of governmental and political behaviour – presidentialism, executive reinforcement, parliamentary decline, constitutional review, the referendum and electoral system, party competition and the restructuring of the party system, the Europeanisation of politics.

The effect of recent reforms of the machinery of central government and local government are also analysed.

Teaching: Ten lectures and 10 seminars in the MT and 2 seminars in the first and second weeks of the ST.

Reading list: R Elgie, *Electing the French President*; P Hall, J Hayward & H Machin, *Developments in French Politics*; V Wright, *The Government & Politics of France*; A Stevens, *The Government and Politics of France*; A Guyomarch, H Machin & E Ritchie, *France in the EU*.

Assessment: Two hour unseen written examination in June.

EU418

Europe since 1945

Teacher responsible: Dr J Jackson Preece, J206

Availability: For MSc European Studies, MSc Nationalism, MSc European Social Policy, MA/MSc History of International Relations. Enrolment will not exceed 60 places. In allocating places, priority will be given to those students taking EU418 as a core course for the European Studies MSc. An interest and some background in contemporary European history is a pre-requisite.

Core syllabus: This course examines the major events in European history since 1945. The aim is to help students develop a mature understanding of contemporary Europe both as a region and as a political, ideological and cultural concept.

Content: Topics covered include: the post-war settlement; the Communist takeovers; the origins of the Cold War; integration in Western Europe; Sovietization in Eastern Europe; the rise and fall of detente; the great

transformation of 1989; German reunification; and emerging patterns of conflict and cooperation after the Cold War. This narrative is analyzed in terms of competing and indeed often contradictory definitions of Europe: Divided Europe; Atlantic Europe; Central Europe; East versus West; Europe as a political process; Europe as a cultural experience; Europe and the wider world.

Teaching: Lectures: 22 (weekly inc. revision); Seminars: 22 (weekly inc. revision).

Written work: Students are required to write four essays.

Reading list: A W De Porte, *Europe Between The Super-Powers: The Enduring Balance*; J P D Dunbabin, *The Cold War: The Great Powers And Their Allies*; D W Urwin, *A Political History of Western Europe Since 1945*; W Wallace, *The Transformation of Western Europe*; J Rothschild, *Return To Diversity: A Political History of East Central Europe Since World War II*; G Schopflin, *Politics In Eastern Europe*; T Garton Ash, *In Europe's Name: Germany And The Divided Continent*; H Miall (Ed), *Redefining Europe: New Patterns of Conflict and Cooperation*.

A more detailed reading list is available from Dr Jackson Preece or the European Institute secretariat.

Assessment: One three-hour examination in the June.

EU440

Greece and South East Europe: Government, Economy and Foreign Policy

Teachers responsible: Professor L Tsoukalis, J202 and Dr S Economides, D709

Availability: MSc European Studies, MSc European Political Economy, MSc Nationalism and Ethnicity.

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 Cvic, *Remaking the Balkans*, Printer for Institute International Affairs, 1995; K Featherstone & K Ifantis (Eds), *Greece in a Changing Europe*, Manchester University Press, 1996; T Geshkoff, *Balkan Union: A Road to Peace in Southeastern Europe*, Columbia University Press, 1940; E Loewendal, "Promises to Keep": *The Reality of Turkish-EU Relations*, Action Centre for Europe, 1998; P Shoup (Ed), *Problems of Balkan Security: Southeastern Europe in the 1990s*, Wilson Centre Press, 1990; M Todorova, *Imagining the Balkans*, Oxford University Press, 1997; S Woodward, *Balkan Tragedy*, Brookings Institute, 1995.

Assessment: One two-hour written examination in June.

EU441

The Political Economy of EU Enlargement

Teacher responsible: Dr N Wunner, J209

Availability: Core course for MSc European Political Economy: Integration. Option only for European Political Economy: Transition, with permission of the course teacher.

Core syllabus: The course examines the economic and political aspects of EU enlargement from the perspective both of the EU and the prospective members.

Content: The course provides an in-depth analysis of the problems arising in the context of EU enlargement.

Apart from discussing the broader historical and international background of EU enlargement, the course focuses in particular on the policy response of the EU to the transition in Central and Eastern Europe, on the costs and benefits of enlargement, on a positive analysis of the political-economic logic behind enlargement, and on the political and economic adjustments necessary both in the EU and in the joining countries for facilitating enlargement.

The analysis draws on concepts from economics as well as political science.

Teaching:

10 lectures and 10 seminars in the MT and 2 seminars in the ST (first and second weeks).

Reading list: G Avery & F Cameron, *The enlargement of the European Union*, 1998; R Baldwin *et al*. 'The costs and benefits of Eastern enlargement: The impact on the EU and Central Europe', *Economic Policy*, 24, 1997; R Faini & R Portes, *European Union trade with Eastern Europe: Adjustment and opportunities*, 1995; H Grabbe & K Hughes, *Eastward enlargement of the European Union*, 1997; B Lippert & H Schneider, *Monitoring association and beyond*, 1995; A Mayhew, *Recruiting Europe. The European Union's Policy towards Central and Eastern Europe*, 1998; C Paraskevopoulos, *European Union at the crossroads. A critical analysis of*

monetary union and enlargement, 1998; J Pinder, *The European Community and Eastern Europe*, 1991.

Assessment: One two-hour written examination in June.

EU442

The Political Economy of European Integration

Teachers responsible: Professor L Tsoukalis, J202, and other

Availability: Core course for MSc European Political Economy (Integration stream), core course for MSc European Studies. Other masters' degree students may be admitted with the permission of the teachers responsible. A knowledge of basic economics is essential.

Core syllabus: A comprehensive analysis of the process of European economic integration combined with a critical examination of EU policies and developments in the European economy.

Content: An overview of the development of economic integration, the transition from a customs union to the internal market, the main common policies, economic and monetary union, cohesion and redistribution in the EU, external economic relations and the prospects for further integration.

Teaching:

Lectures (introductory core course) **Introduction to European Political Economy** EU409

Lectures, **The Political Economy of European Integration** EU442.1 20 (weekly M,L).

Seminars, **The Political Economy of European Integration** EU442.2 21 (weekly M,L,S).

Essential preliminary reading: A Milward, *The Reconstruction of Western Europe*, 1984; P Taylor, *The European Union in the 1990s*, 1996.

Assessment: One 3-hour written examination in June.

EU443

European Models of Capitalism

Teacher responsible: Professor D Soskice, J207

Availability: For MSc European Political Economy.

Core Syllabus: The major models of advanced capitalist systems in Europe and internal and external pressures for change; Production régimes, public policy formation, and welfare states.

Content:

The course covers three main models, the Anglo-Saxon (UK, Ireland), Organised Market Economies (Germany, Scandinavia, Benelux, northern Italy) and the sui-generis state-elitist case of France. It looks at the key, interrelated institutions of education and training, industrial relations, corporate governance and technology transfer, their relation to the welfare state, and how globalisation and European integration are producing changes.

Teaching:

Lectures 10 (weekly LT); Seminars 10 (weekly LT).

Reading list: M Albert, *Capitalism vs Capitalism*, Four Wall Eight Windows, New York, 1993; G Esping-Andersen, *The Three Worlds of Welfare Capitalism*, Polity Press, 1990; P A Hall & D Soskice (Eds), *Varieties of Capitalism* (in manuscript); H P Kitschelt, G Marks & J D Stephens (Eds), *Continuity and Change in Contemporary Capitalism*, 1998; M Maurice, F Sellier *et al*, *The Social Foundations of Industrial Power*, MIT Press, 1986; R Nelson (Ed), *National Innovation Systems: A Comparative Analysis*, OUP, New York, 1993.

Assessment: One 2-hour written examination in June.

EU450

Europe: Contemporary Issues

Teachers responsible: Dr H Machin, J218

Availability: Open to all students on European MSc courses. Core course for MSc European Studies and MSc European Studies (EU Policy Making).

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:

11 seminars, EU450, (fortnightly, MLS).

Assessment: There is no examination for this course.

EU451

Post Communist Politics and Policies

Teachers responsible: Professor D Lieven, K208, Dr J Hughes, L102, Professor M Light, D411, Dr G Sasse, J207 and Dr A Innes, J208

Availability: Recommended to Master's degree students in the European Institute and students taking the MSc option in **Soviet and Post-Soviet Foreign Policy**, IR425.

Core syllabus: A programme is fixed at the start of each term.

Content: The course, open to all graduates and staff interested in contemporary problems of the former Soviet bloc, draws on visiting speakers from Britain, Russia and elsewhere.

Teaching:

Twenty seminars, EU451, (weekly, M,L).

Assessment: There is no examination for this course.

GENDER

GI400

Gender Theories in the Modern World: An Interdisciplinary Approach

Teachers responsible: Dr R C Gill, Q155 and others

Availability: This is a compulsory course for students on the MSc Gender, MSc Gender and Development, MSc Social Research Methods (Gender), MSc Gender and Social Policy and MSc Gender and the Media.

Core syllabus: The course aims to enable students to: Consider theories of gender from a range of disciplinary perspectives; Develop a critical appreciation of different theories of gender; Use theories of gender relations to inform their appreciation of existing work in their own disciplines and in an interdisciplinary context; Use the analysis of gender relations as a basis for research.

Content: Topics covered include: explanatory frameworks of gender analysis; contemporary theoretical understandings of gender, sex and sexuality; models of gender and their contextual adequacy; gender roles, stereotyping and psychological constructions of gender; gender and the body; gender and health; gender and poststructuralist theory; citizenship; gender, violence and the law; gender and human rights; gender and anthropology; masculinities; gender and work (domestic labour, economics, labour market); gender and race, methodology; postcolonial theory.

Teaching: The course is taught in 20 x 2.5 hour sessions (GI400). It is divided into blocks of discipline-oriented lectures and linked seminars. In addition there will be 10 weekly x 2 hour student-led integrative seminars with specific themes in the LT.

Reading list: No single book covers the whole course. The following are useful basic reading:

M Barrett & A Phillips (Eds), *Destabilising Theory*, Polity (1992); J Evans, *Feminist Theory Today*, Routledge (1995); M Evans, *Introducing Contemporary Feminist Thought*, Routledge (1997); N Folbre, *Who Pays for the Kids? Gender and the Structures of Constraint*, Routledge (1994); E Fox Keller & H E Longino, *Feminism and Science*, OUP (1996); R Frankenburg, *White Woman: Race Matters*, Routledge (1993); S Jackson (Ed), *Woman's Studies: A Reader*, Harvester Wheatsheaf (1993); N Kabere, *Reversed Realities: Gender Hierarchies in Development Thought*, Verso (1994); S Kemp & J Squires (Eds), *Feminisms* (1998); M Marchand & J Parpart (Eds), *Feminism/Postmodernism/Development*, Routledge (1995); H L Moore, *Feminism and Anthropology*, Polity (1988); H L Moore, *A Passion For Difference*, Polity (1994); I Whelehan, *Modern Feminist Thought: From the Second Wave to Post-Feminism*, Edinburgh UP (1995). **Assessment:** One three hour written examination (60%) and two essays, each of not more than 3,000 words (40%).

GI401

Feminist Perspectives on Technology

Teacher responsible: Professor Judy Wajcman, Q156

Availability: The course is a half unit, which is available to all suitably qualified students.

Course syllabus: The course will provide a conceptual grounding in various approaches to the study of gender and technology, in relation to recent theoretical developments both in the analysis of gender relations and in the study of technological change. It will thus provide an appropriate framework and scholarly tools for detailed investigations of the complex forces shaping technology and our relationships to it. This will necessarily involve a multidisciplinary approach as technology studies draw on history, sociology, cultural studies, economics, and science studies. In this sense, the course provides students with a paradigm case of the way feminist analysis requires interdisciplinary skills. The course will show how the major concerns of technology theorists with information, consumption, identity, cyberspace and the body can be enriched by a gender perspective.

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, *Feminist Contrasts Technology*, Polity Press (1991); W Faulkner & E Arnold (Eds), *Smothered by Invention*, Pluto Press (1985); S Jasanoff et al, *Handbook of Science and Technology Studies*, Sage (1995); 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*, Second edn, Open University Press (1999); P Hopkins (Ed), *Sex/Machine: readings in Culture, Gender and Technology*, Indiana University Press (1998); S Mitter & S Rowbotham (Eds), *Women Encounter Technology: Changing Patterns of Employment in the Third World*, Routledge (1997); R S Cowan, *More Work for Mother*, Basic Books (1983); C Cockburn & S Ormrod, *Gender and Technology in the Making*, Sage (1993); C Cockburn & R First-Dilic (Eds), *Bringing Technology Home*.

Gender and Technology in a Changing Europe, Open University Press (1994); V Scharff, *Taking the Wheel: Women and the Coming of the Motor Car*, Free Press (1991); S Franklin, *Embodied Progress: A Cultural Account of Assisted Conception*, Routledge (1997); M McNeil et al (Eds), *The New Reproductive Technologies*, Macmillan (1990); S Turkle, *Life on the Screen: Identity in the Age of the Internet*, Simon & Schuster (1995); A R Stone, *The War of Desire and Technology at the Close of the Mechanical Age*, MIT Press (1995); C Stabile, *Feminism and the Technological Fix*, Manchester University Press (1994); S Everts, *Gender and Technology: Empowering Women, Engendering Development*, Zed Books (1998); S Harding (Ed), *The 'Racial' Economy of Science: Toward a Democratic Future*, Indiana University Press (1993); *Gender, Technology and Development*, The Journal of the Gender and Development Studies Centre, Asian Institute of Technology, Thailand.

Assessment: There will be one assessed essay of 2,500 words to be submitted at the end of the MT and a two hour unseen examination in June. The essay will comprise 25% of the final grade and the examination the other 75%.

GI402

Gender: Epistemology and Research Methodology

Teacher responsible: To be announced

Availability: This is a compulsory component for MSc Social Research Methods (Gender) and is recommended for MSc Gender, Gender MPhil/PhD students in the first year of registration but also available to other suitably qualified students.

Core syllabus: The course aims to enable students: To explore key questions of epistemology and methodology in relation to the analysis of gender relations. To explore the key questions in differing social science disciplines. To examine the scope and analytical purchase of the concept of gender in the social sciences. To explore some of the ethical issues inherent in research undertaken from a gendered perspective, and particularly those of positionality and location. To link this short course with some of the issues which will arise for students when researching and writing their dissertations and other pieces of research work.

Content: The course is in three sections: *Epistemological Issues:* Philosophical debates about knowledge and truth; Ethics and the validity of feminist knowledge; Political action and the *Academe Methodology:* Methodological Debates and Methods; Action oriented research; Participatory research (PAR): An analysis of research and *Approaches to Sociology, Psychology and Anthropology:* issues and experiences.

Teaching: 10 x 2 hour introductory lectures and student-led seminars in MT. Students are expected to carry out directed readings for seminars and to make a seminar presentation.

Reading list: L Alcoff & E Potter (Eds), *Feminist Epistemologies*, Routledge (1993); S Burt & L Code (Eds), *Changing Methods: Feminists transforming practice*, Broadview Press (1995); M Fonow & J Cook (Eds), *Beyond Methodology: Feminist scholarship as lived research*, Indiana University Press (1991); E Fox Keller & H Longino, *Feminism and Science*, Open University Press (1996); H Gottfried (Ed), *Feminism and Social Change. Bridging Theory and Practice*, University Illinois Press (1996); M Hammersley, *Social Research. Philosophy, Politics and Practice*, Open University Press (1986); S Harding, *The Science Question in Feminism*, Open University Press (1986); 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); J M Nielsen (Ed), *Feminist Research Methods. exemplary readings in the social sciences*, Westview (1990).

Assessment: One assessed essay to be submitted at the end of the MT (25%), and one two hour unseen examination in June (75%).

GI403

Gender and the Media

Teacher responsible: Dr R C Gill, Q155

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 Media.

Core syllabus: This course aims to enable students:

- To apply a range of theoretical and methodological approaches to the study of the media
- To think critically about representations of gender in a range of different media
- To examine changing representations of gender in the context of wider social changes
- 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 2 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/second edn, 1994); S Cohan & I R Hark, *Screening the Male: Exploring Masculinities in Hollywood Cinema*, Routledge (1993); J Rutherford & R Chapman, *Male Order: Unwrapping Masculinity*, Lawrence & Wishart (1988).

Assessment: One assessed essay of not more than 3,000 words to be submitted at the end of the LT (25%), and one two hour unseen examination in June (75%).

GI404

New Concept in Gender Theory: Post-Colonial Perspectives on Development

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.

Course syllabus: The emphasis is on the relationship between gender theory and development theory in relation to recent theoretical developments in gender. Students will be able to use contemporary gender theory to interrogate development theory and practice, and they will be expected to apply these theories to case study material. They will be able to make use of their knowledge to critically assess the work they are doing in other courses about gender and development policy, economic theory and practice. Students will expect to gain an understanding of the diversity and complexity of gender relations in the South. They should be able to use key concepts in both development and gender theory, and to link these to ideas from the core disciplines.

Content: The course begins by considering the history of the concepts of gender and development as embedded in modernist paradigms. It then considers the relationship between the two fields of study and the implications of this for policy making in relation to the developing world.

GEOGRAPHY AND ENVIRONMENT

GY401

Departmental Keynote Seminars

Teacher responsible: Dr A C Pratt, S410

Availability: For all MSc and MPhil/PhD students registered in the Department of Geography and Environment.

Core syllabus: Key note presentations by speakers normally from outside the Department on aspects of their own research in the fields of Geography, Local Economic Development, Urban and Regional Planning, Cities and Environmental Issues.

Teaching: 6 x 2-hour seminars (GY401) in the MT and LT.

Assessment: This course is not intended as preparation for any particular examination. But, students will find it useful in increasing their awareness of current research and the application of research methods across the discipline. Attendance is strongly recommended.

GY402

Research Methods I

Teacher responsible: Professor I Gordon, S513

Availability: For MSc Regional and Urban Planning; MSc Environmental Assessment and Evaluation; MSc Cities, Space and Society; MSc Local Economic Development and other MSc students in Geography and Environment.

Course syllabus: An introduction to, and exploration of research design and practice and geographical information management.

Content: The nature of social scientific research. Choosing a topic, writing and keeping track of sources, time management. Theory building and use: the example of micro-macro questions in geographical research. Data handling: tools and research areas. Data: issues and problems. Information collection: techniques and ethical considerations. Quantitative and qualitative information: the (mis)use and (il)legitimacy of samples and case studies. Evaluation and geographical research: the policy question.

Teaching: 2 sessions in the MT and alternate weeks throughout the LT. Students are expected to carry out directed reading in preparation for seminars. The course is composed of lectures, seminars, workshops and individual meetings with tutors. Detailed timetable arrangements will be made available at the beginning of the academic year. Students on different MSc courses will have different attendance and assessment requirements. Information is available from course directors.

Reading list: R Johnston, D Gregory & D Smith (Eds), *Dictionary of Human Geography* (3rd edn), Blackwell, 1993; A Sayer, *Method in Social Science: A Realist Approach* (2nd edn), Routledge, 1993; J Pickles (Ed), *Ground Truth: The Social Implications of GIS*; T May, *Social Research: Issues, Methods and Process*, 1993; A Wilson & R Bennet, *Mathematical Methods in Human Geography and Planning*, 1985; J Creswell, *Research Design: Qualitative and Quantitative Approaches*, 1994; S Kvale, *Interviews: An Introduction to Qualitative Research Interviewing*, 1996.

Assessment: An unseen examination of 2 hours (2 from 5) 75%, and 1 essay of 3,000 words (25%). Examinations take place in June.

Post modern and post colonial theoretical perspectives on the relationship between gender and development are considered, and the range of perspectives brought to such issues by those in developing countries. The course will build on these insights to examine the place of cultural relativist perspectives and the issue of religion. The concluding part of the course looks at the relevance of feminist theories to the work of Non Governmental Organisations and summarise the contribution of the gender and development debate to changes in social development paradigms.

Teaching: 10 x two hour integrated lectures and seminars. Students are expected to carry out directed readings for seminars and to make a seminar presentation.

Reading list: B Agarwal, 'Resounding the alert, gender, resources and community action' *World Development*, Vol 25, No 9, September 1977; A Brooks, *Postfeminisms, Feminism, Cultural Theory and Cultural Forms*, Routledge (1977); M P Cowen & R W Shenton (Eds), *Doctrines of development*, Routledge (1996); D Elson (Ed), *Male Bias in the Development Process*, 2nd edn, Manchester University Press (1995); C Jackson & R Pearson (Eds), *Feminist Visions of Development. Gender analysis and policy*, Routledge (1998); M John, *Discrepant Dislocations: Feminism, Theory, and Postcolonial Histories*, University of California Press (1996); N Kabere, *Reversed Realities. Gender Hierarchies in Development Thought*, Verso (1994); M Karlekar, *A Fieldworker in Women's Studies*, Occasional Paper No 19, Centre of Women's Development Studies (1993); 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); L McDowell & J Sharp, *Space, Gender, Knowledge*, Arnold (1977); H Moore, *A Passion for Difference*, Polity (1994); M Molyneux, 'Gendered Transitions: a review essay' *Gender and Development*, Vol 3, No 3 (1995); K Staudt (Ed), *Women, International Development and Politics: The Bureaucratic Mire*, Temple University Press, Philadelphia (1996).

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%.

GY403

Contemporary Debates in Human Geography

Teacher responsible: Professor I Gordon, S513

Availability: MSc Human Geography Research and nominated MPhil/PhD Geography students in their first year of registration.

Core syllabus: To cover a range of influential approaches to the discipline of geography. To understand the relation of past approaches to those currently employed. To appreciate the dynamic constitution of the discipline and the changing research foci.

Content: This is a course based upon intensive reading of key and canonical texts within the discipline. As such the content will be flexible. Topics will be based upon the following: scale and space; histories of geography; economy and culture; risk society; nature and society; new economic geographies; ecological modernisation; post-developmentalism; feminism and geography.

Teaching: 10 x 2 hour introductory lectures and student-led seminars in MT and LT. Students are expected to carry out directed readings for seminars, and to produce a summary 2 page essay.

Reading list: U Beck, *Risk Society: Toward a New Modernity*, Page, 1992; R Chorley & P Haggett (Eds), *Models in Geography*, Methuen, 1967; P Cloke, C Philo & D Sadler, *Approaching Human Geography*, PLP, 1991; D Gregory & T Urry, *Social Relations and Spatial Structures*, Macmillan, 1985; D Harvey, *The Condition of Postmodernity*, Blackwell, 1989; R Johnston, D Gregory & D Smith, *The Dictionary of Human Geography* (3rd edn), Blackwell, 1994; B Macmillan (Ed), *Remodelling Geography*, Blackwell, 1989; D Massey, *Spatial Divisions of Labour* (2nd edn), Macmillan, 1994; *Progress in Human Geography*; G Rose, *Feminism and Geography*, Polity, 1993; D Sayer, *Method in Social Science* (2nd edn), Routledge, 1992; D Livingstone, *The Geographical Tradition*, 1992; L Johnson, *A Morally Deep World*, 1991; P Krugman, *Geography and Trade*, 1991; A Escobar, *Encountering Development*, 1994.

Assessment: An unseen exam of 2 hours (2 from 5) (75%) and an essay of 3,000 words (25%). Examination takes place in June.

GY404

Seminar in Local Economic Development

Teacher responsible: Dr A Rodriguez-Pose, S408

Availability: For MSc Local Economic Development and nominated MPhil/PhD Geography students in their first year of registration, but also available to other suitably qualified students.

Core syllabus: Review of the theoretical underpinnings of local economic development; different institutional contexts; range of strategies; and, problems of implementation of local economic development in advanced economies. **Content:** Orientation and overview. Vertical disintegration, new industrial spaces and global change. Tensions between economic and social development. Bottom-up and top-down strategies. Spatial and sectoral strategies. Networks and institutions in LED. The political economy of local anti-growth/pro-growth coalitions. Local and regional government and LED. Selling the city: a strategy for LED. Environmental goals in LED. Sustainable development.

Teaching: 10 x 2 hour lecture/seminar in alternate weeks of the MT and LT. Students will be expected to make presentations and prepare 2 page summaries for each seminar.

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 Local Economic Development, and MSc Regional and Urban Planning Studies. Other graduate students registered in programmes such as those in anthropology, sociology, social policy and international relations are also welcome.

Core syllabus: The social economic and cultural dimensions of globalisation for cities and regions.

Content: Strategic Spaces for Economic Globalization; The New Cross-border Geographies of Centrality and Marginality; Cutting the Old North-South Divide; The City as a Production Site for the Leading Sectors in the Global Information Economy; The City as a New Frontier; The Multiplication of Urban Struggles/Immigration/New Politics; Identity in the Global City; Economic and Cultural Encasements; Consequences of Globalization: Inequality and New Forms of Power; Impacts of Digitalization on the City; Trans-national and Local Networks; Urban Labour Markets.

Teaching: 10 x 1.5 hour seminars in the LT.

Reading list: S Dunn (Ed), *Managing Divided Cities*, Keele University Press, 1994; S Feinstein, *The City Builders*, University of Kansas Press, 2000; S Feinstein, 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 Sklar, *Sociology of the Global System: Social Changes in Global Perspective*, Johns Hopkins University Press, 1991.

Assessment: The course is assessed by a 5,000 word essay.

GY406

Historical Geographical Materialism:

The Miliband Seminar

Teacher responsible: Professor David Harvey (Miliband Fellow)

Availability: The course will be limited to 20 students registered on MSc and MPhil programmes in the School.

Core syllabus: The political economic aspects of spatial and environmental issues explored from the perspective of historical materialism.

Content: Uneven geographical development; globalisation; environmental justice; the social construction of space and time.

Teaching: 10 x 1.5 hour seminars in the LT.

Reading list: D Harvey, *The Limits to Capital*, Blackwell, 1982; D Harvey, *Justice, nature and the geography of difference*, Blackwell, 1996.

Assessment: The course is assessed by course participation and a 3,000 word essay.

GY407

Managing Economic Development

Teacher responsible: Dr G Duranton, S513a

Availability: Primarily for students taking MSc Local Economic Development, MSc Human Geography Research, MSc Cities, Space and Society, MSc European Studies and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core syllabus: Analysis of the theory of management of economic development focusing on response to change, stimulation of development, project management and methods of local or regional delivery.

Content: Semester A: This course introduces students to key economic ideas and concepts relevant to the field of economic development with an emphasis at the local level. The course seeks to give an overview of the field and to develop concepts and theories on how individuals, private firms and public institutions interact at the local level. The topics covered include the analysis of local interactions, information problems and the necessity of formal and informal institutions. The behaviour of households, entrepreneurs, and small and large firms is also reviewed. Eventually, the emphasis is put on the implications of the division of power between central and local institutions. **Semester B:** This course starts with an analysis of how globalization and increased mobility may impose constraints but also provide new opportunities for local and regional development. The topics covered include local vs global growth, regional and international location, cities, infrastructure and urban development. It then moves on to consider local capacity and capacity building, including both human capital and institutional aspects of capacity building. This is followed by an introduction

to the principles of evaluation and then application in the context of development projects and capacity building.

Teaching: Each semester will have twelve 1-hour lectures and six 1.5-hour seminars (GY407.1 and GY407.2).

Reading list: A Atkinson & J Stiglitz, *Lectures on Public Economics*, McGraw-Hill (1986); H Armstrong & J Taylor, *Regional Economics and Policy*, MacMillan (2000); R Bennett & A McCoshan, *Enterprise and Human Resource Development: Local Capacity Building*, Paul Chapman (1993); P Dicken, *Global Shift*, Guilford Press (1998); G Grossman & E Helpman, *Innovation and Growth in the Global Economy*, MIT Press (1991); V Henderson, *Urban Development, Theory, Facts and Illusions*, Oxford University Press (1988); P Krugman, *Geography and Trade*, MIT Press (1991); P Milgrom & J Roberts, *Economics, Organization and Management*, Prentice Hall (1992); M Temple, *Regional Economics*, St Martin's (1994). A number of more specialised texts will be recommended.

Assessment: One unseen examination of three hours (75%) and written work to be submitted during the session (25%).

GY408

European Economic Development Management

Teacher responsible: Dr A Rodriguez-Pose, S408

Availability: Primarily for students taking MSc Local Economic Development, MSc Politics and Economics of Transition, MSc European Studies and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core syllabus: Analysis of management and institutional issues in Europe to stimulate the economic development of local and regional economies, focusing on management of change, stimulation of development, project management methods of local or regional delivery and evaluation.

Content: Semester A: This course focuses on the rationale, impact and context of local and regional development policies and projects in Europe. The context of change, external stimuli, technological change, the single market, deregulation and subcontracting structures: regional contrasted with local policy. The origins, objectives and form of regional policy, 'territorial competition', and local economic development policies. The role of infrastructure in development. Factors conditioning the development of local policies and the role of institutional factors and agents. The purpose and techniques of regional policy evaluation: methodological problems and bias. Solutions and examples of evaluation.

Semester B: This section of the course deals mainly with socio-economic restructuring and growth in recent decades and the factors associated with it. The strengths and weaknesses of traditional theories of growth are analysed in detail in the European context. Focuses on the role of capital and technology; the connection between social conditions and regional growth; labour market structure and education; human resources in development organisations and in local economies, mobility, technology transfer and inter-firm partnering; the role of institutions, policy and politics in the genesis of growth. A significant part of this course will be based on case studies.

Teaching: 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 Wever (Eds), *New Firms' and Regional Development in Europe*, Croom Helm (1986); K Ohmae, *The End of the Nation State: the Rise of Regional Economies*, The Free Press (1995); 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 European Studies and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Content: This course introduces students to key economic ideas and concepts relevant to the field of economic development with an emphasis at the local level. The course seeks to give an overview of the field and to develop concepts and theories on how individuals, private firms and public institutions interact at the local level. The topics covered include the analysis of local interactions, information problems and the necessity of formal and informal institutions. The behaviour of households, entrepreneurs, small and large firms is also reviewed. Eventually, the emphasis is put on the implications of the division of power between central and local institutions.

Teaching: Twelve 1-hour lectures and six 1.5-hour seminars (GY407.1).

Reading list: A Atkinson & J Stiglitz, *Lectures on Public Economics*, McGraw-Hill (1986); H Armstrong & J Taylor, *Regional Economics and Policy*, MacMillan (2000); P Dicken, *Global Shift*, Guilford Press (1998); G Grossman & E Helpman, *Innovation and Growth in the Global Economy*, MIT Press (1991); V Henderson, *Urban Development, Theory, Facts and Illusions*, Oxford University Press (1988); P Krugman, *Geography and Trade*, MIT Press (1991); P Milgrom & J Roberts, *Economics, Organization and Management*, Prentice Hall (1992); M Temple, *Regional Economics*, St. Martin's (1994). A number of more specialised texts will be recommended.

Assessment: One unseen examination of two hours.

GY410

Aspects of European Economic Development

Management

Teacher responsible: Professor I Gordon, S513

Availability: Primarily for students taking MSc Local Economic Development, MSc Politics and Economics of Transition, MSc European Studies and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core syllabus: Analysis of middle-management institutional issues in Europe to stimulate the economic development of local and regional economies, focusing on management of change, stimulation of development (includes EEA and central Europe as well as EU).

Content: This course focuses on the rationale, impact and context of local and regional development policies and projects in Europe. The context of change, external stimuli, technological change, the single market, deregulation and subcontracting structures: regional contrasted with local policy. The origins, objectives and form of regional policy, 'territorial competition', and local economic development policies. The role of infrastructure in development. Factors conditioning the development of local policies and the role of institutional factors and agents. The purpose and techniques of regional policy evaluation: methodological problems and bias. Solutions and examples of evaluation.

Teaching: Twelve 1-hour lectures and six 1.5-hour seminars (GY408.1).

Reading list: H W Armstrong & J Taylor, *Regional Economics and Policy*, MacMillan (2000); R J Bennett & G Krebs, *Local Economic Development: public-private partnership initiatives in Britain and Germany*, Belhaven (1991); P Cheshire & D Hay, *Urban Problems in Western Europe: an economic analysis*, Unwin-Hyman (1989); P C Cheshire & I R Gordon (Eds), *Territorial Competition in an Integrating Europe*, Avebury (1995); Commission of the European Communities, *5th and 6th Periodic Reports on the Social and Economic Situation of the Regions of the Community*, OPOCE; D Keeble & E Wever (Eds), *New Firms and Regional Development in Europe*, Croom Helm (1986); L Rodwin & H Sazanami (Eds), *Industrial Change and Regional Economic Transformation: Western Europe*, Harper Collins (1991).

Assessment: One unseen examination of two hours.

GY411

NA 00/01

Third World Urbanisation

Teacher responsible: Dr S H Chant, S515. Other teacher involved: Dr G Jones, S506a.

Availability: For students taking: MSc Cities, Space and Society; MSc Human Geography Research; MSc Urban and Regional Planning; MSc Social Policy and Planning in Developing Countries and MSc Development Studies. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. An elementary knowledge of Third World development issues would be an advantage. NOT to be taken with half units GY431 **Cities, People and Poverty in the South** or GY432 **Cities, Culture and Politics in the South**.

Core syllabus: The course focuses on the social and economic consequences of urbanisation in Third World countries paying particular attention to problems of urban poverty, especially in the fields of shelter, work and welfare. The course attempts to combine a spectrum of macro- and micro-level perspectives on urban privation by examining the responses of states, low-income households and civil society organisations to scarce resources. The course also aims to provide theoretically informed perspectives on social and political aspects of Third World cities. Social, political and economic aspects of urban policy and development are considered but the course also offers an opportunity to reflect on these urban places in a way which does not reduce them to arenas for technical, policy-driven planning. At the same time as considering the history and present condition of urbanism, urban experience and urban politics in Third World cities, the course also raises questions about the conceptual approach which labels the urban as different in these contexts and seeks to understand the nature of the complex links between Western and Third World cities.

Content: Population growth and distribution. Urban development policies. Migration and migrant adaptation. Shelter, land and services. Employment and income. 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-developmentism.

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: B Aldrich & R Sandhu (Eds), *Housing the Urban Poor: Policy and Practice in Developing Countries*, 1995; J Beall (Ed), A

City for All, 1997; A Badshah, *Our Urban Future: New Paradigms for Equity and Sustainability*, 1996; R Burgess et al (Eds), *The Challenge of Sustainable Cities*, 1997; S Chant (for UNDP), *Gender, Urban Development and Housing*, 1996; A King, *Culture, Globalisation and the World System*, 1991; A King (Ed), *Representing the City: Ethnicity, Capital and Culture in the 21st Century Metropolis*, 1996; B Roberts, *The Making of Citizens: Cities of Peasants Revisited*, 1995; J Seabrook, *In the Cities of the South*, 1996; UNCHS (HABITAT), *An Urbanising World: Global Report on Human Settlements*, 1996.

Assessment: One extended essay (3,000 words) to be handed in at beginning of ST; 3-hour examination paper in ST (3 questions out of 9). Course essay (25%); examination (75%).

GY413

Economic Development: Institutions, Networks and

Evaluation

Teacher responsible: Dr G Duranton, S513a

Availability: For students taking MSc Local Economic Development, MSc Cities, Space and Society and MSc Management, also available to other suitably qualified graduate students as permitted by the regulations for their degrees. A good background is required in one of the fields of management, economics, economic geography, regional and urban studies.

Core syllabus: Project management and methods for local or regional economic development.

Content: This course starts with an analysis of how globalization and increased mobility may impose constraints but also provide new opportunities for local and regional development. The topics covered include local vs global growth, regional and international location, cities, infrastructure and urban development. It then moves on to consider local capacity and capacity building, including both human capital and institutional aspects of capacity building. This is followed by an introduction to the principles of evaluation and then application in the context of development projects and capacity building.

Teaching: Twelve 1-hour lectures and six 1.5-hour seminars (GY407.2).

Reading list: H Armstrong & J Taylor, *Regional Economics and Policy*, Macmillan (2000); R Bennett & A McCoshan, *Enterprise and Human Resource Development: Local Capacity Building*, Paul Chapman (1993); P Dicken, *Global Shift*, Guilford Press (1998); G Grossman & E Helpman, *Innovation and Growth in the Global Economy*, MIT Press (1991); V Henderson, *Urban Development, Theory, Facts and Illusions*, Oxford University Press (1988); P Krugman, *Geography and Trade*, MIT Press (1991). A number of more specialised texts will be recommended.

Assessment: 2-hour unseen examination.

GY414

NA 00/01

Gender, Space and Society

Teacher responsible: Dr S Chant, S515. Other teacher involved: Dr D Perrons, S506b.

Availability: Optional for MSc Human Geography Research, MSc Development Studies, MSc Cities, Space and Society, MSc Gender and MSc Population and Development. Other graduate students may take the course subject to the Regulations for their Degrees. NOT to be taken with GY421 **Gender and Development: Geographical Perspectives** or GY422 **European Gender Systems**.

Core syllabus: An analysis of the geography of gender inequality in the advanced capitalist countries and in the developing world. The course focuses on the variability of gender roles and relations and their socio-spatial implications in different geographical contexts.

Content:

MT: Gender inequalities and 'Third World' development. Production and reproduction. Households, families and fertility. Housing, health and urban services. Segregation, segmentation and the formal sector of urban employment. The 'informal sector'; gender and migration; gender and development policy and planning.

LT: Perspectives on gender and geography in advanced countries. Theorising the diversity of gender inequality in Europe: regulatory frameworks, gendered welfare regimes, gender contracts and arrangements, forms and degrees of patriarchy. Global cities: polarisation, casualisation and feminisation. Gendered space: communities, work and gender. Designing cities: sexuality and violence. Male control of women's place, 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: S Chant, *Women-Headed Households: Diversity and Dynamics in the Developing World*, 1997; D Elson (Ed), *Male Bias in the Development Process* (2nd edn), 1995; C Jackson & R Pearson (Eds), *Feminist Visions of Development: Gender Analysis and Policy*, 1998; N Kaber, *Reversed Realities: Gender Hierarchies in Development Thought*, 1994; M Marchand & J Parpart (Eds), *Feminism/Postmodernism/Development*, 1995; H Moore, *Feminism and Anthropology*, 1988; C Moser, *Gender Planning and Development*, 1993; L Østergaard (Ed), *Gender and Development: A Practical Guide*, 1992; H Pietilä & J Vickers, *Making Women Matter: The Role of the UN*, 1994.

LT: J Darke & S Yeandle (Eds), *Changing Places: Women's Lives in the City*, 1996; M Garcia-Ramon & J Monk (Eds), *Women of the European Union*, 1996; J Lewis (Ed), *Lone Mothers in European Welfare Regimes*, 1997; T Rees, *Mainstreaming Equality in the European Union*, 1998; J

Shaw & D Perrons, *Making Gender Work*, 1995; D Sainsbury, *Gender, Equality and Welfare States*, 1996; D Bell & G Valentine, *Mapping Desire*, 1995; S Walby, *Gender Transformations*, 1997.
Assessment: One essay, 3,000 words (25% marks) to be submitted at beginning of ST. One 3-hour unseen examination paper, 3 questions out of 9 (75% marks).

GY415

Economic Development: Global Change and Local Response

Teacher responsible: Dr A Rodríguez-Pose, S408

Availability: For students taking MSc Local Economic Development, MSc Regional and Urban Planning, MSc European Studies 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 growth in recent decades and the factors associated with it. The strengths and weaknesses of traditional theories of growth are analysed in detail in the European context. Focuses on the role of capital and technology; the connection between social conditions and regional growth; labour market structure and education; human resources in development organisations and in local economies, mobility, technology transfer and inter-firm partnering; the role of institutions, policy and politics in the genesis of growth. A significant part of this course will be based on case studies.

Teaching: 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 Communities, *5th and 6th 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 University Press (1999); E Matzner & W Streeck (Eds), *Beyond Keynesianism*, Elgar (1991); D C North, *Institutions, Institutional Change, and Economic Performance*, Cambridge University Press (1990); K Ohmae, *The End of the Nation State: the Rise of Regional Economies*, The Free Press (1995); F Pyke & W Sengenberger (Eds), *Industrial Districts and Local Economic Regeneration*, ILO (1992); A Rodríguez-Pose, *Dynamics of Regional Growth in Europe*, Clarendon Press (1998); M Storper, *The Regional World*, Gullford Press (1997); J Wolch & M Dear (Eds), *The Power of Geography. How Territory Shapes Social Life*, Unwin & Hyman (1989).

Assessment: 2-hour unseen examination.

GY416

Hazard and Risk Management

Teacher responsible: Professor D K C Jones, S405

Availability: For MSc Environment and Development and other MSc degrees as permitted by regulations.

Core syllabus: An examination of the varied dimensions of hazard and risk with particular, but not exclusive, emphasis on environmental hazards, focusing especially on contemporary debates regarding significance, underlying causes and optimal management approaches.

Content: The nature of hazard, vulnerability, risk and disaster. The hazard and risk archipelagoes. Available adjustments to risk. Risk perception and risk communication. Prognostication. Emergency Action, relief, rehabilitation and reconstruction. The Behavioural and Structural paradigms. Environmental Risk Assessment. Qualitative and Quantitative approaches. Logic diagrams. Risk Benefit Analysis. Risk Management objectives and debates.

Teaching: 20 x 1½ hour meetings.

Reading list: E A Bryant, *Natural Hazards*, 1991; F C Cuny, *Disasters and Development*, 1983; K Hewitt, *Interpretations of Calamity*, 1983; M Douglas & A Wildavsky, *Risk and Culture*, 1982; H D Foster, *Disaster Planning*, 1979; J Handmer & E C Penning-Rowsell, *Hazards and the Communication of Risk*, 1990; K Hewitt, *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*, 1996; 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).

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 Regulation and MSc Development Studies. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. A knowledge of elementary economic and political theory would be an advantage but is not essential.

Core syllabus: Analysis of the policy process and policy instruments of environmental regulation together with examination of environmental policy practice in relation to selected issues.

Content: The course has two major components: (a) analysis of the main policy instruments available in environmental management and of the policy process, from a theoretical viewpoint: the nature and loci of environmental policy; public interest/private interest approaches to policy formulation; styles of government; discretion, implementation and enforcement; agency type, scale and professionalism; tools of regulation I; tools of regulation II; compliance and counterproductive regulation; explaining regulatory outcomes; (b) consideration of issues in environmental planning practice and in an international context: a representative list of topics would be: the North-South agenda, the role of science, social capital, environmental justice, dispute resolution; the precautionary principle.

Teaching: 9 (2 hour) lectures in MT and 10 (2 hour) seminars in the LT.

Written work: Students are expected to prepare 1/2 seminar papers.

Reading list: No single book or even a small group of books covers the material adequately. Reading lists are provided for the lecture course and for each seminar topic. Basic reading material includes: G Bennett, *Dilemmas*, 1992; WCED, *Our Common Future*, 1987; M Jacobs, *The Green Economy*, 1991; J Kirby et al, *The Earthscan Reader in Sustainable Development*, 1995; J Rees, *Natural Resources*, 1990. Students with no experience of environmental economics are recommended to read: R K Turner et al, *Environmental Economics*, 1994.

Assessment: There is a three-hour formal examination paper. In addition, there is a course essay of 3,000 words maximum, on a topic to be set by the teacher. The course essay will account for 25% of the final marks, the formal examination for 75%.

GY421

Gender and Development: Geographical Perspectives

Teacher responsible: Dr S Chant, S515

Availability: For students on MSc Human Geography Research, MSc Cities Space and Society, MSc Regional and Urban Planning Studies, MSc Development Studies, MSc Gender and MSc Social Policy and Planning in Developing Countries.

Core syllabus: An analysis of gender roles and relations in developing world regions, with particular emphasis on the variability of these in different geographical contexts, and their outcomes for low-income groups, especially in urban areas.

Content: Incorporation of gender into development analysis and practice. Regional parameters of gender roles and relations with reference to culture, religion, economic development, political systems. Households, families and kinship. Fertility and family planning. Health and health care. Reproductive labour. Employment. Female labour force participation. Migration. Gender and development policies.

Teaching: 10 x 1 hour sessions and 5 x 1½ hour seminars (alternate weeks) in MT (starting week 1).

Written work: Students will be expected to produce one essay during the course (one term)

Reading list: S Chant, *Women-Headed Households: Diversity and Dynamics in the Developing World*, 1997; D Elson (Ed), *Male Bias in the Development Process* (2nd edn), 1995; C Jackson & R Pearson (Eds), *Feminist Visions of Development*, 1998; N Kaber, *Reversed Realities: Gender Hierarchies in Development Thought*, 1994; M Marchand & J Parpart (Ed), *Feminism/Postmodernism/Development*, 1995; C Moser, *Gender Planning and Development*, 1993; L Østergaard, *Gender and Development: A Practical Guide*, 1992; UNDP, *Human Development Report 1995*, 1995; N Visvanathan et al, *The Women, Gender and Development Reader*, 1997; T Wallace with C March (Eds), *Changing Perceptions: Writings on Gender and Development*, 1991.

Assessment: One essay of 2,500 words to be submitted at beginning of LT (25%); One two hour unseen examination, 2 questions out of 5 in ST (75%).

GY422

European Gender Systems

Teacher responsible: Dr D Perrons, S506b

Availability: For students on MSc Geography, 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 make seminar presentations.

Reading list: J Darke & S Yeandle (Eds), *Changing Places: Women's Lives in the City*, 1996; J Rubery, M Smith & C Fagan, *Women's Employment in Europe: Trends and Prospects*, 1999; J Gardiner, *Gender, Care and Economics*, 1997; J Lewis (Ed), *Lone Mothers in European Welfare Regimes*, 1997; T Rees, *Mainstreaming Equality in the European Union*, 1998; D Sainsbury, *Gender Equality and Welfare States*, 1996.

Assessment: One essay (2,500 words) (25%). One 2-hour unseen paper, 2 questions out of 5 (75%).

GY423

Environmental Evaluation of Economic Development

Teacher responsible: Mr A Gouldson, S414. Other teacher involved: Mr E Neumayer, S416

Availability: This course will form a core course for the MSc in Environmental Assessment & Evaluation. It may be taken as an option by other MSc students where regulations allow. Students should have completed a course in first year undergraduate level Economics or audit EC100 Economics A.

Core syllabus: In the MT this course will provide an economic evaluation of the environment from both a neoclassical and an ecological economics perspective. The course looks at fundamental concepts of environmental evaluation, appraises the availability of natural resources for and the environmental consequences of sustained economic growth, examines the consequences of uncertainty and ignorance on environmental evaluation and analyses indicators for measuring progress.

In the LT this course will combine a number of theoretical and practical perspectives on the relations between environment and economy. The course will offer an environmental assessment of economic development drawing on theories of risk society, eco-efficiency, ecological modernisation and sustainability. The course will analyse the relationship between economic development and environmental protection from the micro to the macro levels from various perspectives in differing developmental contexts.

Content:

MT: Environment-economy linkages and environmental and natural resource economics. Neoclassical economics versus ecological economics: The concept of sustainable economic development; The 'source'-side: Resource availability for sustained economic growth; The 'sink'-side: Economic growth and the environment; Uncertainty, ignorance and environmental thresholds; Carrying capacity, the concept of ecological footprints, and the concept of material throughput; Measuring progress towards sustainability: Green Net National Product (GNNP) and the Index of Sustainable Economic Welfare (ISEW).

LT: An Environmental Assessment of Economic Development (Risk Society, Ecological Modernisation and Regulation Theory); Science, Technological Progress and the Environment; Trade and the Environment; Theory and Evidence; The Competitive Implications of Environmental Protection; Integrating Environment into Industrial Development (Process, Product and Waste Management); Regulatory Imperatives, Market Incentives and Business Ethics; Corporate Responsibility and the Environment; From Micro-Economic Strategies to Macro-Economic Structures: Structural Change and the Environment; Critique.

Teaching: The course will be taught through a combination of 20 weekly lectures and 20 weekly seminars.

Reading list: E Neumayer, *Weak versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms*, Edward Elgar, 1999; J Kahn, *The Economic Approach to Environmental Resource Economics*, Dryden Press, 1998; M Jacobs, *Greening the Economy*, Pluto Press, 1991; A Gouldson & J Murphy, *Regulatory Realities: The Implementation and Impact of Industrial Environmental Regulation*, Earthscan, 1998; M Jacobs (Ed), *Greening the Millennium? The New Politics of the Environment*, Blackwell, 1997; OECD, *Eco-efficiency*, 1998; S Schmidheiny, *Changing Course*, MIT Press, 1992; R Welford & A Gouldson, *Environmental Management and Business Strategy*, Pitman Publishing, 1993.

Assessment: One 3-hour written examination (75%) and one 3,000 word extended essay (25%); except for MSc Environment & Development Stream A students: one 3-hour written examination (75%) and one 5,000 word extended essay (25%).

GY424

Environmental Impact and Risk Assessment

Teacher responsible: Dr E João, S512

Availability: For students taking the MSc Environmental Assessment and Evaluation and the MSc in Environment and Development.

Core syllabus: The course seeks to develop a critical appreciation of the nature of the policies and processes of environmental impact assessment (EIA) for development projects and strategic environmental assessment (SEA) for development policies, plans and programmes. The course also considers approaches to the monitoring and measurement of environmental change and the assessment and evaluation of environmental risks. In order to provide both theoretical and practical perspectives, the course includes a week-long field trip and presentations from a range of invited speakers. The fieldtrip, however, is only available to the students of the MSc Environmental Assessment and Evaluation.

Content:

- EIA and SEA: methods, context, history, evolution, policies, institutions and actors, practice and performance.
- Field trip, case studies and practitioners presentations.
- The nature of environmental data: environmental monitoring and measurement, variability of data, the nature of uncertainty.
- Environmental risk assessment: hazard assessment and hazard management, approaches to environmental risk management.

Teaching: Weekly 2-hour lectures/seminars, 9 in the MT plus a one-week field trip, and 10 in the LT.

Reading list: Detailed reading lists will be available for each part of the course. Basic texts include: A Gilpin, *Environmental Impact Assessment (EIA): Cutting Edge for the Twenty-First Century*, 1995; P Morris & R Thérivel (Eds), *Methods of Environmental Impact Assessment*, 1994; R Thérivel & M Partidano, *The Practice of Strategic Environmental*

Assessment, 1996; P Wathern (Ed), *Environmental Impact Assessment: Theory & Practice*, Allen & Unwin, 1988; Royal Society, *Risk: Analysis, Perception and Management*, 1992; A V T Whyte & I Burton (Eds), *Environmental Risk Assessment*, John Wiley, 1980; R Morgan, *EIA: A methodological perspective*, 1998; N Lee & C George (Eds), *Environmental Assessment in Developing and Transitional Countries*, 2000; J Petts (Ed), *Handbook of Environmental Assessment*, 1999.

Assessment: One 3-hour written examination in June (75%) and one 3,000 word essay to be submitted by the last Friday of the MT (25%).

GY429

Environmental Project: Synthesis and Application

Teacher responsible: Dr E João, S512

Availability: For students taking the MSc Environmental Assessment and Evaluation and for students taking Stream B of the MSc Environment and Development.

Core syllabus: This course aims to allow students to develop and apply the concepts and approaches learnt elsewhere in the MSc in Environmental Assessment and Evaluation through the preparation of a 10,000 word dissertation. This will enable students to develop their own particular interests through an independent research project. The course provides basic training on research methods, report writing and presentation techniques. The course also provides additional training in data collection and manipulation and the application of Geographical Information Systems (GIS).

Content: (a) project identification, research methods, report writing, presentation techniques; (b) introduction to GIS, use of GIS for environmental assessment and evaluation.

Teaching: 4 two-hour lectures/classes in the MT; in the MT a 2-day intensive course in GIS consisting of 5 hours of lectures and 7 hours of GIS practicals.

Reading list: (a) **Presentation skills and project preparation:** E Balian, *The graduate research guidebook: a practical approach to doctoral/masters research*, 1994; J Bell, *Doing your research project - A guide for first-time researchers in education and social science*, 1993; A Jay, *Effective presentation*, 1993; R Jay, *How to write proposals and reports that get results*, 1994. (b) **Geographical Information Systems:** P Burrough & R McDonnell, *Principles of GIS*, 1998; M Goodchild, M L Steyaert & B Parks, *GIS and Environmental Modeling: progress and research issues*, 1996; W Mitchener, J Brunt & S Staff (Eds), *Environmental Information Management and Analysis*, 1994.

Assessment: A long essay or applied project report of not more than 10,000 words on an approved topic and presented to a panel of examiners - with 90% of the marks based on the written content and 10% of the mark based on the presentation. The oral presentation will take place at the beginning of the ST and the dissertation is due at the end of August.

GY430

Contemporary Urbanism

Teacher responsible: Dr A C Pratt, S410.

Availability: Students registered on MSc Cities programme; other graduate students are welcome but should seek the permission of the course director.

Core syllabus: Theoretical perspectives on contemporary cities, with a specific focus on the global nature of urban social and cultural change and development. A primary intention of the course is to challenge western-centric views of the city, exploring the mutual shapings of 'Western' and 'Third World' urban experiences in a wide range of areas. The course will equip students interested in urban change and development to understand and consider appropriate responses to social and cultural aspects of cities. As crucibles of social transformation, successful interventions in contemporary cities around the globe require awareness of and sensitivity to social and cultural dynamics. A practical component of the course will use London as a laboratory for the examination of social and cultural aspects of contemporary urbanism and urban change in comparison with case studies of selected other cities from around the world. It will highlight the fractured and fragmented nature of the 'urban experience' as well as the global determinants of the contemporary city.

Content: The emergence and history of the notion of the urban - the urban imaginary in global perspective: Modernism and urbanism in post-colonial contexts: migration, tradition and the development of 'different' urbanisms; Gender and sexuality in the making of the urban; Immigration, race and empire in urban form: imperial and colonial cities; Regulating cities: the origins of modern urban management and colonial translations; Globalisation, economic change and the rise of cultural industries; Urban movements: from the western city to the third world - a new internationalism or a cultural politics of difference. Each topic will be covered by two 2-hour seminars. Two topics from the above list will be chosen each year for further investigation through detailed case studies and site visits in London and comparisons with other cities.

Teaching: 10 x 2-hour meetings in MT, 10 x 2-hour meetings in LT.

Reading list: M Cross & M Keith (Eds), *Racism, the city and the state*, 1993; I Chambers, *Migrancy, Identity, Culture*, 1994; 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; S Watson & K Gibson (Eds), *Postmodern Cities and Spaces*, 1995; E Wilson, *The Sphinx and the City*, 1991; S Zukin, *The Cultures of Cities*, 1995.

Assessment: Unseen 3-hour examination (75%); 2 projects of 2,500 words (25%).

GY431 H NA 00/01

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 Gender, MSc Population and Development, MSc Regional and Urban Planning Studies, MSc Social Policy and Planning in Developing Countries. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. Experience and/or knowledge of development and urbanisation in the South would be a distinct advantage. NOT to be taken with GY411 **Third World Urbanisation**.

Core syllabus: The course examines the patterns, processes and implications of urbanisation in developing societies, with particular reference to the survival and welfare of low-income groups, and the variability of urban life and poverty in different geographical contexts. The conceptual and empirical focus of the course revolves around strategies adopted at individual household and community levels to ensure sustainable livelihoods, and the interrelations of grassroots processes with policy interventions on the part of governments, international development agencies and NGOs.

Content: Spatial patterns and trends in urban development; population and migration; shelter and housing; urban services; the conceptualisation and measurement of urban poverty; employment and urban labour markets; household survival strategies and structural adjustment; households and gender; women-headed households; nutrition and health; education; social welfare; youth and ageing; children in cities; community development, participatory planning and urban social movements.

Teaching: Weekly seminars 9 x 2 hours in LT, starting Week 2 of session.

Reading list: B Aldrich & R Sandhu (Eds), *Housing the Urban Poor: Policy and Practice in Developing Countries*, 1995; J Beall (Ed), *A City for All*, 1997; J Boyden with P Holden, *Children of the Cities*, 1991; R Burgess et al (Eds), *The Challenge of Sustainable Cities*, 1997; S Chant, *Gender, Urban Development and Housing*, 1996; S Chant, *Women-headed Households: Diversity and Dynamics in the Developing World*, 1997; N Devas & C Rakodi (Eds), *Managing Fast Growing Cities*, 1993; J Gugler (Ed), *Cities in the Developing World*, 1997; J Harday, 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. **Key journals/reports:** *Environment and Urbanisation*, *Third World Planning Review*, *Human Development Report* (UNDP).

Assessment: One extended essay (2,500 words) (25%) to be submitted at the beginning of the ST. One two-hour unseen examination in ST (75%); 2 questions out of 5.

GY432 H

Cities, Culture and Politics in the South

Teacher responsible: Dr G Jones, S506a

Availability: For students taking MSc Cities, Space and Society; MSc Human Geography Research and MSc Regional and Urban Planning Studies. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. Experience and/or knowledge of development and urbanisation in the South would be a distinct advantage. NOT to be taken with GY411 **Third World Urbanisation**.

Core syllabus: This course aims to provide theoretically informed perspectives on social and political aspects of Third World cities. Social, political and economic aspects of urban policy and development are considered but the course also offers an opportunity to reflect on these urban places in a way which does not reduce them to arenas for technical, policy-driven planning. At the same time as considering the history and present condition of urbanism, urban experience and politics in Third World cities, the course also raises questions about the conceptual approach which labels the urban as different in these contexts and seeks to understand the nature of the complex links between Western and Third World cities.

Content: Globalising cities; modernism and urban development in the Third World; colonial management, sanitation and race; post-colonialism and urban change; globalisation; conservation and heritage, urban movements and identity; representing Third World cities; decentralisation and governance, sustainable urban development; and cities in contemporary development discourse.

Teaching: 10 two-hour seminars in the LT.

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 lecture/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; A Escobar & S Alvarez, *The Making of Social Movements in Latin America. Identity, Strategy and Democracy*, 1992; N Harris, *Cities and Structural Adjustment*, 1996; A King, *Culture, Globalisation and the World System*, 1992; J Holston, *The Modernist City: An Anthropological Critique of Brasilia*, 1990; A King, *Representing the City: ethnicity, capital and culture in the 21st Century Metropolis*, 1996; M Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, 1995; T Mitchell, *Colonising Egypt*, 1988; P Rabinow, *French Modern: norms and forms of the social*

environment, 1995; G Wright, *The politics of design in French colonial urbanism*, 1991; B Yeoh, *Contesting Space: power relations and the urban built environment in Colonial Singapore*, 1996.

Assessment: One extended essay (3,000 words) (25%) to be handed in at beginning of ST; 2-hour examination paper at end of academic year (2 questions out of 5) (75%).

GY433 H

Planning for Sustainable Cities

Teacher responsible: Dr Y Rydin, S413

Availability: Course principally intended for MSc Cities, Space and Society; other MSc Students may attend with the permission of their tutor and the teacher.

Core syllabus: A critical examination of the issues involved in planning for sustainable development at the urban level together with a review of policies and practice; the course will focus largely on the problems facing developed countries.

Content: The course comprises five lectures on the following themes; sustainability, sustainable development and the urban level; sustainability 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; together with seminars which explore the principles of sustainability planning and case studies of practice drawn from: transport, waste management, local biodiversity, air quality management, urban energy efficiency, water management, minerals exploitation, urban forestry.

Teaching: Lectures: 5 x 1 hour in Weeks 1-5 of MT (joint with GY453); Seminars: 5 x 1.5 hours in Weeks 6-10 of MT (joint with GY453); 5 x 1.5 hours in Weeks 6-10 in MT (GY433 only).

Reading list: Detailed reading on specific policy areas will be provided. The basic principles are covered in: M Breheny (Ed), *Sustainable Development and Urban Form*, 1992; J Agyeman & B Evans (Eds), *Local Environmental Policies and Strategies*, 1994; A Blowers & B Evans (Eds), *Town Planning in the 21st Century*, 1997; S Buckingham-Hatfield & B Evans (Eds), *Environmental Planning and Sustainability*, 1996; G 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.

GY450

Seminar in Regional and Urban Planning Problems and

EC450 Urban and Transport Economics

Teachers responsible: Dr A Thornley, S420 and Professor C M E Whitehead, S377

Availability: Course intended primarily for MSc Regional and Urban Planning Studies.

Core syllabus: Interdisciplinary seminars with invited speakers from within the LSE and outside. The focus will be on contemporary regional and urban problems and the speakers will either be engaged in relevant current research or be practicing planners or policy-makers from central or local government, research agencies or consultancy.

Content: Issues of current concern and debate within urban development transport and planning.

Teaching: 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**.

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: 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**.

GY453 H

Geographical Aspects of Regional and Urban Planning

Teachers responsible: Dr D Perrons, S506b and Dr Y Rydin, S413

Availability and Restrictions: This course is intended primarily for MSc Regional and Urban Planning Studies. 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. M Dunford & G Kafkalas (Eds), *Cities and Regions in the New Europe*; H Armstrong & P Taylor, *Regional Economics and Policy*; A & M Storper, *Pathways to Industrialisation and Regional Development*; Hardy et al, *An Enlarged Europe - Regions in Competition*; A Amin & N Thrift, *Behind the Myth of European Union*; A Amin & N Thrift, *Globalisation, Institutions and Regional Development in Europe*; P Cooke, *The Rise of the Rustbelt*; M Breheny (Ed), *Sustainable Development and Urban Form*, 1992; J Agyeman & B Evans (Eds), *Local Environmental Policies and Strategies*, 1994; A Blowers & B Evans (Eds), *Town Planning in the 21st Century*, 1997; S Buckingham-Hatfield & B Evans (Eds), *Environmental Planning and Sustainability*, 1996; G Haughton & C Hunter, *Sustainable Cities*, 1994; A Blowers (Ed), *Planning for a Sustainable Environment*, 1993; P Selman, *Local Sustainability*, 1996; R Gilbert et al, *Making Cities Work*, 1996.

Assessment: A two hour unseen examination paper taken in June.

GY454 H

Urban Policy and Planning

Teachers responsible: Dr A Thornley, S420 and Dr M Kleinman, A259

Availability: For MSc in Regional and Urban Planning Studies.

Core syllabus: The course aims to provide a synthesised approach to the analysis of urban policy-making and plan formulation. It will explore the way in which economic, political and social forces interact to effect policy approaches in different spatial settings. The aim is also to gain an understanding of the causes for similarity and difference in policy approaches.

Content: The impact of global economic change on urban policy and the interaction with local urban governance. Debates over the world city hypothesis. The effect of increasing competition between cities. Marketing cities. Social polarisation and ethnic divisions in cities. Discussion of a range of urban regeneration and planning policies. Approaches to policy formulation such as public/private partnership. Case studies of a selection of cities.

Teaching: 10 (1 hour) lectures in the LT and 10 (one and half hour) seminars (GY454). The course will be accompanied by seminar GY450 and EC450. Students are also expected to attend GY405 **Global Cities**.

Reading list: S Sassen, *The Global City*; S Sassen, *Cities in a World Economy*; S Fainstein, *City Builders: property, politics and planning in London and New York*; J Brothie et al, *Cities in Competition*; G Kearns & C Philo, *Selling Places*; H Savitch, *Post-Industrial Cities*; S Fainstein et al, *Divided Cities*; M Castells & J Mollenkopf, *Dual City*.

Further reading will be provided at the start of the course to cover case studies of particular cities and development projects.

Assessment: A two hour unseen examination paper in June.

GY455 H

Economic Aspects of Project Appraisal

Teacher responsible: Mr G Atkinson, S412

Availability: Option for MSc Regional and Urban Planning Studies 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 of applied welfare economics in the context of project appraisal and policy evaluation. **Content:** Conceptual foundations of cost-benefit analysis and policy evaluation. Discounting and the future. Risk and uncertainty in evaluating public investment decisions. Market and non-market benefits. Valuing benefits using secondary and primary sources: time, safety and the environment. Ex-post policy evaluation. Classes will focus on techniques of benefit estimation using and will draw extensively on case study material including examples of project appraisal by development agencies such as the World Bank. Examples particularly from environmental, development and transport policy.

Teaching: 5 (2 hour) lectures and 5 (2 hour) seminars in the LT. **Reading list:** Boardman et al, *Cost-Benefit Analysis: Concepts and Practice*; R Layard & S Glaister (Eds), *Cost Benefit Analysis*, 1994; J A Lesser, D E Dadds & R O Zerbe, *Environmental Economics and Policy*, 1997; R Turner, D Pearce & I Bateman, *Environmental Economics*. Further reading will be provided at the start of the course.

Assessment: A two-hour unseen examination taken in June.

GY456 H

Issues in Environmental Regulation

Teacher responsible: Dr Y Rydin, S413

Availability: Course intended primarily for MSc Regional and Urban Planning Studies. Other students may take the course with the agreement of the course teachers but some knowledge of the theory of environmental regulation is required.

Core syllabus: The purpose of the course is to apply the theoretical material on environmental management and regulation to a variety of environmental policy situations.

Content: The application of theory and concepts in a variety of contexts in both the North and South. The selection of issues and contexts will depend on student interests. A representative list of topics would be: the North-South agenda; the role of science; social capital; environmental justice; dispute resolution.

Teaching: 10 seminars (GY456) of 2 hours each during the LT.

Reading list: D Pearce & J Warford, *World Without End: Economics, Environment and Sustainable Development*; W Adams, *Green Development: Environment and Sustainability in the Third World*; M Anderson, *Governance by Green Taxes: Making Pollution Prevention Pay*; D Vogel, *National Styles of Regulation: Environmental Policy in Great Britain and the US*; A Weale, *The New Politics of Pollution*; N Vig & M Kraft, *Environmental Policy in the 1990s*; N Watts, *Distributional Conflicts in Environmental Resource Policy*. **Assessment:** An unseen two hour examination taken in June.

GY457

Applied Urban and Regional Economics

Teacher responsible: Dr G Duranton, S513a

Availability: This course is intended primarily for students on the MSc in Real Estate Economics and Real Estate Finance. The course assumes that students already have a knowledge of economics equivalent to a good first degree in the subject. It is available as an option to students who can show that they are suitably qualified.

Core syllabus: This course aims to provide students with a theoretical and empirical understanding of urban economic processes and price determination in land and real property markets within an institutional context.

Content: Topics covered include: the function of cities and the urban system; the determinants of urban structure; patterns of urban land use; the determinants of urban and regional growth - theory and evidence; land and real property markets, the economics of urban transport and the impact of land market regulation including the economic impact of land use planning; urban labour markets; measuring the quality of life; local public finance. The institutional frame of reference within which the course is taught relates mainly to Western Europe.

Teaching: 40 hours of lectures and 20 x 2 hour seminars in the MT and LT. Students will be expected to prepare presentations and written essays for seminars.

Reading list: Detailed reading list will be given out at the beginning of the course. Much of the reading will be journal articles. However, some important items are: D DiPasquale & W Wheaton, *Urban Economics and Real Estate Markets*, 1996; E S Mills & B Hamilton, *Urban Economics* (5th edn), 1994; I McDonald, *Fundamentals of Urban Economics*, 1997; M Ball, C Lizieri & B MacGregor, *The Economics of Commercial Property Markets*, 1998; M Fujita, *Urban Economic Theory*, 1988; P C Cheshire & E S Mills, *Handbook of Regional and Urban Economics Vol III: Applied Urban Economics*, North Holland, 1999.

Assessment: Three hour written examination in June (75%) and 2 x 2,000 word essays based on seminar presentations (25%).

GY458 H

Real Property Market Practice

Teacher responsible: Mr H Overman, S510

Availability: This course is intended primarily for students on the MSc in Real Estate Economics and Real Estate Finance. It is available as an option to other students on other programmes who have an interest in real estate markets. **Core syllabus:** An examination of how real property markets operate in practice and of the analytical techniques and data available to practitioners.

Core Content: The availability and structure of data sets. Problems of price/secondary property; user/investment categories; proxy variables. Creating and manipulating datasets. Ethical issues of client relationships. Specific sector case studies: industrial, retail, commercial, residential. Briefing on course essay. Defining research objectives and methodology in practice.

Teaching: 10 x 2 hour seminars MT. The majority of the seminars are provided by practitioners in real estate research seminars as basic principles. **Reading list:** CSO guides to Government Statistics; publications from Investment Property Databank and other research departments and organisations in the real property markets; *Journal of Property Research; Estates Gazette*.

Assessment: A 3,000 word essay identifying a research problem in real estate markets on a specific issue (eg 'The market for and the demand for food outlets' or 'How could we measure the advantages and disadvantages of mortgage securitisation?') which will require the student to investigate data sources, suggest techniques of data analysis and provide conclusions on the problem set.

GY495

Research Methods in Planning

Teacher responsible: Dr A Thornley, S420

Availability: For MSc Regional and Urban Planning Studies students. **Core syllabus:** To introduce students to a range of approaches to planning oriented research. To provide students with some basic research skills and prepare them for their long essay.

Content: The nature of social scientific research. Choosing a research topic, identifying sources and time management. Objectivity. Theory building and use. Information collecting and handling planning data. G.I.S. Quantitative and qualitative information. Sampling and case studies. Evaluation. Introduction to data and basic data description techniques. Index construction. Measures of association. Inferential statistics. Other techniques may be added to the course syllabus in response to student needs. **Teaching:** 5 lectures and 5 workshops in the MT, plus GY402 (2 lectures in the MT and 5 lectures in the LT).

Reading list: G Gardner, *Social Surveys for Social Planners*; D Massey & R Meegan (Eds), *Politics and Method: A Sayer, Method in Social Science: a Realist Approach*; J Cresswell, *Research Design: Qualitative and Quantitative Approaches*; J Bell, *Doing Your Research Project*; E Kane, *Doing your own research*; D Ebdon, *Statistics in Geography* (2nd edn),

1985; J Healy, *Statistics: a tool for social research*, 1996; P Newbold, *Statistics for Business and Economics* (4th edn), 1995; G Robinson, *Methods & Techniques in Human Geography*, 1998.
Further reading on particular techniques will be supplied during the course.
Assessment: All students will have to reach the required standard in a particular research skill through passing in a given exercise. The course will also form the basis for the long essay. Students are required to submit two reports during the MT.

GY497**Long Essay**

Teacher responsible: Dr A C Pratt, S410

Availability: For students taking MSc Human Geography Research.

Core syllabus: The essay may be on any topic within the field of Human Geography. Approval of the topic must be obtained from the Course Director.

Arrangements for supervision: The essay should reflect the candidates' own views. The essay may take the form of a pilot study and include limited original fieldwork. Even where the topic is substantively a literature or policy review exercise candidates are expected to offer original reasoned argument and interpretation and show evidence of competence in research methods. Guidance on topic selection and methods will be provided by the Course Director and via GY402 **Research Methods in Human Geography** and GY403 **Contemporary Debates in Human Geography**. The long essay is primarily a reflection of the candidates' own work; hence, course director will not comment on drafts of the essay.

Assessment: Essays must be submitted by the end of the first week of September in the year registered. Exact dates will be provided in Induction materials. They must not exceed 10,000 words and must be word processed and be fully referenced using a recognized citation system.

GY498**Long Essay**

Teacher responsible: Dr A Rodriguez-Pose, S408

Availability: For students taking MSc Local Economic Development.

Core syllabus: The essay may be on any topic within the field of Local Economic Development. Approval of the topic must be obtained from the Course Director.

GOVERNMENT**GV400****Skills Programme**

Teacher responsible: Dr M Mulford, B802

Other staff participant: Professor G Gaskell, B811

Availability: For MSc Comparative Politics, MSc Public Administration and Public Policy, MSc European Politics and Policy and new Research Students in Government. All students not already familiar with IBM PCs should register on the IT induction course early in the MT and complete the session on 'Introduction to PCs' and 'Introduction to Windows 95'.

Core syllabus: This course provides a grounding in the skills needed for modern policy making and analysis, or for undertaking political science research at doctoral level.

Content: The course is designed to equip students to be able to find all the resources they need to undertake their dissertation; to give students a good introduction to quantitative and qualitative methods; and to acquaint them with the strengths and limits of different methodologies. The course has three main components:

1. **Research Skills.** The opening weeks introduce students to skills needed in their particular MSc course, and then to a range of library and research tools, such as databases and bibliographic systems. Also covered are presentational and writing skills. At the end of these weeks, students move on to:

2. **Quantitative Methods.** Students who have no previous experience of statistics and data analysis should take course **MI411: Quantitative Analysis in Social Research I** taught in the Methodology Institute (see course description in the section on 'MPhil/PhD Programmes of Study'). This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and bivariate data analysis. Students will use SPSS (a statistics package) to explore and manipulate data. Students who have already studied statistics and data analysis should take **MI412: Quantitative Analysis in Social Research II** also taught in the Methodology Institute (see course description in the 'MPhil/PhD Programmes of Study'). This course covers various multivariate techniques, including multiple regression 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 Dr Mulford.

3. **Qualitative Methods.** Students attend the first part of the Methodology Institute seminars **MI420: Concepts and Methods in Social Inquiry** which discusses the principles and assumptions, the applications and analysis and the strengths and weaknesses of qualitative methodologies in the social sciences.

Teaching: Core teaching for this paper is run in shorter modules, details of which can be obtained from Professor Gaskell at the start of the year.

Reading list: J F Healey, *Statistics: A Tool for Social Research*, 4th edn; L

Arrangements for supervision: The essay should reflect the candidates' own views. The essay may take the form of a pilot study and include limited original fieldwork. Even where the topic is substantively a literature or policy review exercise candidates are expected to offer original reasoned argument and interpretation. Guidance on topic selection and methods will be provided by the Course Director and via GY404 **Seminar in Local Economic Development**, and the research methods courses chosen by the student of the programme. The long essay is primarily a reflection of the candidates' own work; hence, course tutor will not comment on drafts of the essay.
Assessment: Essays must be submitted by September 4th 2001. They must not exceed 10,000 words and must be word processed and be fully referenced using a recognized citation system.

GY499**Long Essay**

Teacher responsible: Course Director of relevant MSc programme

Availability: For students taking MSc Cities, Space and Society, MSc Regional and Urban Planning Studies, MSc Environment and Development, and MSc Real Estate Economics and Real Estate Finance.

Core syllabus: The essay may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Course Director.

Arrangements for supervision: The essay should reflect the candidates' own views. The essay may take the form of a pilot study and include limited original fieldwork. Even where the topic is substantively a literature or policy review exercise candidates are expected to offer original reasoned argument and interpretation and show evidence of competence in research methods. Guidance on topic selection and methods will be provided by the Course Director. The long essay is primarily a reflection of the candidates' own work; hence, Course Director will not comment on drafts of the essay.
Assessment: Essays must be submitted by the end of the first week of September in the year registered. Exact dates will be provided in Induction materials. They must not exceed 10,000 words and must be word processed and be fully referenced using a recognized citation system.

GY505**The Cities Seminar**

See entry in the MPhil/PhD Geography and Environment section.

Champney, *Introduction to Quantitative Political Science*; D Knoke & G W Bohmstedt, *Statistics for Social Data Analysis*, 3rd edn.

Assessment: For students of MSc Comparative Politics, MSc Public Administration and Public Policy and MSc European Politics and Policy, satisfactory completion of a two-part examination (in-class and take-home) covering quantitative methods and a 2,500 word assessed essay (for **MI420**), are required as part of the MSc degree.

GV401**Nationalism and Ethnic Conflict in the Former Soviet Union**

Teachers responsible: Dr James Hughes, L102 and Dr Gwendolyn Sasse, J207

Availability: For MSc Russian and Post-Soviet Studies. Students from other Masters' programmes may take this course subject to space, with preference given to students taking the MSc Comparative Politics.

Core syllabus: This course provides a comparative analysis of nationalism and ethnic conflicts since the collapse of the USSR. Drawing on theories of nationalism and ethnic conflict regulation the course investigates the relationship between conflict regulation and state-building in post-communist transition.

Content: Theories of nationalism, ethnic conflict regulation and transition. The impact of transition regime type (presidentialism, parliamentarism, authoritarianism) on state capacity for conflict resolution. The role of the international dimension in conflict resolution in post-Soviet states, with a particular emphasis on the role of the OSCE. Case studies of conflicts and strategies for managing them: Russia (Tatarstan and Chechnya), Ukraine (Crimea), Moldova (Transdnestr), Latvia and Estonia (Russian minorities), Georgia (Abkhazia, South Ossetia), Armenia and Azerbaijan (Nagorno-Karabakh), Central Asia (Kazakhstan's Russian minority; Uzbekistan's Fergana Valley conflict; Tadzhikistan's civil war).

Teaching: 12 weekly two hour seminars: Ten seminars in the LT and a revision seminar in the ST. Students must make a one-page word-processed presentation for at least one seminar.
Reading list: K Dawisha & B Parrott (Eds), *Russia and the New States of Eurasia. The Politics of Upheaval*, Cambridge University Press, 1994; B R Rubin & J Snyder (Eds), *Post-Soviet Political Order. Conflict and State-Building*, Routledge, 1998; J Linz & A Stepan, *Problems of Democratic Transition and Consolidation*, Johns Hopkins University Press, 1996.

Assessment: A two-hour unseen written examination in June will count for 75%, and one essay of no more than 2,500 words which will count for 25% of the final mark.

GV402**Empire and Its Consequences: Comparisons, Concepts, Conclusions**

Teacher responsible: Professor D Lieven, K208

Availability: MSc Comparative Politics students. NB Students must have taken GV446.

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 and the term essay.

GV403**Network Regulation**

Teachers responsible: Dr M Thatcher (Government Department), K305, Professor Judith Rees (Geography and Environment Department), S407 and Mr C Scott, (Law Department) A340

Availability: This is an optional paper for the MSc Regulation, LSE LLM students, the MSc Public Policy and Public Administration the MSc Management and the MSc Media and Communications. Other MSc students may take the paper by arrangement.

Core syllabus: The course explores analytic issues in utilities regulation from a generic and comparative perspective. The first part of the course focuses on the history of provision of utility services and economic regulation, nationalisation, privatization and deregulation. The second part of the courses examines the experience of regulation in the telecommunications, energy, water and other utilities. In these case studies particular emphasis will be placed on the literature on deregulation and post-privatization utility regulation. *Cross-national comparison will be encouraged.*

Content: Topic include: The nature of utilities and network services; public enterprise as 'regulation'; processes and styles of privatization; understanding privatization and deregulation; regulatory technique; economic and environmental regulation of water services; energy regulation; deregulation of buses; privatization and regulation of railways.

Teaching: 10 weekly two hour seminars in a variable format: some lecture-discussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Written work: All students are expected to submit one non-assessed essay and to prepare one presentation on a topic assigned to them

Reading list: T Prosser *Law and The Regulators*, OUP, 1997; C D Foster *Privatization, Public Ownership and the Regulation of Natural Monopoly*, Blackwell, 1992; C Veljanovski, *Selling the State*, Weidenfeld and Nicolson, 1987; M Bishop, J Kay & C Mayer, *Privatization and Economic Performance*, OUP, 1995; CRI, *Regulatory Review 1993-*; M Armstrong, S Cowan & J Vickers, *Regulatory Reform*, MIT Press, 1994; D Swann, *The Retreat of the State, Wheatstheaf*, 1988; C Hood, *Explaining Economic Policy Reversals*, Open UP, 1994; M Thatcher, *The Politics of Telecommunications*, OUP 1999.

Assessment: Consists of two parts: (i) a two hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for assessment to be submitted by the end of the first week of the term following the conclusion of the course.

GV404**Empire and Imperialism: Case Studies**

Teacher responsible: Professor D Lieven, K208

Availability: MSc Comparative Politics

Core syllabus: The course looks at the elements of imperial power (military, economic, political, cultural, ideological, demographic and geographical) in specific polities and eras.

Content: Definitions of empire and imperialism. The sources of imperial power and the nature of imperial rule are then studied in the following polities: Rome and Byzantium; China from the Han empire to the PRC; Ottoman and Islamic empire; the Habsburg empire; the English and British empires; tsarist empire and the USSR; the USA as a global empire? The EU as the rebirth of European empire? Contemporary India and Indonesia. The aim is to see how the dilemmas of empire have changes 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 no more than 2,500 words and one one-hour mock exam essay.

Reading list: D Lieven, *Empire and Russia*, 2000; M Doyle, *Empires*, 1986; S Finer, *The History of Government*, 1997; R Mantran (Ed), *Histoire de*

L'Empire Ottoman, 1989; C Blunden & M Elvin, *Cultural Atlas of China*, 1983; P J Marshall, *Cambridge Illustrated History of the British Empire*, 1996; G Lundestad (Ed), *The Fall of Great Powers*, 1994.
Assessment: Two hour unseen written examination in June and the term essay.

GV405**Methods in Political Theory – Seminar**

Teacher responsible: Dr P Kelly, L100

Availability: Compulsory for all MSc Political Theory students, available to other Politics M.Sc 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 and evaluation of the economic and the moral method in political theorizing.

Teaching: The course meets for twelve two hour seminars in the MT, LT and ST.

Assessment: One two-hour written unseen examination in June.

GV406**The Theory of Positive Freedom**

Teacher responsible: Professor J Charvet, K207

Availability: For MSc Political Theory.

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.

GV407**The Ethical Status of the States and Other Associations**

Teacher responsible: Professor J Charvet, K207

Availability: For MSc Political Theory.

Core syllabus: A study of the nature of states and other associations from an ethical point of view.

Content: The course will cover the following themes: political obligation, the nature of the state and other associations, the idea of the sovereignty of the state, the nature of political authority, the status of the state and other associations in international society.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: A J Simmons, *Moral Principles and Political Obligation*; H Bull, *The Anarchical Society*; A Passerin D'Entrèves, *The Notion of the State*.

Assessment: Two hour unseen written examination in June.

GV408**Contemporary Disputes about Justice**

Teacher responsible: Dr C Fabre, K301

Availability: For MSc Political Theory.

Content: A critical analysis of the debates about justice following the publication of John Rawls's *A Theory of Justice* in 1971.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: John Rawls, *A Theory of Justice*; S Mulhall & A Swift, *Liberals and Communitarians*; M Sandel, *Liberalism and the Limits of Justice*; M Walzer, *Spheres of Justice*; A MacIntyre, *Whose Justice? Which Rationality?*

Assessment: Two hour unseen written examination in June.

GV410**Feminist Political Theory: Approaches and Concepts**

Teacher responsible: Professor A Phillips, Q158

Availability: For MSc Political Theory and MSc Gender. Other graduate students may attend by permission.

Core syllabus: This course will discuss approaches and concepts in feminist political theory.

Content: May vary slightly from year to year. Topics likely to be addressed include the following:

– varieties of feminism
– feminist method in political theory
– identity and post-identity politics in feminism.

Teaching: Ten seminars in the LT.

Reading list: A detailed list will be handed out at the beginning of the course. The following may serve as an introduction and indication of concerns: J Grimshaw, *Feminist Philosophers*; C Mackinnon, *Toward a Feminist Theory of the State*; C Pateman, *The Disorder of Women*; N Hirschmann & C DiStefano (Eds), *Revising the Political*; J Butler, *Gender Trouble*; D Haraway, *Simions, Cyborgs and Women*; S Moller Okin, *Justice, Gender and the Family*.

Assessment: Two hour unseen written examination in June.

GV411 H NA 00/01**Feminist Political Theory: Issues**

Availability: For MSc Political Theory and MSc Gender. Other graduate students may attend by permission.

Core syllabus: This course will discuss selected issues in feminist political theory.

Content: May vary slightly from year to year. Issues likely to be addressed include the following:

- contracts
- reproductive issues: abortion; surrogacy; reproductive technologies
- pornography and censorship
- ecofeminism
- women and peace
- violence, victimisation and agency
- theories of the body
- feminist utopias

Teaching: Ten seminars in the MT.

Reading list: A detailed list will be handed out at the beginning of the course. The following may serve as an introduction and indication of concerns: C Mackinnon, *Feminism Unmodified*; C Overall, *Ethics and Human Reproduction*; C Pateman, *The Sexual Contract*; J B Elshtain, *Women, Militarism and War*; S Ruddick, *Maternal Thinking: Towards a Politics of Peace*; J Plant, *Healing the Wounds: The Promise of Ecofeminism*; M Piercy, *Woman on the Edge of Time*; C Itzin (Ed), *Pornography: Women, Violence and Civil Liberation*.

Assessment: Two hour unseen written examination in June.

GV412 H NA 00/01**Methods and Controversies in the History of Political Thought: the Continental Tradition**

Teacher responsible: Professor J Coleman, L204

Availability: For MSc Political Theory, although other graduate students may attend with permission. It will be found especially useful for those students working on any thesis in intellectual history.

Core syllabus: This seminar is concerned with the methods and presuppositions in studying the history of political thought, especially as developed by French, German, Italian and other continental philosophers and historians.

Content: The seminars will explore the following themes: history as a mode of thought, the philosophy of history and the history of philosophy, what is the past and ways in which it might be known, varieties of discourse: practical, scientific, historical, linguistic; causation, events, explanation, representation. Understanding the problems in the historical interpretation of politics will be considered in relation both to general histories of political thought and events, and also to the history of specific ideas such as liberty, reason, natural law.

Teaching: Ten seminars in the MT and 2 seminars in the first and second weeks of the ST.

Written work: Students are expected to write two essays.

Reading list: The texts discussed vary from year to year but may include works by Hegel, Marx, Nietzsche, M Weber, Mannheim, Koselleck, Gadamer and Foucault. A reading list of primary texts to be discussed and critical commentaries will be handed out at the beginning of the course.

Assessment: The examination will take place in June and will consist of a formal and unseen two hour paper.

GV413 H NA 00/01**Methods and Controversies in the History of Political Thought: the Anglo-American Tradition**

Teacher responsible: Professor J Coleman, L204

Availability: For MSc Political Theory, although other graduate students may attend with permission. It will be found especially useful for those students working on any thesis in intellectual history. Students should have completed GV412.

Core syllabus: This seminar is concerned with the methods and presuppositions in studying the history of political thought, especially as developed by British and American philosophers and historians.

Content: The seminars will explore the following themes: history as a mode of thought, the philosophy of history and the history of philosophy, what is the past and ways in which it might be known, varieties of discourse: practical, scientific, historical, linguistic; causation, events, explanation, representation. Understanding the problems in the historical interpretation of politics will be considered in relation both to general histories of political thought and events, and also to the history of specific ideas such as liberty, reason, natural law etc.

Teaching: 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.

GV414 H NA 00/01**Greek Political Theory: Thought and Action in Plato's Political Theory**

Teacher responsible: Professor J Coleman, L204

Availability: For MSc Political Theory and other intercollegiate MSc

students, with permission. Also available to PhD students from other departments who may find it useful for their dissertations.

Core syllabus: The course will be concerned with the following themes: the trial and death of Socrates, Socratic method, the Sophists, Platonic epistemology, nature and convention, the idea of *techné*, attitudes to education, punishment, freedom, virtue, rationality, friendship, law, justice and equality.

Content: The course is intended to explore, both historically and analytically, the above themes in order to establish the relationship between thought and action in Plato's philosophy.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Written work: Students are expected to write two essays.

Reading list: The texts to be discussed will be: Plato, *Apology of Socrates*, *Crito*, *Protagoras*, *Gorgias*, *Republic*, *(Timaeus, Laws)*. An extensive supplementary reading list of critical studies will be handed out at the beginning of the course. Janet Coleman, *A History of Political Thought: the ancient Greeks to the Renaissance* (Blackwell, 1999) should be useful.

Assessment: The examination will take place in June and will consist of a formal and unseen two hour paper.

GV415 H NA 00/01**Greek Political Theory: Thought and Action in Aristotle's Political Theory**

Teacher responsible: Professor J Coleman, L204

Availability: For MSc Political Theory and other intercollegiate MSc students, with permission. Also available to PhD students from other departments who may find it useful for their dissertations.

Core syllabus: The course will be concerned with the following themes: Aristotle's teleology (in relation to that of Plato), *eudaimonia* (human happiness and well-being), the virtues, universal and particular justice, friendship, political engagement in relation to philosophical contemplation, attitudes to education, punishment, law, freedom, rationality, merit and equality, and Aristotelian epistemology.

Content: The course is intended to explore, both historically and analytically, the above themes in order to establish the relationship between thought and action in Aristotle's philosophy.

Teaching: Ten seminars in the LT and 2 seminars in the first two weeks of the ST.

Written work: Students are expected to write two essays.

Reading list: The texts to be discussed will be: Aristotle, *Nicomachean Ethics* and *Politics*, with reference to the *De Anima*, and some of the logical and rhetorical works. An extensive supplementary reading list of critical studies will be handed out at the beginning of the course. Janet Coleman, *A History of Political Thought: the ancient Greeks to the Renaissance* (Blackwell, 1999) should be useful.

Assessment: The examination will take place in June and will consist of a formal and unseen two hour paper.

GV417 H NA 00/01**Principal Themes in Modern British Political Thought**

Teacher responsible: Dr R Barker, K100

Availability: For MSc Political Theory and other MSc students, by permission.

Core syllabus: Politics, political ideas and the relations between them. The principal themes in 20th century British political thought: socialism, conservatism, liberalism & feminism.

Content: The course will deal with the principal themes in modern British political thought up until the last quarter of the twentieth century.

Teaching: Ten seminars in the MT and 2 seminars in the first two weeks of the ST.

Written work: Students will write two papers.

Reading list: R Barker, *Political Ideas in Modern Britain In and After the Twentieth Century*; R Barker, *Politics, Peoples and Government*; R Williams, *Culture and Society*; W H Greenleaf, *The British Political Tradition: vol 2 The Ideological Heritage*.

Assessment: Two hour unseen written examination in ST.

GV418 H**Political Thinking in Britain at the End of the Twentieth Century**

Teacher Responsible: Dr R Barker, K100

Availability: For MSc Political Theory and other MSc students, by permission.

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 LT and 2 seminars in the third and fourth weeks of the ST.

Written work: Students will write two papers.

Reading list: R Barker, *Political Ideas in Modern Britain in and after the Twentieth Century*; D Miller, *Market, State and Community*; G Andrews (Ed), *Citizenship*; R Barker, *Politics, Peoples and Government*.

Assessment: Two hour unseen written examination in June.

GV419 H NA 00/01**Radical Political Theory**

Availability: For MSc Political Theory. Other graduate students may attend by permission. Acquaintance with some history of political thought is desirable, but not absolutely necessary.

Core syllabus: A study of important texts by radical political and social philosophers of the nineteenth and twentieth century. 'Radical' in this context refers either to the political implications and/or location of these philosophical approaches, to the radicality of their critique of mainstream political philosophy, or to their distance from the basic assumptions and conceptualisations of more traditional contemporary approaches.

Content: Three or four of the following authors will be selected in any one course: Marx, Nietzsche, Freud, Frankfurt School, Foucault, Habermas, Lyotard, Rorty, Connolly.

Teaching: Ten seminars in the MT.

Reading list: R Tucker, *The Marx-Engels Reader* (2nd edn); Nietzsche, *Genealogy of Morality*; Foucault, *Discipline and Punish, History of Sexuality*, vol 1; Arato and Gebhardt, *The Essential Frankfurt School Reader*; Lyotard, *The Postmodern Condition*; Rorty, *Contingency, Irony and Solidarity*.

Assessment: Two hour unseen written examination in June.

GV425 H**Legitimation and Government**

Teacher responsible: Dr R Barker, K 100

Availability: For MSc Political Theory. Other graduate students may follow this course with permission.

Core syllabus: An introduction to theories of the legitimation of government, and to legitimation as an activity engaged in, and contested, by rulers, subjects, and rebels. Such a theory of legitimation is distinguished from the normative evaluation of regimes. The relation between legitimation and identification

Content: Legitimacy and legitimation. The historical activity of legitimation. Political science, legitimation, and legitimacy. The use, scope, and function of a theory of legitimation. Identification. Legitimation as an activity of government. Elites and government. Subjects and citizens, democracy and legitimation. Rebels and vigilantes.

Teaching: 12 seminars, ten in the MT, two in the ST.

Reading list: Rodney Barker, *Political Legitimacy and the State* (Clarendon, 1990); 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); Jan Kubik, *The Power of Symbols and the Symbols of Power: The Rise of Solidarity and the Fall of State Socialism in Poland* (Pennsylvania State Press, 1994); T H Rigby & Ference Feher (Eds), *Political Legitimacy in Communist States* (Macmillan, 1982); Michael Saward, *Co-Optive Politics and State Legitimacy* (Dartmouth, 1992); Charles Taylor & Amy Gutman (Ed), *Multiculturalism: Examining The Politics of Recognition*, 2nd edn, (Princeton University Press, 1994).

Assessment: Two hour unseen written examination in the ST.

GV426 H**Topics in UK Executive Government**

Teachers responsible: Visiting Professor Lord Donoghue and Professor G W Jones, L210

Availability: For MSc Comparative Politics, MSc European Politics and Policy and MSc Public Administration and Public Policy, and for interested research students. Students wishing to take this course must seek prior consent from Professor Jones.

Core syllabus: The course examines the dynamics of the present system of British executive government, set in its historical context, with examples drawn from the personal experience of Lord Donoghue with the Wilson, Callaghan and Blair governments.

Content: Changing Labour, from old Labour to SDP to Blair, and winning the 1997 Election; The Political Core Executive, PM, Cabinet, and Cabinet Committees, a new style? The New Whitehall, No 10, Cabinet Office and the Departments; Inside Departments, Ministers, Special Advisers and Civil Servants; Being a Minister at Agriculture; Parliament, Commons and Lords; Treasury; Northern Ireland; The Media, unaccountable power? Modernised British Politics and Government in 2001?

Teaching: Ten 2-hour lecture/seminars in the LT 2001, and two revision sessions in the first and second weeks of the ST 2001. Students will also find it helpful to attend Mr A J L Barnes **The Cabinet Seminar** (GV290) 10 seminars in the LT, and Sir John Bourn **The Review and Evaluation of Government Programmes** (GV480.2) 10 lectures in the MT.

Written work: Students are expected to submit during the LT a written essay to their seminar teacher based on their presentation and response to Lord Donoghue's lectures.

Reading list: F N Forman & N D J Baldwin, *Mastering British Politics*, (Macmillan, 4th edn, 1999); I Holliday et al (Eds), *Fundamentals in British Politics* (Macmillan, 1999); P Mandelson & R Liddle, *The Blair Revolution* (Faber, 1996); P Gould, *The Unfinished Revolution* (Abacus, 2nd pbk edn, 1999); D Butler & D Kavanagh, *The British General Election of 1997* (Macmillan, 1997); B Donoghue, *Prime Minister* (Cape, 1987); D Kavanagh & A Seldon, *The Powers Behind the Prime Minister* (HarperCollins, 1999); S James, *British Cabinet Government* (Routledge, 2nd edn, 1999); P Riddell, *Parliament Under Pressure* (Gollancz, 1998); R Blackburn & R Plant, *Constitutional Reform* (Longman, 1999); S Horton & D Farnham (Eds), *Public Management in Britain* (Macmillan, 1999); P Osborne, *Alastair Campbell* (Aurum, 1999).

Assessment: Consists of two parts: (i) a two-hour unseen written examination in June 2001, accounting for 75% of the marks, and (ii) a single essay of between 3,000 and 4,000 words to be submitted at the end of week 1 of the ST, accounting for 25% of the marks.

GV427 H**Democracy and Democratisation in East and South Asia**

Teachers responsible: Dr C Lin, L202 and Dr S Karmel, L300

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: Recent political developments in East and South Asia: how the idea of democracy has evolved in the region and in some cases oriented the processes of social and regime transformation.

Content: The historical and international background of democracy and democratisation in the region. Modernization and democratisation as non-parallel developments; alternative and diverse Asian paths to democracy and modernity. Comparing democracies, mainly Japan and India. Democratisation processes in the Asian NICs, including debate over "Asian values" and authoritarianism. Transformation of Communism in China, Vietnam, and North Korea. Ethnic nationalism, religions and ideologies. Two special case comparisons: India and China in the context of development versus democracy; political citizenship and women's participation in Japan and China. New regional order in world politics.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Written work: Students are required to write two course essays, each around 2,000 words.

Reading list: H Befu, *Cultural Nationalism in East Asia* (1993); D A Bell et al, *Towards Illiberal Democracy in Pacific Asia* (1995); L Diamond et al (Eds), *Democracy in Developing Countries: Asia* (1989); E Friedman (Ed), *The Politics of Democratization* (1994); D Potter et al (Eds), *Democratization* (1997); S N Eisenstadt (Ed), *Democracy and Modernity* (1992); L Pye, *Asian Power and Politics* (1985); T Robinson (Ed), *Democracy and Development in East Asia* (1991).

Assessment: Two hour unseen written examination in June.

GV429 H NA 00/01**Government and Politics in Spain**

Teacher responsible: Dr S Balfour, J316

Availability: For MSc European Politics and Policy.

Core syllabus: This course will provide a critical introduction to the process of the transition to democracy in Spain and the subsequent organisation and functioning of the new polity and state.

Content: The fall of the Franco regime and the transition to democracy. The Constitutional Settlement of 1978. Key features of the organisation of the democratic state. Centre-periphery relations, the regional question and the structure of local government. The political and economic transformation of Spain since the 1980s and the impact of European integration. The decline of Socialist hegemony in the 1990s and the balance of political power in contemporary Spain.

Teaching: Ten lectures (GV429.1) and 10 seminars (GV429.2) in the MT and 2 seminars in the first and second weeks of the ST.

Introductory reading list includes: R Carr & J P Fusi, *Spain: Dictatorship to Democracy*; D Gilmour, *The Transformation of Spain*; P Heywood, *The Government and Politics of Spain*; J Hooper, *The New Spaniards* (revised edn); S Payne, *The Franco Regime, 1936-75*; V Pérez-Díaz, *The Return of Civil Society*; P Preston, *The Triumph of Democracy in Spain*.

Assessment: Two hour unseen written examination in June.

GV431 H**Nations and Nationalism**

Teachers responsible: Dr E Ringmar, K309 and Dr W Kissane, L101

Availability: Students who wish to take this course, and who are not registered for the MSc in Comparative Politics, must sign up to request to do this course with the MSc Programme Manager in the first week of the MT.

Core syllabus: This course examines explanatory accounts of the development of nationalism and the political consequences of nationalism and the ideal of the nation-state. It combines political philosophy, historical sociology and comparative political science to examine the validity of doctrines and theories about nationalism.

Content: The concept of nationalism and the nation-state and their rival interpretations. Nationalist thinkers, doctrines and philosophies. Nation-building. Typologies of nations and nationalism. Medieval and ethnic origins of the nation. Nationalism and civil society. 19th century liberal nationalism and 20th century illiberal nationalism.

Teaching: Ten seminars in the MT.

Written work: Students must make word-processed presentations and write two short essays during the course.

Reading list: E Gellner, *Nations and Nationalism*; E Kedourie, *Nationalism*; P Alter, *Nationalism*; J Mayall, *Nationalism and International Society*; H Seton-Watson, *Nations and States*; A Smith, *Theories of Nationalism*.

Assessment: Two hour unseen written examination in June.

GV432 H**Government and Politics in China**

Teachers responsible: Dr C Lin, L202 and Dr S Karmel (on leave 2000-01), L300

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 the significance of rival theoretical explanations of such transformations for political science; the politics of Hong Kong and Taiwan.

Content: Often in comparison with other former Communist societies, other Asian states and other developing countries, discussions of China will cover the following topics: Historical and international background such as geopolitical and demographical contexts; regime and government, allocation of central and local power; bureaucracy as tradition and as invention; social hierarchy and organization, class relations; citizenship and its gender dimension, mobilization and participation; ideology, political culture, and the question of democracy; Tibet and other minority regions; "one country, two systems"; political economy, planning and the market, the meaning of global integration for China. Other Chinese societies will also be discussed in relation to nationalism, Communism, authoritarianism, democratisation and regional politics.

Teaching: 10 seminars 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 2,000 words.

Reading list: B McCormick & J Unger (Eds), *China After Socialism* (1995); M Meisner, *The Deng Xiaoping Era* (1996); P Nolan, *China's Rise, Russia's Fall* (1995); C Riskin, *China's Political Economy* (1987); V Shue, *The Reach of the State* (1988); J Unger (Ed), *Chinese Nationalism* (1996); D Solinger, *China's Transition from Socialism* (1993); S Shirk, *The Political Logic of Economic Reform in China* (1993); T Robinson & D Shambaugh (Eds), *Chinese Foreign Policy* (1994).

Assessment: Two hour unseen written examination in June.

GV436

National and Ethnic Conflict Regulation

Teachers responsible: Professor B O'Leary, K204, Dr S Bose, L208 and Ms K Adeney, K307

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 course they are taking, their reasons for wishing to take the course, and must leave their address (preferably e-mail). They will be informed quickly of the teachers' decisions. Preference will be given to students who have taken GV431.

Core syllabus: This course examines the strategies available to states and politicians seeking to regulate national and ethnic conflict; when particular strategies are employed; and the conditions under which they 'succeed'. The literature drawn upon includes political philosophy, policy analysis, international relations and political sociology.

Content: Defining national and ethnic conflict. Strategies for eliminating national and ethnic differences (genocide, mass-population transfers, partition-secession, integration-assimilation) and strategies for managing national and ethnic conflict (hegemonic control, third-party intervention (including arbitration), federalism-autonomy, and consociation). Case-studies of countries with protracted national and ethnic conflict. Negotiating ethnic peace accords. Affirmative action and multi-culturalism and their critics.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Written work: Students must make one-sheet and word-processed presentations at seminars, and write two short essays during the course.

Reading list: J McGarry & B O'Leary, *The Politics of Ethnic-Conflict Regulation: Case Studies of Protracted Ethnic Conflicts*; A Lijphart, *Democracy in Plural Societies*; D Horowitz, *Ethnic Groups in Conflict*; J Montville, *Conflict and Peacemaking in Multiethnic Societies*; C Taylor, *Multiculturalism and the Politics of Recognition*.

Assessment: Two hour unseen written examination in June.

GV437

Politics and Economic Policy in Latin America

Teacher responsible: Dr G Philip, K205

Availability: For MSc Comparative Politics, MSc Politics of Development (Latin America) and MSc Development Studies.

Core syllabus: The relationship between history, politics and the making of economic policy in Latin America.

Content: The course considers the political dimension of economic policy making in five countries. These are Argentina, Chile, Peru, Venezuela and Mexico. The course will consider the way in which the political systems in these countries have been shaped by their various histories and also at policymakers' efforts to combine successful economic policymaking with democratic government.

Teaching: Ten seminars in the MT and 1 seminar in the first week of the ST.

Reading list: D S Palmer, *Shining Path of Peru*; G Di Tella & R Dornbush, *The Political Economy of Argentina*; G Philip, *The Presidency in Mexican Politics*; R Camp, *Politics in Mexico*.

Assessment: One two hour unseen written examination in June.

GV438

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 focusses on the political impact of the religious factor in the modern era, from the periods of the Reformation and French Revolution, through the formation of party systems and on to the recrudescence of ethno-religious conflicts, the impact of 'fundamentalism' and the purported emergence of a 'new politics' in the 1980s and 1990s.

Teaching: Introduction and set-up, ten two-hour seminars in the LT and revision session in the ST.

Course work: Students will be required to make topic presentations and write two essays.

Reading list: J Haynes, *Religion in Global Politics*; E Gellner, *Postmodernism, Reason and Religion*; D Martin, *A General Theory of Secularisation*; J Hadden & A Shupe (Eds), *Religion and the Political Order* (three vols: 1986, 1988, 1989); G Lewy, *Religion and Revolution*; S Berger (Ed), *Religion in West European Politics*; G Moyser (Ed), *Religion and Politics in the Modern World*; D Hanley (Ed), *The Christian Democratic Parties*.

Assessment: Two hour unseen written examination in June.

GV439

Government and Politics in Eastern Europe

Teacher responsible: Dr V Dimitrov, L303

Availability: For MSc Comparative Politics, MSc Russian and Post-Soviet Studies, MSc European Politics and Policy, MSc The Political Economy of Transition in Europe and related disciplines.

Core syllabus: A critical introduction to Eastern Europe after 1944, focusing on the rise and fall of communist systems, and the problems of democratisation in post-communist conditions.

Content: The political culture of Eastern Europe. Communist revolutions and attempts to legitimate communist rule. Stalinism, de-stalinisation and the collapse of communism. Nation-states and nationalism in Eastern Europe. The establishment of democratic regimes.

Teaching: Ten seminars in the MT and 2 seminars in the first and second weeks of the ST, optional attendance at the undergraduate lectures (GV246). Students are advised to familiarise themselves with both the BLPES and the library of the School of Slavonic and East European Studies.

Written work: Students are required to produce two word-processed essays. Teaching aids are distributed.

Reading list: F 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

Teachers responsible: Dr E Ringmar, K309 and Dr S Karmel (on leave 00-01), L300

Availability: For MSc Comparative Politics. Also available to MSc Public Administration and Public Policy students.

Core syllabus: To introduce students to contemporary discussions regarding the role of the state in the economy; to give a survey of different theoretical approaches to state intervention, focussing on a small number of core texts; to provide a comparison of state intervention in different political settings and historical contexts.

Content: This is a course in the comparative intellectual history of the political role of the state in the economy. It examines the relevance and validity of prominent arguments against empirical case-studies.

Teaching: One two hour seminar per week in the LT and 2 seminars in the third and fourth weeks 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 2 hour examination in the ST.

GV442

Globalization and Democracy

Teacher responsible: Professor David Held, L104

Availability: For students in the MSc in Comparative Politics. Other graduate students may follow this course with permission.

Core syllabus: The contemporary debate about globalization raises profound questions about the changing nature and form of politics today. This course examines the debate, setting out the meaning of globalization,

and exploring its impact on the liberal democratic nation-state. The focus of the course is historical and comparative.

Content: The course content will vary from year to year but will normally cover the following topics: 1) concepts of, and debates about, globalization; 2) changing forms of political power and organized military might; 3) national cultures and cultural globalization; 4) political economy i: trade and finance; 5) political economy ii: corporate structures and multinational companies; 6) global inequality and stratification; 7) migration; 8) forms of environmental globalization; 9) governing globalization.

Teaching: Ten seminars in the MT and two in the LT.

Reading list: S Krasner, *Sovereignty*, Princeton, 1999; G Garrett, *Partisan Politics in the Global Economy*, CUP, 1999; D Held, A McGrew, D Goldblatt & J Perraton, *Global Transformations*, Polity Press, 1999; D Held & A McGrew (Eds), *The Global Transformations Reader*, Polity Press, 2000; P Hirst & G Thompson, *Globalization in Question*, 2nd edn, Polity Press, 1999; S Strange, *The Retreat of the State*, CUP, 1996; A Smith, *Nations and Nationalism in a Global Era*, Polity Press, 1995; J Rosenau, *Along the Domestic-Foreign Frontier*, CUP, 1997; D Potter *et al* (Eds), *Democratization*, Polity Press, 1997; UNDP, Human Development Report, OUP, 1999; A Hurrell & N Woods (Eds), *Inequality, Globalization and World Politics*, OUP, 1999.

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 a liberal democratic nation-state in a key domain of global flows and networks.

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: Only for MSc students in the Politics of Development (Latin America), Comparative Politics and Development Studies.

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, public sector reform, the private sector, non governmental organisations and labour, religious movements, accountability and human rights, clientelism, corruption and the rule of law.

Teaching: Ten lectures (GV443.1) and 10 seminars (GV443.2) in the MT and 1 seminar in the first week of the ST.

Reading list: L Diamond, J Linz & S M Lipset, *Politics in Developing Countries: Comparing Experiences with Democracy*; J Linz & A Valenzuela, *The Failure of Presidential Democracy*; E Epstein, *Labour Autonomy and the State in Latin America*; S Mainwaring, G O'Donnell & S Valenzuela, *Issues in Democratic Consolidation: The New South American Democracies in Comparative Perspective*; S Mainwaring & T Scully, *Building Democratic Institutions: Party Systems in Latin America*; D Close, *Legislatives and New Democracies in Latin America*; E J Bartelli & L A Payne, *Business and Democracy in Latin America*; I P Stotzky, *Transition to Democracy in Latin America: The Role of the Judiciary*; R Seider, *Impunity in Latin America*; G Cook, *The New Face of the Church in Latin America: Between Tradition and Change*.

Assessment: Two hour unseen written examination in June. 20% of the marks will be awarded via a 3000 word essay to be handed in by 13 January 2000.

GV444

Democracy and Development in Latin America

Teachers responsible: Dr G Philip, K205

Availability: MSc students.

Core syllabus: To study the relationship between political and economic change in contemporary Latin America.

Content: The sequence between democracy and economic reform; the crisis of the 'old model' and the politics of economic adjustment; the external dimensions of democracy and development; trading blocks and regional integration; poverty and inequality, the informal sector; the political economy of the drugs trade; democratic politics and economic development in the late 1990s; the second generation reforms; de-centralisation.

Teaching: Ten lectures (GV444.1) and (GV444.2) 10 seminars in the LT and 1 seminar in the second week of the ST.

Reading list: D Rueschemeyer, E Stephens & J Stephens, *Capitalist Development and Democracy*; S Haggard & R Kaufman, *The Politics of Economic Adjustment*; L Gustafson, *Economic Development under Democratic Regimes: Neo-Liberalism in Latin America*; W Smith, *Democracy, Markets and Structural Reform in Contemporary Latin America*; J Nelson & S Eqlinton, *Global Goals, Contentious Means*; F Stewart, *Adjustment and Poverty: Options and Choice*; J De Soto, *The Other Path: The Invisible Revolution in the Third World*; E Joyce & C Malmud, *Latin America and the Multinational Drugs Trade*; S Edwards, *Crisis and Reform in Latin America: From Despair to Hope*; H Veltmeyer, J Petras & S Vieux, *Neoliberalism and Class Conflict in Latin America*.

Assessment: Two hour unseen written examination in June.

GV446

The Politics of Empire and Post Imperialism

Teacher responsible: Professor D Lieven, K208

Availability: For students of the MSc International Relations and MSc Politics of the World Economy. Other MSc or M.A. 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; Isarist empire and the USSR; the USA as global empire?; the EU as re-birth of European empire?; contemporary India and Indonesia. Geopolitics. Theories of imperialism and neo-colonialism. Theories of bureaucratic empire. Comparative monarchical autocracy. Imperial strategies for managing multi-ethnicity and ethnic nationalism. The decline and fall of empires. The impact of empire's loss on metropolitan peoples and polities, and empire's impact on the consolidation of democracy in former colonies. Why empire ceased to be the predominant form of polity during the twentieth century and what aspects of empire still exist in the contemporary world.

Teaching: 15 lectures and 20 seminars in the MT and LT.

Written work: Two presentations, two term essays and two one-hour mock exam essays.

Reading list: D Lieven, *Empire and Russia*, 2000; M Doyle, *Empires*, 1986; S Finer, *The History of Government*, 1997; G Lundestad (Ed), *The Fall of Great Powers*, 1994; G Parker, *Geopolitics*, 1998; W Mommsen, *Theories of Imperialism*, 1980; J Osterhammel, *Colonialism*, 1997; A Crosby, *Ecological Imperialism*, 1986; D Fieldhouse, *The West and the Third World*, 1999; K Barkey & M von Hagen (Eds), *After Empire*, 1997.

Assessment: One three hour unseen written examination in June and one of the term essays.

GV447

Rethinking the Modern Polity: Sovereignty, Accountability and Governance

Teacher responsible: Professor D Held, L104

Availability: For students in the MSc in Political Theory. Other graduate students may take this course with permission.

Core syllabus: The course will ask students to assess the significance and continuing relevance of leading concepts of modern political theory – such as sovereignty, citizenship and accountability – in a world of intensifying regional and global relations. The focus of the course is normative and theoretical.

Content: The course content will vary from year to year but will normally cover the following topics: 1) concepts of the modern state and sovereign statehood; 2) ethical foundations of national community; 3) representation, accountability and democracy; 4) cosmopolitanism; 5) cosmopolitan democracy; 6) the human rights regime and cosmopolitan law; 7) cosmopolitan justice, political and economic; 8) what is regional governance?; 9) what is global governance?

Teaching: Ten seminars in the LT and two seminars in the ST.

Written work: Students will write two short essays, one of which can be based on their class presentation.

Reading list: Q Skinner, 'The State' in T Ball, J Farr & R L Hanson (Eds), *Political Innovation and Conceptual Change*, CUP, 1989; R Jackson (Ed), *Sovereignty at the Millennium*, Special Issue of *Political Studies*, 47, 3, 1999; D Miller, *On Nationality*, OUP, 1995; Y Tamir, *Liberal Nationalism*, Princeton, 1993; D Held, *Democracy and the Global Order*, Polity Press, 1995; D Archibugi, D Held & M Köhler (Eds), *Reimagining Political Community*, Polity Press, 1998; I Shapiro & C Hacker-Cordon (Eds), *Democracy's Edges*, CUP, 1999; T Schlereth, *The Cosmopolitan Ideal in Enlightenment Thought*, University of Notre Dame Press, 1977; C Beitz, *Political Theory and International Relations*, Princeton, 1979; D Mapel & T Nardin (Eds), *International Society*, Princeton, 1998; J Rawls, 'The Law of Peoples' in S Shute & S Hurley (Eds), *On Human Rights*, Basic Books, 1993; C Jones, *Global Justice*, OUP, 1999; I Shapiro & L Brilmayer (Eds), *Global Justice*, New York University Press, 1999.

Assessment: A two hour unseen written examination in June

GV448

Human Rights Theory

Teacher responsible: Professor J Charvet, K207

Availability: For students in the MSc in Political Theory and the proposed MSc in Human Rights. Other graduate students may follow this course with permission.

Core syllabus: A philosophical study of the idea of human rights.

Content: The course will cover the following topics: the nature of rights, the history of the idea of natural or human rights, the liberal understanding of human rights, the different types of rights – civil, political, social and group rights – non-liberal, non-western understandings of human rights, the idea of cultural relativism, and Western critiques of human rights – conservative, utilitarian, Marxist and feminist.

Teaching: Ten seminars in the LT and two seminars in the ST.

Reading list: P Jones, *Rights*; R Tuck, *Natural Rights Theories: their Origin and Development*; M Cranston, *Human Rights*; J Waldron, *Liberal Rights*; J Donnelly, *Universal Human Rights in Theory and Practice*; A Gewirth, *Human Rights*; D D Raphael (Ed), *Political Theory and the Rights of Man*; K Dalacoura, *Islam, Liberalism and Human Rights*; J R Bauer & D A Bell (Eds), *The East Asian Challenge on Human Rights*.

Assessment: One two-hour unseen written examination in June.

GV450

European Politics: Comparative Analysis

Teachers responsible: Dr K Goetz, L304, Mr A J L Barnes, K308, Mr J T S Madeley, K304, Dr V Dimitrov, L303, Dr F Franchino, L55 and Dr E Thielemann

Availability: For MSc European Politics and Policy.

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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 democracy; (ii) the adaptability of liberal democracy over time; (iii) the degree of national variation in the social and political constitution of liberal democracy; and (iv) the contemporary challenges to the liberal democratic order.

Content: The main seminar themes addressed are: Liberalism and democratisation; Constitutionalism as a precondition of liberal democracy; Social cleavages, party systems and voter alignment; Political currents in liberal democracy; Social Democracy and Christian Democracy; Segmented pluralism and consociationalism; Neo-corporatism, networks and civil society; Presidentialism, parliamentarism and democratic consolidation; Territorial politics and sub-state nationalism; European integration and domestic institutional adaptation.

Teaching: 10 lectures and 10 seminars in the MT and 2 seminars in the first two weeks of the ST.

Reading list: Introductory texts include: M Gallagher *et al*, *Representative Government in Europe*, 2nd edn; J Hayward & E C Page, *Governing the New Europe*; J-E Lane & S O Ersson, *Politics and Society in Western Europe*, 4th edn; A Lijphart, *Patterns of Democracy*; Y Mény, *Government and Politics in Western Europe*, 2nd edn; M Rhodes *et al*, *Developments in West European Politics*; G Smith, *Politics in Western Europe*, 5th edn.

Assessment: Two hour unseen written examination in June.

GV451

European Policy: Comparative Analysis

Teacher responsible: Dr V Dimitrov, L303 and Mr A J L Barnes, K308

Availability: For MSc European Politics and Policy and MSc Comparative Politics.

Core syllabus: The course provides a theoretically informed analysis of policymaking in contemporary Europe on a comparative basis.

Content: The course focuses on four main aspects of public policy making: stages in the policy process, with a particular emphasis on agenda setting; the role of different actors, including political parties, the bureaucracy and the judiciary; economic policy making including privatisation and industrial policy; and the welfare state. Throughout the course, reference is made to the major theoretical debates and to overarching themes such as the impact of European integration.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: W Parsons, *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*; A Heidenheimer *et al*, *Comparative Public Policy: The Politics of Social Choice in America, Europe and Japan*; M Gallagher *et al*, *Representative Government in Modern Europe*; E Page, *Political Authority and Bureaucratic Power*; M Volcansek, *Judicial Politics and Policy-Making in Europe*; C Graham & T Prosser, *Privatising Public Enterprises: Constitutions, the State and Regulation in Comparative Perspective*; G Esping-Andersen, *The Three Worlds of Welfare Capitalism*.

Assessment: Two hour unseen written examination in June.

GV452

European Union: Politics and Policy

Teacher responsible: Dr R Leonardi, (on leave MT and ST 00-01) J108, Dr F Franchino, L55 and Dr S Hix (on leave 00-01), L305

Availability: For MSc European Politics and Policy, MSc Politics of Empire and Post-Imperialism.

Content: Part 1: Politics – the institutional framework of political competition and representation; institution building in the Union; the restructuring of the nation-state; the emergence of regional and territorial units as relevant actors in the Union level; the impact of the single market on political and interest group mobilization; parties and party system analysis; alternative models for Union reform; integration theory and models of institutionalization applied to the EU; networking as a political and policy making process.

Part 2: Policy – the policy framework; agenda setting in European institutions; policy standardisation across member states; institutional effects of EC membership on policy structures of member states; the Union policy-making and administrative structure; theoretical models of policy-making applied to the EU; prioritization of Union intervention. Specific policy areas: agriculture, basic research and technological development, transportation, telematics, environment etc.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: S Hix, *The Political System of the European Union*, J Richardson (Ed), *European Union: Power and Policy-making*; H Wallace & W Wallace (Eds), *Policy-Making in the European Union*; G Majone, *Regulating Europe*; S Stavridis, E Mossialos, R Morgan & H Machin (Eds), *New Challenges to the European Union: Policies and Policy-Making*; G Marks, F W Scharpf, P C Schmitter & W Streek, *Governance in the European Union*; S Leibfried & P Pierson (Eds), *European Social Policy: Between Fragmentation and Integration*; L Tsoukalis, *The New European Economy Revisited*.

Assessment: Two hour unseen written examination in June.

GV453

Socio-economic Cohesion Policies in the EU

Teacher responsible: Dr R Leonardi, J108

Availability: For MSc European Politics and Policy.

Content: Discussion of economic and political integration theories; economic equilibrium and disequilibrium theories; the empirical reality of economic and social convergence in Europe since the 1950s; the concept of cohesion; the impact of the Single European Act and the Maastricht and Amsterdam treaties on the definition and implementation of cohesion policies; EMU and the regions; governmental performance at the sub-national level; the role of social capital in development strategies; networks as instruments of cohesion; European spatial planning; urban policy.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: R Leonardi, *Convergence, Cohesion and Integration in the European Union*; J Mortensen, *Improving Economic and Social Convergence in the European Community*; C Harvie, *The Rise of Regional Europe*; I Bache, *The Politics of Regional Policy in the European Union*; L Hooghe, *Cohesion Policy and European Integration*; M Rhodes, *The Regions and the New Europe*.

Assessment: Two hour unseen written examination in June.

GV454

European Multi-Party Systems

Teacher responsible: Mr T Dewan

Availability: For MSc European Politics and Policy, MSc Comparative Politics and MSc European Studies.

Content: The course provides a comparative analysis of parties and party systems in Europe and will focus on the following areas: the spatial analysis of European party systems; coalition formation and termination; party formation, splits and mergers; the causes and effects of party system change, the effective number of parties and its determinants; theories of party organisation.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: G Cox, *Making Votes Count*; M Laver & K Shepsle, *Making and Breaking Government*; R Katz & P Mair, *How Parties Organise*; P Mair, *Party System Change*; P Warwick, *Government Survival in Parliamentary Democracy*.

Assessment: Two hour unseen written examination in June.

GV457

Government and Politics in Italy

Teacher responsible: Dr M Bull, Dr R Leonardi (on leave 00-01), J108

Availability: For MSc European Politics and Policy.

Content: Part 1: Founding of the Republic and Impact of the Post-War Settlement; Institutions, Instability and the Debate on Institutional Reform; Political Parties and Party system under the 'First Republic'; Transformation of Parties and the Party system in the 1990s; The Post-War Economy and Macro-Economic Policy-Making; The 'Three Italies' and Economic Development; Terrorism and the State; Mafia and the 'Secret State'; 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.

Part 2: Policy – theoretical models of the state and policy making applied to Italy; the growth of the state; agenda setting; policy implementation; case studies from amongst: economic (monetary, fiscal), industry, agriculture, transport, defence, education; regional redistribution and convergence; institutional effects of EU membership.

Teaching: Ten seminars in the MT and 2 seminars in the first and second weeks of the ST.

Reading list: Donald Sassoon, *Contemporary Italy*; David Hine, *Governing Italy*; Paul Ginsborg, *A History of Contemporary Italy*; Paul Furlong, *Modern Italy*; Martin Clark, *Modern Italy*; Hilary Partridge, *Italian Politics Today*; Raffaella Nanetti & Robert Leonardi (Eds), *Italy: Policy and Politics*; F Spotts & T Weiser, *Italy: A Difficult Democracy*; Stephen Gundle & Simon Parker (Eds), *The New Italian Republic*; Martin Bull & Martin Rhodes (Eds), *Crisis and Transition in Italian Politics*.

Assessment: Two hour unseen written examination in June.

GV458

Government and Politics in Germany

Teacher responsible: Dr K Goetz, L304

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 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: D Berg-Schlosser & R Rytlewski, *Political Culture in Germany*; C Clemens and W Paterson, *The Kohl Chancellorship*; R Dalton, *Germany Divided*; K H Goetz, *Germany*, 2 vols; K H Goetz & P J Cullen, *Constitutional Policy in Unified Germany*; N Johnson, *State and Government in the Federal Republic of Germany*; P Katzenstein, *Policy and Politics in West Germany*; P Katzenstein, *Tamed Power: Germany in Europe*; S Padgett, *From Adenauer to Kohl*; S Padgett, *Parties and Party Systems in the New Germany*; G Smith *et al*, *Developments in German Politics 2*.

Assessment: Two hour unseen written examination in June.

GV459

Public Policy in Germany

Teacher responsible: Dr K Goetz, L304

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 term. Introductory reading includes: K von Beyme & M G Schmidt, *Policy and Politics in the Federal Republic of Germany*; A Benz & K H Goetz, *A New German Public Sector?*; S Bulmer, *The Changing Agenda of West German Public Policy*; K Dyson, *The Politics of German Regulation*; K H Goetz, *Germany*, 2 vols; K H Goetz & P J Cullen, *Constitutional Policy in Unified Germany*; W Hanrieder, *Germany, America, Europe: Forty Years of German Foreign Policy*; P Katzenstein, *Politics and Policy in West Germany and Industry and Politics in West Germany*; G Smith *et al*, *Developments in German Politics 2*.

Assessment: Two hour unseen written examination in June.

GV460

Government and Politics in Britain

Teacher responsible: Mr A J Beattie, L107

Availability: For MSc European Politics and Policy.

Content: The course examines a number of competing models or interpretations of the British political process; the emphasis will be on the empirical literature associated with these models. The whole range of governmental and political institutions will be considered; executive/legislative relations; executive institutions; the role of parliament; parties and voters; the judiciary, organised interests; sub-national politics; Britain in the EC.

Teaching: Ten lectures and 10 seminars in the MT and 2 seminars in the first and second weeks of the ST.

Reading list: P Dunleavy, *The Core Executive in Britain*; P Norton, *Parliament in Perspective*; M Foley, *The Silence of Constitutions*; P Dunleavy, *Democracy, Bureaucracy and Public Choice*; G Stoker, *The Politics of Local Government*; J Jowell & D Oliver (Eds), *The Changing Constitution*, (all 3 editions); S George, *An Awkward Partner*.

Assessment: Two hour unseen written examination in June.

GV461

Political Change in Modern Britain

Teacher responsible: Mr A J L Barnes, K308

Availability: For MSc European Politics and Policy. Students must have completed GV460, unless they already possess a strong British politics background.

Core syllabus: The principal developments in the party system and the growth in the interventionist state, together with the impact of these changes on governing institutions in Britain.

Content: The central changes in British institutions, policies, and party alignments since the second world war will be treated historically. The topics to be covered will be selected from a number of themes. Examples of these themes are party realignment and its connection with social change; the rise and consequences of the welfare state; the management of economic decline; the growth in executive power; Britain and Europe; and the constitutional effects of these changes. Not all themes will be addressed in the course of any one half-unit.

Teaching: 10 seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: S Beer, *Modern British Politics*; V Bogdanor, *Multi-party Politics and the Constitution*; J P Mackintosh, *The British Cabinet* (4th edn); K O Morgan, *The People's Peace* (2nd edn); R K Middlemas, *Power, Competition and the State*; P Hennessy & A Seldon, *Ruling Performance*; A Seldon & S Ball, *Conservative Century*; G C Peden, *British Economic and Social Policy. Lloyd George to Margaret Thatcher*; J Tomlinson, *Public Policy and the Economy since 1900*; M W Kirby, *The Decline of British Economic Power*; C Crouch, *The Politics of Industrial Relations* (2nd edn). Further guidance on reading will be issued at the beginning of the course.

Assessment: Two hour unseen written examination in June.

GV462

Constitutional Issues in Britain

Teacher responsible: Mr A J Beattie, L102

Availability: MSc European Politics and Policy. Students must have completed GV460, unless they already possess a strong British politics background.

Content: The vocabulary of British constitutional debate; representative versus responsible government; defining the British constitution: is Britain unique?; Britain as a Parliamentary Democracy. Central issues in British constitutional debate: the impact of the EC on British constitutional ideas and practices, and three other areas to be selected from (eg) the role of parliament; electoral reform; the debate about a British Bill of Rights; democracy, the rule of law, and the scope of governmental regulation; nations, regions and localities.

Teaching: Ten lectures and ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: D Oliver & J Jowell, *The Changing Constitution*; P Norton, *Does Parliament Matter?*; V Bogdanor, *The People and the Constitution*; M Zander, *A Bill of Rights?*; I Harden & N Lewis, *Government by Moonlight*; M Loughlin, *Local Government in the Modern State*; A Birch, *Integration and Disintegration in the UK*; R Holme & M Elliott (Eds), *Time for a New Constitution?*

Assessment: Two hour unseen written examination in June.

GV463

Government and Politics in Scandinavia

Teacher responsible: Mr J T S 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 interest.

Content: After a survey of the institutional context as it has evolved over recent decades, the distinctive features of the policy process in Scandinavia will be reviewed with attention directed in particular to the debates about consensualism, neo-corporatism and the pathologies of big government. The relevance of these debates to particular cases, such as the Swedish debate about nuclear energy, the handling of the EU issue in Norway and the tax issue in Denmark, will receive detailed examination in the main body of the course.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: E Allardt *et al*, *Nordic Democracy*; T Anton, *Administered Politics: Elite Political Culture in Sweden*; S Berglund & U Lindstroem, *The Scandinavian Party System(s)*; E Damgaard, *Parliamentary Change in the Nordic Countries*; E Einhorn & J Logue, *Modern Welfare States: Politics and Policies in Social Democratic Scandinavia*; G Esping-Andersen, *Politics Against Markets: The Social Democratic Road to Power*; H Heclø & H Madsen, *Policy and Politics in Sweden: Principled Pragmatism*; J Pontusson, *The Limits of Social Democracy*.

Assessment: Two hour unseen written examination in June.

GV464

Government and Politics of Ireland

Teacher responsible: Dr B Kissane, L101

Availability: For MSc European Politics and Policy, MSc Comparative Politics.

Core syllabus: The course examines the government and politics of the Republic of Ireland and Northern Ireland; its focus is on democratisation, state-development, nationalism and unionism.

Content: The British and Irish national questions. Religion, ethnicity and nationalism in Ireland. The partition of Ireland and its consequences. The constitutional development and democratisation of independent Ireland. Devolved government and control in Northern Ireland. Inequality and discrimination. Party systems in Northern Ireland and the Republic of Ireland. British policy and direct rule in Northern Ireland. Irish policy and Northern Ireland. The Anglo-Irish Agreement. The European Community and Ireland. Interpretations and explanations of conflict in Northern Ireland. Current negotiations.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Written work: Students must make one-sheet and word-processed presentations at seminars, and write two short essays during the course.

Reading list: (Preliminary) B O'Leary & J McGarry, *The Politics of Antagonism: Understanding Northern Ireland*; J McGarry & B O'Leary, *Explaining Northern Ireland: Broken Images*; J Whyte, *Interpreting Northern Ireland*; J J Lee, *Ireland: Politics and Society*; P Mair, *The Changing Irish Party System*.

Assessment: Two hour unseen written examination in June.

GV465

Democracy and the Politics of National Self-Determination

Teacher responsible: Dr S Bose, L208

Availability: Primarily for students taking the MSc Comparative Politics and the MSc Comparative Politics (Empire). Other MSc students (especially MSc Political Theory, MSc European Politics and Policy) may take this course, provided it is compatible with their regulations and with the permission of Dr Bose.

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), southern Europe (Spain), the South Asian subcontinent (Kashmir, Sri Lanka), 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 complements several existing courses in the Government Department's MSc Programme in Comparative Politics, including GV467, GV431, GV436. It directly engages important literature and debates in comparative political science, especially relating to: i. transitions to democracy, ii. power-sharing and consociation, iii. federalism and federations, iv. citizenship theory, and v. secular states.

Teaching: 10 seminars in the LT, and two seminars in the third and fourth weeks of the ST.

Reading list: S L Woodward, *Balkan Tragedy: Chaos and Dissolution after the Cold War* (1995); R M Hayden, *Blueprints for a House Divided: The Constitutional Logic of the Yugoslav Conflicts* (1999); 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: Ms K Adeney, K307, Dr S Karmel, L300, Dr W Kissane, L101, Professor B O'Leary, K204, Professor D Lieven, K208, Dr L Lin, L202, Dr F Panizza, L201, Dr G Philip, K205 and Dr E Ringmar, K309

Availability: For MSc in Comparative Politics only.

Core syllabus: This course is dedicated to the analysis of significant books which have made important theoretical and/or methodological contributions to comparative politics. A central theme of the course is the rise of the modern state, with particular attention paid to its pre-modern antecedents, the process of democratisation, and the nature of the democratic state. The course combines historical sociology and comparative political science to evaluate how these books have made a contribution to our understanding of modern states.

Content: The historical development of the state, the rise and fall of empires, and the connection between nationalism and state-building. Comparing historical-sociological and quantitative theories of democratisation. The cultural, economic, and institutional underpinnings of democratic states.

Teaching: There will be ten weeks of lectures and seminars and a revision session.

Written work: Students must write two short essays during the course.

Reading list: T Ertman, *Birth of the Leviathan*; E Gellner *Nations and Nationalism*; S Huntington, *The Clash of Civilisations and the Remaking of the World Order*; D Lieven, *Empire: The Rise and Fall of Russia and its Rivals*; A Lijphart, *Patterns of Democracy: Governmental Forms and Performance in 36 Countries*; C Lindblom, *Politics and Markets*; B Moore, *The Social Origins of Dictatorship and Democracy*; M Shugart & J Carey, *Presidents and Assemblies*; R Taagepeera & M Soberg, *Seats and Votes: The Effects and Determinants of Electoral Systems*; T Vanhanen, *Prospects of Democracy: A Study of 171 Countries*.

Assessment: Two hour unseen written examination in June.

GV468

Themes in Russian History

Teacher responsible: Professor D Lieven, K208

Availability: For students of MSc Russian Studies and for other MSc students if space permits.

Core syllabus: The course introduces the key problems and patterns in modern Russian history, and is designed to provide students taking MSc Russian Studies with the necessary historical background to understand the contemporary politics of Russia and Northern Eurasia.

Content: 1. Patterns in Modern Russian History – an introduction; 2. Geopolitics of Russia and the International Context; 3. The Russian State Tradition and Tsarism's Relationship with Russian Elites and Masses; 4. Dilemmas of Modernisation in Late Tsarist Russia; 5. The Significance of the Revolution; 6. The Nature of Stalinism; 7. Empire in the Tsarist and Soviet Eras; 8. Westernisers v Russian Nationalists in Tsarist and Soviet History; 9. The Autocrat: Anatomy of Supreme Power 1550-1991; 10. The Collapse of the USSR.

Teaching: Ten seminars in the MT and 2 revision seminars in the ST. Attendance at the undergraduate lectures (GV217) is advised.

Reading list: R Crummey, *The Formation of Muscovy 1304-1613*; G Hosking, *Russia: People and Empire 1552-1917*; W Fuller, *Strategy and Power in Russia. 1600-1914*; D Lieven, *Nicholas II*; E Acton (Ed), *Critical Companion to the Russian Revolution 1914-1921*; C Ward, *Stalin's Russia*; R Service, *A History of Twentieth-Century Russia*; D Lieven, *Empire and Russia*; J F Hough, *Democratisation and Revolution in the USSR 1985-1991*.

Assessment: This consists of two parts: (i) a two hour unseen written examination in June accounting for 75% of the marks; (ii) one essay of no more than 2,500 words accounting for 25% of the marks.

GV471

Institutional Politics in the European Union: A Rational Choice Approach

Teacher responsible: Dr F Franchino, L55 and Dr S Hix (on leave 00-01), L305

Availability: For MSc European Politics and MSc Public Administration and Public Policy. Students wishing to take this course must seek prior consent from Dr Franchino. Compulsory prerequisites for this course are the prior study at undergraduate or graduate level of: (1) European Union institutions or politics, and (2) rational choice theory.

Content: The course aims to link the theoretical, empirical and normative analysis of the institutions of the European Union. At a theoretical level, the course will introduce the student to the application of public choice theory to the executive and legislative processes of the EU. At an empirical level, the course will test the applicability of these theories to the every-day operation of the EU, using qualitative and some statistical analysis. The main empirical focus of the course will be in four key areas: the internal workings of the Council and the Parliament; bargaining between the Commission, Council and Parliament in the Cooperation and Co-decision legislative procedures; Council-Parliament competition in the selection and investiture of the Commission; and competition between the member states, the Parliament/Commission and the European Central Bank in a European monetary union. At a normative level, the course will use the theoretical and empirical findings as levers in the on-going arguments about the democratic-deficit in the EU, and the need for reform of the EU institutions.

Teaching: Ten seminars in the LT and two seminars in the third and fourth weeks of the ST.

Reading list: R Corbett, F Jacobs & M Shackleton, *The European Parliament*, 3rd edn (1995); M Westlake, *The Council of the European Union* (1995); P Moser & G Schneider, *Decision Rules in the European Union – A Rational Choice Perspective*, special issue of *Aussenwirtschaft*, 52, 1/2 (1997); S Hix & C Lord, *Political Parties in the European Union* (1997); S Andersen & K Eliassen, *The European Union: How Democratic Is It?* (1996); B Bueno de Mesquita & F Stokman, *European Community Decision-Making* (1994).

Assessment: Two parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks; and (ii) a single essay of between 3000 and 4000 words, on one of the topics, which must apply the theoretical issues to empirical data, and draw normative conclusions, to be submitted at the end of Week 1 of the ST, accounting for 25% of the marks.

GV472

Environmental Political Theory

Teacher responsible: Dr D Schlosberg

Availability: For students taking the MSc in Political Theory.

Core syllabus: A study of the theoretical discourses on the relationship between human political systems and the natural world.

Content: In the face of a generalized claim of environmental crisis, numerous authors and schools of thought have suggested a variety of political responses. The purpose of this course is to map, examine and analyze various discourses that have emerged in the realm of green political theory. Each of these discourses has a particular view of the crisis and, in response, each may encompass positions on human-nature relations, political institutions, economics, political culture and citizenship. The course will cover each discourse, the differences between them and the conversations and critiques that have emerged across the spectrum.

Teaching: 10 seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: J Dryzek & D Schlosberg (Eds), *Debating the Earth: The Environmental Politics Reader*; J Dryzek, *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.

GV480

Introduction to Comparative Public Administration

Teacher responsible: Dr M Thatcher, K305

Availability: For postgraduate students, mainly as a compulsory paper for those reading for the degree MSc Public Administration and 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 on **Public Administration** (GV480.3) 12 seminars. The series will focus on comparative administrative structures and systems.

Written work: Students are expected to produce essays on topics assigned to them at the seminars.

Methods of work: The syllabus is broad. Seminars involve thematic cross-national comparison, whilst lectures cover specific countries. Lectures and seminars deal with selected topics; they are intended to introduce, to stimulate and guide. A detailed reading list and syllabus will be provided to students at the start of the course.

Reading list: B G Peters, *The Politics of Bureaucracy: A Comparative Perspective* (Longman, 4th edn, 1995); E C Page & V Wright (Eds), *Bureaucratic Elites in Western European States*, (OUP, 1999); E C Page, *Political Authority and Bureaucratic Power* (Harvester Wheatsheaf, 2nd edn, 1992); J Pierre (Ed), *Bureaucracy in the Modern State: an introduction to comparative public administration* (Edward Elgar, 1995); J Q Wilson, *Bureaucracy* (Basic Bks, 1989); N Lynn & A Wildavsky, *Public Administration: The State of the Discipline* (Chatham House, 1990); D Beetham, *Bureaucracy* (Open University Press, 1987); F Heady, *Public Administration: A Comparative Perspective* (Marcel Dekker, 5th edn, 1995); B G Peters, *Comparing Public Bureaucracies* (University of Alabama, 1988); C H Levine et al, *Public Administration: Challenges, Choices, Consequences* (Foresman/Little Brown, 1990); K Dowding, *The Civil Service* (Routledge, 1995).

Assessment: Two hour unseen written examination paper in June.

GV481

Public Choice and Public Policy I – Introduction

Teachers responsible: Professor K Dowding (on leave 00-01), K206 and Professor P Dunleavy, K300

Availability: For postgraduate students, mainly as a compulsory paper for those reading for the degree MSc Public Administration and Public Policy.

Core syllabus: The objective of the course is to provide an introduction to public choice theory and the ways in which it illuminates the political and policy processes of advanced liberal democratic states. The course focuses mainly on institutional public choice, but also covers in less depth macro-political economy approaches.

Content: Theory of voting and party competition; collective action and interest groups; coalition theory and log-rolling; bureaucracy and economic approaches to organizations.

Teaching: Nine lectures and 10 seminars in the MT and 2 seminars in the first and second weeks of the ST.

Written work: Students are expected to produce one formative essay on topic during the MT.

Reading list: D Mueller, *Public Choice II*; P Dunleavy, *Democracy, Bureaucracy and Public Choice*; J M Buchanan & R D Tollison, *The Theory of Public Choice II*; W M Crain & R D Tollison, *Predicting Politics: Essays in Empirical Public Choice*; M Olson, *The Logic of Collective Action*; W Niskanen, *Bureaucracy and Representative Government*; K Dowding, *The Civil Service*.

Assessment: Consists of two parts: (i) a two hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay of between 3000 and 4000 words on a topic to be agreed with the course teachers by Week 6 of MT, which applies public choice approaches to a public policy problem. The essay must be submitted by the end of Week 1 of LT and accounts for 25% of the marks.

GV482

Public Choice and Public Policy II: Advanced Topics

Teacher responsible: Professor P Dunleavy, K300

Availability: For postgraduate students, mainly as a compulsory paper for those reading for the degree MSc Public Administration and Public Policy. Students must either have completed GV481 or must be able to show substantial previous coursework in public choice.

Core syllabus: The objective of the course is to explore more advanced topics in public choice theory, primarily focusing on the analysis of (i) organizational arrangements and public policy systems in advanced liberal democratic states; (ii) the quality of democracy in liberal democratic states.

The course focuses chiefly on institutional public choice with consideration of some of the underlying normative assumptions.

Content: The course will examine the application of public choice approaches to diverse problems of public policy-making.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Written work: Students are expected to submit a written essay to their seminar teacher.

Reading list: G Brennan & M Lomasky, *Democracy and Decision*; G Stigler, *Chicago Studies in Political Economy*; R Abrams, *Foundations of Political Analysis*; E Ostrom, *Governing the Commons*; M Horn, *The Political Economy of Public Administration*; G Cox, *Making Votes Count*.

Assessment: Consists of two parts: (i) a two hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay of between 3000 and 4000 words on a topic to be agreed with the course teachers by Week 10 of LT, which applies public choice approaches to a public policy problem. The essay must be submitted by Week 3 of ST and accounts for 25% of the marks.

GV483

Public Management Theory and Doctrine

Teacher responsible: Dr M Barzelay, G507 and Professor C Hood, L203

Availability: For postgraduate students, mainly as a core course for both the MSc Public Administration/Public Policy and MSc Management (Public Sector). Students from other MSc programmes by arrangement.

Core syllabus: The objective of the course is to explore and evaluate a range of different approaches to doctrinal thought about public sector management, combining historical and contemporary ideas. An examination of different traditions of thought in public management is intended to help students evaluate current doctrines of public sector management in a broader historical and cultural perspective.

Content: Theory, doctrine, and problems in public management. Varieties of doctrine. Doctrinal acceptance. Recurring debates in public management: coordination and joint working 'duty and interest junction', approaches to control; anti-managerial ideas. Reform and change in public organisations; cross-national patterns of reform in public management. Public management as discipline, art, science, or profession.

Teaching: Ten lectures and ten seminars in the MT and 2 seminars in the first and second weeks of the ST.

Reading list: C Hood, *The Art of the State*, 1998; M Barzelay, *The New Public Management*, 2000; M Thompson, R Ellis & A Wildavsky, *Cultural Theory*, 1990; J Friedmann, *Planning in the Public Domain*, 1987; W Niskanen, *Bureaucracy and Representative Government*, 1971; H Mintzberg, *Designing Effective Organizations*, 1983; L Lynn, *Public Management as Art, Science, and Profession*, 1996.

Assessment: Consists of two parts: (i) a two hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay for assessment by the end of Week 1 of LT, accounts for 25% of the marks.

GV484

Government and Politics in the U.S.A.

Teacher responsible: Dr C Schonhardt-Bailey, L105

Availability: For MSc Public Administration and Public Policy and MSc Comparative Politics.

Core syllabus: This course provides an advanced analysis of the political institutions and electoral behaviour in the United States of America.

Content: The course will provide a critical analysis of the American political systems. Specific topics covered in this term include (1) voting behaviour and elections; (2) the role of public opinion in policymaking; (3) institutional struggle between Congress and the Executive in formulating domestic policy; (4) the federal bureaucracy; (5) interest group politics; (6) elites in US politics; and models of Congressional voting.

Teaching: Ten seminars (including two with a computing session) in the MT and 2 seminars in the first and second weeks of the ST.

Reading list: L Fisher, *The Politics of Shared Power: Congress and the Executive* (4th edn); R H Salisbury, *Interests and Institutions: Substance and Structure in American Politics*; J Q Wilson & J J Dillio, *American Government, The Essentials* (7th edn); M J Hinich & M C Munger, *Ideology and the Theory of Political Choice*; J A Stimson, *Public Opinion in America*; F R Baumgartner & B D Jones, *Agendas and Instability in American Politics*; S L Popkin, *The Reasoning Voter: Communication and Persuasion in Presidential Campaigns*; K Poole & H Rosenthal, *Congress: A Political-Economic History of Roll Call Voting*.

Assessment: Two hour unseen written examination in June.

GV485

U S Public Policy

Teacher responsible: Dr C Schonhardt-Bailey, L105

Availability: For MSc Public Administration and Public Policy and MSc Comparative Politics.

Core syllabus: This course provides an advanced analysis of contemporary public policy in the United States of America.

Content: The course applies theoretical frameworks (eg pluralism, statism, public choice, elitism) to particular issue areas (agricultural policy, environmental policy, politics of corporate America). It then broadens the focus to examine America's role within the international arena, particularly the effects of changes in the international arena on American domestic politics and the extent to which domestic politics shape America's foreign policy.

Teaching: Ten seminars (including two with a computing session) in the LT and 2 seminars in the third and fourth weeks of the ST. Students are encouraged to attend undergraduate lectures in GV243.

Reading list: C V Crabb & P M Holt, *Invitation to Struggle: Congress, the*

President and Foreign Policy (4th edn); I M Destler, *American Trade Politics: System Under Stress* (3rd edn); J Rosati, *The Politics of US Foreign Policy* (2nd edn); W P Browne, *Cultivating Congress*; E P Weber, *Pluralism by the Rules: Conflict and Cooperation in Environmental Regulation*; M J Roe, *Strong Managers, Weak Owners: The Political Roots of American Corporate Finance*; B Guy Peters, *American Public Policy* (5th edn); N Mitchell, *The Conspicuous Corporation*.

Assessment: Two hour unseen written examination in June.

GV488

The Law and Politics of Regulation

Teachers responsible: Professor Christopher Hood, L203, Professor Robert Baldwin, A455, Dr M Thatcher, K305 and Professor Bridget Hutter, A351

Availability: This is the core course for the MSc in Regulation. Other students will not usually be admitted.

Core syllabus: The course aims to give students an essential grounding in theories of regulation encountered in the public policy/administration/legal literature. It examines competing explanations of the origins, development and reform of regulation; the styles and processes of regulation; issues surrounding enforcement; the inter-organisational and international aspects of regulation; and questions of evaluation and accountability. Some specific UK cases will be explored through the medium of a seminar series, additional to the main seminars, which will be led by experienced practitioners invited on a one-off basis.

Content:

- Surveying the Scene:** Lenses for viewing regulation; paradoxes and unintended effects; regulation and institutional design.
- Contrasting Perspectives on Regulatory Incidence:** Regulation as functional response; public choice approaches; new institutional accounts; cultural theory.
- Regulatory Styles and Processes:** Classical Regulation; economic alternatives.
- Regulatory Standard-Setting:** Regulatory standard-setting; economics and optimal standard-setting; risk regulation.
- Regulatory Enforcement:** Compliance and deterrence; public and private enforcement; self-regulation.
- Regulatory Regime Dynamics:** The regulatory state; discretion, rules, proceduralization and juridification; regulatory reform; ideas, prophets and entrepreneurs.
- Evaluating Regulation:** What is good regulation?; accountability and regulation; CBA, compliance cost and regulatory review; regulatory competition; whether regulation?

Teaching: The course is taught: (a) by twenty two, two hour sessions (GV488) in variable format (some lecture-discussions, student-paper led discussions, debates) comprising the academic core AND (b) by ten one and a half-hour sessions in the second and third terms, of which five will consist of seminars presented by those involved in the practice of regulation and five will be on Research Design and Strategy in Regulation. The course organisers will use LSE contacts to field a number of well-placed speakers from a variety of regulated sectors.

Written work: All students are expected to produce three written essays plus short presentations on topics assigned to them.

Core reading: R Baldwin, C Scott & C Hood, *Socio-Legal Reader on Regulation* (1998); R Baldwin & M Cave, *Understanding Regulation* (1998); A Ogus, *Regulation* (1994); R Baldwin & C McCrudden, *Regulation and Public Law* (1987); C Hood, *Administrative Analysis* (1986); *The Tools of Government* (1983); R Baldwin, *Rules and Government* (1994); S Breyer, *Regulation and its Reform* (1982); E Bardach & R Kagan, *Going by the Book* (1982); C Sunstein, *After the Rights Revolution* (1990); M Derthick & P Quirk, *The Politics of Deregulation* (1985); L Hancher & M Moran, *Capitalism, Culture and Regulation* (1989); M Bishop, J Kay & C Mayer, *The Regulatory Challenge* (1995).

Assessment: Students will be assessed by a course essay weighted at 25% of the total mark and a three hour examination in June; weighted at 75% of the total mark. The examination will involve answering three questions out of twelve.

GV492

H NA 00/01

Comparative Local Government and Urban Politics

Teachers responsible: Professor K Dowding, K206

Availability: Intended primarily for MSc Public Administration and Public Policy, MSc Comparative Politics, MSc European Politics and Policy, and MSc Regional and Urban Planning.

Core syllabus: The course provides an introduction to (i) the comparative study of local and sub-national governments, and (ii) the analysis of urban politics.

Content: The course falls into two parts, reflecting the objectives above. Part A surveys the main arrangements used for local government and sub-national government systems in Europe and elsewhere; examines the arrangements used for councils, mayors, executives and administration; compares metropolitan, city and rural structures; analyses local taxation and financing; and looks at the main ways of arranging central-local relations. Part B covers the main themes in contemporary urban politics – the study of power and local political regimes; public choice approaches; 'dual state' and other political economy approaches; policy communities and advocacy coalitions.

Teaching: Ten lectures (GV492.1) and 10 seminars (GV492.2) in the LT and 2 seminars in the third and fourth weeks of the ST, **Comparative Local Government and Urban Politics**, and a 10 week seminar series with guest speakers, **Aspects of Comparative Local Government** (GV492.3) which all students should attend with Mr T Travers.

Written work: Students should submit two essays during the course. **Reading lists:** **Part A:** R Bailey & G Stoker (Eds), *Local Government in Europe*; E C Page, *Localism and Centralism in Europe*; B Dente & F Kjellberg (Eds), *The Dynamics of Institutional Change*; B C Smith, *Decentralisation*.

Part B: H Wolman & M Goldsmith, *Urban Politics and Policy – A Comparative Approach*; H Logan & H Molotch, *Urban Fortunes: The Political Economy of Place*; K Dowding, *Power*.

Assessment: Consists of two parts: (i) a two hour unseen written examination in June, accounting for 75% of the marks. Students must answer two questions, one from Part A and one from Part B; (ii) an essay of not more than 3000 words on any of the topics covered in the course, accounting for 25% of the marks. The essay must be handed in no later than the Friday of Week 1 of the ST.

GV494

Contested Issues in Public Management

Teacher responsible: Dr M Barzelay, G507

Availability: Core course for MSc Management (Public Sector). Available to students from other MSc degrees where the regulations permit, including MSc Public Administration/Public Policy. GV483/MN401 **Public Management Theory and Doctrine** is 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 in-depth such topics as strategic management, performance management, business process management, customer service orientation and the accountingization of government.

Teaching: Ten lectures and 10 seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: Reading includes journal articles, book chapters, teaching cases, and government documents. Among the works to be read are D Walton, *Plausible Reasoning in Everyday Conversation* (1994); M Moore, *Creating Public Value: Strategic Management in Government* (1995); M Barzelay, *Breaking Through Bureaucracy* (1992); R Simons, *Levers of Control* (1995); H Mintzberg, *Designing Effective Organizations* (1983); B McSweeney, *Management by Accounting*, (1994); R Boyle, *Managing Public Sector Performance: A Comparative Study of Performance Monitoring Systems in the Public and Private Sectors* (1989); R Heifetz, *Leadership Without Easy Answers* (1994), and several case studies.

Assessment: Consists of two parts: (i) one two-hour unseen written examination in June, accounting for 75% of the marks; (ii) one essay to be submitted by the middle of June, accounting for 25% of the marks.

GV498

Multiculturalism, Nationalism and Citizenship

Teacher responsible: Dr P J Kelly, L100

Availability: MSc Political Theory optional course.

Core syllabus: The focus of the course is normative. Students will be asked to reach conclusions about what modifications, if any, are called for in the standard liberal account of citizenship by multiculturalist and nationalist criticism. In the course of doing so, they will have to become aware of the different varieties of multiculturalism and nationalism.

Content: Following an introductory session, the remaining eleven seminars are divided into three sets. Set One takes up the attack on the 'false universality' of liberalism and examines a range of recommendations all of which are described by their authors as somehow 'multicultural', including special representation, the waiver of certain legal requirements, and group autonomy. Set Two is devoted to nationalism, the first three to its impact within a state, the remaining two to its implications for inter-state relations. Set Three will be used to pull together the first and second sets of topics respectively by looking at group rights and immigration/naturalization policies.

Teaching: Ten seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Written work: Students will write two short essays, one of which may be based on their class presentation.

Reading list: Students who are not also taking GV431 **Nations and Nationalism** (which is recommended but not required) should read in advance E Gellner, *Nations and Nationalism* and A Smith, *Theories of Nationalism*. In addition: I M Young, *Justice and the Politics of Difference*; J Tully, *Strange Multiplicity*; D Miller, *On Nationality*.

Assessment: Assessment takes two forms. Candidates are examined by a two-hour unseen written paper in June. In addition, candidates must submit one essay not more than three thousand words long on a topic agreed in advance with the course proprietor. This assessed essay may be a development of one of the two short essays referred to under 'Written work'. It must be handed in at the Government department office not later than 4pm on the Friday of the sixth week of the ST. In the overall assessment of the course, the unseen written examination counts as 75% of the total mark and the essay as 25%.

INDUSTRIAL RELATIONS

ID400

British Industrial Relations

Teachers responsible: Stephen Dunn, H711 and Professor John Kelly, H805

Availability: For MSc students when degree regulations permit. A general knowledge of the social sciences and/or experience in and knowledge of the British system of industrial relations would be definite advantages.

Core syllabus: The aim of the course is to analyse the institutions and processes which are crucial to the working of British industrial relations and the human resource function at the national, enterprise, and work-place levels.

Content: The first two terms will cover the main features of the British industrial relations system. In the third term students choose a module from a list which varies from year to year: example modules are:

- Pay
- Trade Unions
- Britain in a Comparative Perspective

Arrangements: Ten lectures and ten classes of one and a half hours in the MT and weeks 1-5 of LT. Separate courses of lectures and classes will be given in weeks 6-10 of LT and 1-4 of ST for each module. 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

Teachers responsible: Dr Sarah Ashwin, H709 and Dr Carola Frege, H803

Availability: For MSc Students where regulations permit. A general knowledge of the social sciences is required. No previous knowledge of industrial relations in any particular country is required.

Core syllabus: The aim of the course is to provide an introduction to a comparative analysis of industrial relations processes and outcomes. This will be done through the analysis of a selection of countries including the UK, USA, Western European nations, Japan and East Asian countries.

Content: The comparative element covers the development and organisation of industrial relations at the national, industry and plant level in countries including the USA, Japan, Sweden, Germany, France and Italy. The course deals with the analysis of industrial relations systems, the development of management and trade unions, government policies in industrial relations, collective bargaining, industrial conflict, industrial democracy and other related issues in employment relations. Students are expected to: attend lectures and seminars; play significant part in discussions; make presentations in seminar sessions.

Arrangements: The course extends over 25 weeks. In the MT and the first half of LT teaching will be 2 1/2 hours per week, one hourly lecture (ID401) and one seminar (ID401.A) of 1 1/2 hours.

Lectures will cover such things as:

- Concepts and methods in comparative industrial relations
- The comparative performance of industrial relations systems in the USA, West Germany and Japan
- Economic factors influencing industrial relations
- The role of the state in industrial relations
- Disputes and collective bargaining
- Labour force characteristics and development
- Democracy in the firm and society

In the second half of the LT there will be an opportunity to choose a specialist module on a range of issues, 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: R Freeman & J Medoff, *What Do Unions Do?*, chapters 3, 5, 11 (CC HD6508 F85), Basic Books, New York, 1984; 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; L Turner (Ed), *Negotiating the New Germany*, ILR Press, 1997.

Assessment: Continuous assessment and examination. Students are required to write two essays during the course which counts towards half their grade.

ID402

Industrial Organization: Theory and Behaviour

Teacher responsible: Dr J Coyle-Shapiro, H708

Availability: For students taking the MSc in Industrial Relations and Personnel Management. A background in the social sciences is necessary. Previous work experience is a considerable advantage.

Core syllabus: This is an inter-disciplinary course which aims to define and examine some of the central problems of organizations and to demonstrate how the application of the social sciences can assist in their analysis and solution. The course has a dual focus. First, to provide an organizational

behaviour framework for the analysis of attitudes and behaviour of organizational members. Second, to examine the process, content and consequences of change.

Content: Major approaches to organizational change: scientific management; human relations; socio-technical and self-actualisation approaches to the redesign of work; organization development; contingency theory; culture and leadership; TQM.

Theory and methods of diagnosis in organizations; strategies of change; models and frameworks for analysing change; a justice perspective on organizational change; theory and methods for evaluation of change. Rational and justice frameworks to understanding organizational citizenship behaviour and retaliation; exploring the utility of organizational behaviour to the study of trade union members attitudes and behaviour.

Arrangements: The teaching is highly participative and includes lectures and classes (mainly in the first term), group working (throughout the year), and case studies (in the LT). The teaching is handled by Jackie Coyle-Shapiro and other members of the Department.

Written work: Students are required to write two essays during the year. Students will be expected to play an active part in group discussions, analysis of cases and presentation of feedback. The course is demanding of students and depends for its success partly upon their commitment and willingness to participate fully.

Reading list: The following list includes some introductory reading and some central texts. A fuller reading list will be provided at the start of the course. W Bennis et al, *The Planning of Change* (4th edn); M Crozier, *The Bureaucratic Phenomenon*; W L French & C H Bell, *Organization Development*; J Child, *Organisations*; C Handy, *Understanding Organizations*; C Perrow, *Complex Organizations*; C Sofer, *Organizations in Theory and Practice*; K Thurley & H Wierdenius, *Towards European Management*; V Vroom & E Deci, *Management and Motivation*; H Mintzberg, *The Nature of Managerial Work*; H Mintzberg, *Structure in Fives*.

Assessment: There will be a three hour formal examination in the ST. Candidates must tackle three from a choice of twelve questions.

ID403

Organisation Theory and Behaviour

Teacher responsible: Dr J Coyle-Shapiro, H708

Availability: This course is an option available to Bachelor's and Master's degree students where the regulations permit. No prior knowledge of organisation theory and behaviour or practical experience is necessary.

Core syllabus:

- To introduce students to alternative social science theories and research into individual, group and organizational issues.
- To help students to understand the interrelationships among central issues in the analysis of behaviour within an organizational context.
- To facilitate a critical evaluation of organizational policies and practices and their impact on work behaviours, attitudes and performance.

Content: The psychological contract. Justice in organizations. Retaliatory Behaviour. Motivation. Reward systems. Design of work. Group processes. Labour-management relations. Employee representation and voice in organizations. Control and conflict in organizations. Culture. Organizational change and resistance to change. Organizational structure. Total Quality Management. Managing Diversity in organizations. Evaluation of organizational change.

Arrangements: In the first two terms students attend one lecture course (ID200) and one class (ID200.B). In the ST they attend three two hour sessions which are based on case studies by outside speakers.

Reading list: A complete reading list will be provided at the start of the course. There is not suitable textbook for this course but useful texts include: J Child, *Organisations*; S Dawson, *Analysing Organizations*; R Fincham & P S Rhodes, *The Individual, Work and Organization*; S Robbins, *Organisational Theory*; R Steers & L Porter, *Motivation and Work Behaviour*; C Handy, *Understanding Organizations*; D Pugh et al, *Writers on Organizations*. P Milgrom & J Roberts, *Economics, Organization and Management*.

Written work: Students are required to write two essays during the year.

Assessment: One three-hour examination paper with approximately twelve questions, three questions to be answered. Separate papers are set for undergraduate and MSc students.

ID404

Introduction to Organisational Analysis

Teacher responsible: Dr J Coyle-Shapiro, H708

Availability: For MSc Operational Research and other Master's degrees where regulations permit. Prior knowledge of organisation theory or work experience.

Core syllabus:

- To introduce students to alternative social science theories and research into individual group and organizational issues.
- To help students to understand the interrelationships among central issues in the analysis of behaviour within an organizational context.
- To facilitate a critical evaluation of organizational policies and practices and their impact on work behaviours, attitudes and performance.

Content: The design of work. Labour-management relations. Employee representation and voice in organizations. Control and conflict in organizations culture. Organizational change and Resistance to change. Organizational structure. Managing diversity in organizations. Total Quality Management. Evaluation of organizational change.

Arrangements: MT: 6 lectures (ID200) and 5 classes. LT: 10 lectures and 10 classes (ID200.B). ST: Case study sessions.

Reading list: There is no suitable textbook for this course but useful texts

include: S Robbins, *Organization Theory*; C Handy, *Understanding Organizations*; M Rose, *Industrial Behaviour*; D Pugh et al, *Writers on Organization*; R Steers & L Porter, *Motivation and work behaviour*.

Written work: Two essays.

Assessment: The course assessment is based exclusively on a three hour formal examination. Students must answer three questions.

ID405

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 work groups; to demonstrate the value of psychology and of a psychological perspective in understanding human behaviour at work; and to examine a number of topics and issues in industrial relations and organizational behaviour where psychology has a particular contribution to make.

Content: Motivation theories; job satisfaction; incentives and rewards; goal setting, participation, culture. The psychology of unemployment. Stress at work. Psychology and industrial relations; joining and getting involved in trade unions; collective bargaining; intergroup conflict and cooperation; job design; leadership; sexual harassment.

Arrangements: The course is taught by Dr Hyun-Jung Lee and Professor John Kelly.

Lectures: 24 lectures (ID405).

Classes: 24 classes, MLS (ID405.A).

Written work: Two essays on a subject in the field of Industrial Psychology.

Reading list: The following reading list contains some of the main volumes and some easily accessible introductory volumes. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course. M Argyle, *The Social Psychology of Work*, Penguin; J Arnold et al, *Work Psychology*, Pitman; J Hartley & G Stephenson, *The Psychology of Employment Relations*, Blackwell; R M Steers & L W Porter, *Motivation and Work Behaviour*, McGraw-Hill; P B Warr, *Psychology at Work*, Penguin.

Assessment: Students are required to write two essays during the year. The average mark comprises one-third of the final total. There is a formal three-hour examination in the ST. Candidates should answer three questions out of a choice of twelve.

ID407

Management of Human Resources

Teachers responsible: Dr Ray Richardson, G509 and Professor David Marsden, H802

Availability: For MSc Industrial Relations and Personnel Management and other suitably qualified students.

Core syllabus: The course considers the policies that organisations adopt in order to deal with a range of human resource issues.

Content: The course deals with managerial strategies and techniques that make organizations more effective in a competitive market. It covers the theoretical arguments that justify those practices, as well as the research evidence and constraints organizations may encounter in practice. Among the human resource policies explored are issues such as recruitment and selection, training and development, internal labour markets and manpower planning models, reward systems and methods of control and securing commitment.

Arrangements: There are 40 hours of lectures (ID407) given by Dr Ray Richardson and others as well as classes.

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.

Assessment: Assessment in the paper is determined by performance in a three hour exam in which the candidate is expected to answer two from approximately nine questions, and by an assessed essay to be done over the Easter vacation.

ID408

Labour Market Analysis

Teacher responsible: Professor D Metcalf, H707

Availability: For MSc Industrial Relations and Personnel Management. The course assumes some modest familiarity with undergraduate economics and statistical methods.

Core syllabus: The course emphasises those aspects of labour economics which are most relevant for industrial relations.

Content: The first part of the course (approximately 10 lectures) deals with pay including analysis of the wage structure, the role of institutions, and firms' policies. The second part (10 lectures) is an economic analysis of trade unions including: the structure of collective bargaining, union goals, union density, closed shop, strike activity, union impact on relative pay, productivity, output, inflation and income distribution.

Arrangements: There will be 25 lectures and 25 classes (ID201.B). Students will be expected to do 2 pieces of short written work.

Reading list: A Booth, *The Economics of the Trade Union*, Cambridge, 1995.

A detailed reading list will be given at the beginning of the course.

Assessment: One 3 hour examination paper, 3 questions to be answered from approximately 10 questions.

ID409

Human Resource Management and Business Performance

Teacher responsible: Dr R Richardson, H711

Availability: For MSc Industrial Relations and other students with an appropriate background. No prior knowledge of human resource management or practical knowledge is required.

Core syllabus: (i) To introduce students to the strategic aspect of human resource management, (ii) to demonstrate the application of social sciences to the study of human resources, (iii) to explore in-depth some central problems and issues of the relationship between human resource management and business performance, (iv) to facilitate critical evaluation of in-depth human resources management case studies.

Content: The general issue of the meaning strategy; typologies of business strategies. Typologies of approaches to HRM/personnel issues; therefore, personnel strategies. The incidence of business and personnel strategies. Problems of implementing and introducing HR policies and strategies. The effect of strategies and policy choices on organisational performance; (i) the general issues of evaluating HR policies, (ii) examples of evaluating individual HR policies – looking at both policy areas (eg selection) and different methods of evaluation (eg via attitude surveys), (iii) evaluating HR policy 'bundles' or strategies.

Arrangements: The course comprises one lecture and one seminar per week (ID409) for the MT and LT and 6 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.

ID480

Labour Law

Teacher responsible: Mr R C Simpson, A157

Availability: MSc (Industrial Relations and Personnel Management).

LLM students should take LL463, **Law of Management and Labour Relations**. While any previous knowledge and/or experience of the law in industrial relations is an advantage it is NOT essential.

Core syllabus: The aim of the course is to examine the role of the law in British industrial relations. Some reference is made to the role of the law in other systems of industrial relations.

Content: The historical development of labour law. Trade unions, organisational rights: the individual right to organise and right to dissociate – the closed shop; time off work for union activities. Internal management of trade unions; admission and expulsion; union democracy; union political activities; inter-union relations. Collective bargaining and the law; union recognition; legal status of collective agreements; disclosure of information. Information and consultation rights. Legal regulation of strikes and other forms of industrial conflict: picketing; individual workers, rights; civil liabilities for organising industrial action. Law and the labour market: employee status – atypical workers; pay: security of earnings, maternity rights, equal pay; working time; minimum wages; discrimination on grounds of sex, race and disability; unfair dismissal; redundancy and business re-organisation; the influence of European Community law.

Arrangements:

Seminars: ID480 – **Labour Law** – 25 Sessional.

The seminars will cover each topic of the course in detail.

Written work: Students are required to write three essays during the course. They will also normally be required to present seminar papers.

Reading list: Students are advised to purchase the following Deakin & Morris, *Labour Law*. They should consult regularly: Kahn Freund, *Labour and the Law*; Wedderburn, *The Worker and the Law*; Davies & Freedland, *Labour Law, Text and Materials*.

Supplementary reading list: Wedderburn, *Employment Rights in Britain and Europe*; McCarthy (Ed), *Legal Intervention in Industrial Relations: Gains and Losses*; Davies & Freedland, *Labour Legislation and Public Policy*; Wedderburn, *Labour Law and Freedom*.

Assessment: There is a three-hour formal examination in the ST based on the syllabus above. The paper contains 10-12 questions of which three have to be answered.

ID493

Personnel Policy and Practice

Teacher responsible: Stephen Dunn, H711

Availability: Course is compulsory and only available for the Professional Stream of the MSc Industrial Relations and Personnel Management.

Core syllabus: To introduce students to the principles and practice of HRM and to develop professional competencies.

Arrangements:

(a) **Skills Workshop:** Ten all day sessions, MT and LT.

(b) **Links Programme:** During the MT and LT each student is attached to an organisation which they visit one day a week. This is followed by a 2 hour seminar.

Reading list: M Marchington & A Wilkinson, *Core Personnel and Development*, 1996.

Assessment: Students have to attend the workshops and complete a report on their link assignment. Unless these are satisfactorily done students cannot obtain their Grad IPD.

ID499

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: Making sense of statistical data and relating them to research problems, and methods of data collection such as interviewing and questionnaires.

Arrangements: The course is taught by Dr Sarah Ashwin and Dr Hyun-Jung Lee. The course comprises 8 lectures in the MT and 10 lectures in the LT.

Reading list: D Rowntree, *Statistics without Tears*; F Owen & R Jones, *Statistics*; A N Oppenheim, *Questionnaire Design And Attitude Measurement*.

Assessment: None.

ID499

MSc Project Report

Teacher responsible: Professor D Marsden, H802

Availability: For MSc in Industrial Relations and Personnel Management.

Core syllabus: The aim of the project is to:

(i) examine a problem or topic through a literature review and provide a rigorous analysis of that problem or topic;

and/or

(ii) examine a problem or topic through some small scale empirical research or by using information derived from secondary sources;

and

(iii) show ability to relate the specific to the general and the capacity to sustain a topical 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

INFORMATION SYSTEMS

IS453

Systems Design in Context

Teacher responsible: Dr C Sørensen, S106

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems, and is open to others. However, knowledge of information systems development to the level of IS471 **Systems Development** is assumed and required.

Core syllabus: The course aims to give the students a theoretical and practical introduction to the key issues in designing and building contemporary information and communication technologies (ICT).

Content: Introduction to design in the 21st Century;

Digital convergence of technologies and the role of information infrastructures in design.

Software design methods, tools and environments.

Design for communication, collaboration, co-ordination, and mobility.

Designing document systems and electronic commerce.

Supporting the management of knowledge work and dealing with information and interaction overload through navigation support and information filtering.

Teaching: 10 two hour lectures, 9 two hour seminars in the LT where students discuss articles, practice design, and present design ideas. Regular project meetings with the course teachers. The full and half option consist of the same teaching. However, only full option students will do a design project.

Reading list: G C Bowker & S L Star, *Sorting Things Out*, MIT Press, 1999; K Braa, C Sørensen & B Dahlbom (Eds), *Planet Internet*, Studentlitteratur, 2000; F P Brooks Jr, *The Mythical Man-Month*, Addison-Wesley, 1995; C U Ciborra, *From Control to Drift*, Oxford University Press, 2000; B Dahlbom & L Mathiassen, *Computers in Context – The Philosophy and Practice of Systems Design*, Blackwell Publishers, 1993; H M Dietel, P J Dietel & T R Nieto, *Internet & World Wide Web: How to Program*, Prentice Hall, 2000; L Groth, *Future Organizational Design: The Scope for the IT-Based Enterprise*, John Wiley, 1999; A Leer, *Welcome to the wired world: Tune in to the digital future*, ft.com, 2000; R Mansell & R Silverstone (Eds), *Communication by Design: The Politics of Information and Communication Technologies*, Oxford University Press, 1996; I Nonaka & H Takeuchi, *The knowledge-creating company. How Japanese companies create the dynamics of innovation*, Oxford University Press, 1995; D A Norman *The Invisible Computer*, MIT Press, 1998; K Robins & F Webster, *Times of the Technoculture: From the information society to the virtual life*, Routledge, 1999; G I Rochlin, *Trapped in the Net: Unanticipated Consequences of Computerization*, Princeton University Press, 1997; I Sommerville, *Software Engineering*, Addison-Wesley, 1995; L Sproull & S Kiesler, *Connections. New ways of working in the networked organization*, MIT Press, 1993; M Stefik, *Internet Dreams: Archetypes, Myths and Metaphors*, MIT Press, 1997; J Yates, *Control through Communication: The Rise of System in American Management*, Johns Hopkins University Press, 1989.

A study pack containing essential publications will be provided along with a list of references to additional relevant books and articles.

Assessment: A two-hour formal examination in the ST accounts for 60% of the mark. A practical group project accounts for 40%.

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 for Supervision: Students will be allocated to the specialist teacher whose interests are most relevant to the topic. However account will also be taken of the need to equalise supervisory loads.

Students will be allocated to supervisors by the end of the MT. The role of the supervisor is to provide guidance in refining, focusing and ensuring the feasibility of the dissertation. Students are expected to hand in a detailed plan and draft introductory chapters of their project by the end of the Easter vacation; supervisors will give feedback by the end of the second week of the ST.

Assessment: Two typewritten copies of the dissertation should be handed in to the course secretary, and recorded as received, not later than August 31st. The report should not exceed 10,000 words in length. The report is considered for examination purposes to be the equivalent of one examination paper.

ID600

Labour/Management Problems Seminar

Teachers responsible: Sue Fernie, H804 and Professor Hugh Collins, A342

Availability: Post-graduate and Undergraduate students attending a course in the Industrial Relations Department, and LLM Labour Law students.

Content: A series of seminars featuring outside speakers from business, trade unions, government, law, media and research bodies. The focus is on current issues in human resource management, trade unions, industrial conflict and legal regulation.

Arrangements: One and a half hour seminars in MT and LT.

Written work: None.

Assessment: This course is not examined.

IS461

Nature and Society: The Contribution of Science Studies

Teachers responsible: Professor Bruno Latour, S116B and Dr Edgar A Whitley, S105b

Availability: This course is an optional stream for the MSc in Analysis, Design and Management of Information Systems and is also open to MSc and PhD students from other departments.

Core syllabus: The widespread use of information and computing technologies has led to the myth that information is simply transportation without deformation. This course aims to provide a critique of this view by considering various regimes of enunciation of information which are not simply transportation without deformation.

Content: The course examines various regimes of enunciation: technology, reference, figuration, presence, interpolation, politics and law. Through the analysis of detailed empirical studies, the course will determine the various conditions of felicity associated with each regime to allow meaningful analysis of, and discrimination between, the various regimes. Students then apply this analysis to a contemporary case study to demonstrate the various regimes.

Teaching: The course is taught through twenty hours of lectures and ten hours of seminars in the LT.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course.

Michel Callon, *The Laws of the Markets*, Blackwell, 1998; J Gibson, *The Ecological Approach to Visual Perception*, Lawrence Erlbaum Associates, Hillsdale, New Jersey, 1986; E Hutchins, *Cognition in the Wild*, MIT Press, Cambridge, MA, 1995; W James, *Pragmatism*, Harvard University Press, Cambridge, MA, 1975 [1907]; Carie Jones & Peter Galison, *Picturing Science, Producing Art*, Routledge, 1998; G Leibniz, *The Monadology and other writings*, 1925; Gilles Deleuze & Felix Guattari, *What is Philosophy*, Columbia University Press, New York, 1994; A Pickering, *The Mangle of Practice: Time, agency and science*, University of Chicago Press, 1995; R Richard Powers, *Galatea 2.2: A novel*, Farrar Straus Giroux, New York, 1995.

Assessment: The course is assessed by a 5000 word essay and assignments completed during the term.

IS470

Information Systems

Teacher responsible: Dr J Liebenau, S214

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. It progresses

through the basic levels of aggregation, covering individual, group, organisation, nation, region, and world-wide trends. 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 in the practical application of software.

Teaching: 10 two-hour lectures, and 10 one-hour classes in the MT.

Reading list: Many readings will be made available in a study pack for students. Other references include: J Liebenau & J Backhouse, *Understanding Information*, Macmillan, 1990; J Liebenau & G Harindranath, *Information Technology Policies and Applications in the Commonwealth Developing Countries*, Commonwealth Secretariat, London, 1993; W J Orlikowski, G Walsham, M R Jones & J I DeGross (Eds), *Information Technology and Changes in Organisational Work*, Chapman & Hall, 1996.

Assessment: The course is examined by one 5,000 word essay (55%), and an assessment of the software teamwork exercise.

IS471

Systems Development

Teacher responsible: Dr C Sørensen, S106

Availability: This course is compulsory for the MSc in Analysis, Design and Management of Information Systems. It is available as an outside option to other MSc students. A basic knowledge of computing, including hardware and software.

Core syllabus: A critical review of the processes by which organisational problems are analysed, and information systems are developed to address these problems. An appreciation of the tools used in systems development. **Content:** The course considers the framing, resourcing and execution of systems development projects within organisational contexts. Particular attention is given to problem structuring and problem design issues. Contemporary analysis and design approaches are critically reviewed. Issues of the design and construction of systems are considered, as well as the implementation of new systems into organisational contexts. The course considers systems development activities within a life cycle model, but contrasts this approach with other contemporary process models.

Teaching: 10 two-hour lectures, 5 one-hour lectures and 10 one-hour classes in the MT.

Reading list: C Avgerou & T Cornford, *Developing Information Systems: Concepts, Issues and Practice* (2nd edn), Macmillan, 1998; G Booch *et al*, *Unified Modelling Language User Guide*, Addison-Wesley, 1999; E Yourdon, *Modern Structured Analysis*, Prentice Hall, 1989; P Checkland, *Systems Thinking, Systems Practice*, Wiley, 1981; D Avison & G Fitzgerald, *Information Systems Development Methodologies*, McGraw Hill, 1996. L Mathiassen *et al*, *Object Oriented Analysis and Design*, Marko, 2000.

Selected reading references to other books and papers will be provided.

Assessment: There is a three hour examination in the ST.

IS472

Information Systems Management

Teachers responsible: Professor I O Angell, S102. Other teachers involved: Professor B Galliers, S107 and Dr S Smithson, S110

Availability: This course is compulsory for the MSc in the Analysis, Design and Management of Information Systems. It is available as an outside option to other MSc students. A basic knowledge of computing is required.

Core syllabus: This course examines management and organisational issues involved in the introduction and operation of computer-based information systems in business.

Content: The course discusses the proposals for the use of information technology for competitive advantage in business and examines issues involved in the management of the technology, including policies for strategic planning, project management and the implementation of computer-based systems. Organisational problems are addressed, including end-user computing and the evaluation of computer-based information systems. Case studies are used to demonstrate the key issues.

Teaching: 10 one-hour lectures, 10 classes and 10 one-hour seminars in the MT.

Reading list: I O Angell & S Smithson, *Information Systems Management: Opportunity and Risk*, Macmillan, 1991; C Ciborra, *Teams, Markets and Systems*, Cambridge University Press, 1993; R D Galliers & B S H Baker, *Strategic Information Management*, Butterworth Heinemann, 1994; H J Watson *et al* (Eds), *Information Systems for Management*, 3rd edn, BPA, 1987; R H Sprague & B C McNurlin, *Information Systems Management in Practice*, 3rd edn, Prentice Hall, 1993; J C Wetherbe, V T Dock & S L Mandell, *Readings in Information Systems*, plus other books and journal articles.

Assessment: There is a two-hour formal examination in the ST.

IS473

Interpretations of Information

Teacher responsible: Dr Edgar A Whitley, S105b. Other teacher involved Professor C Ciborra, S210

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 including: representations of the world; speech act theory; the social construction of

technology; the manager in the world ; power; information; management information systems. 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.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course.

L Inrona, *Management, Information and Power*, Macmillan, 1996; U Beck, *The Risk Society: Towards a New Modernity*, Sage, 1986/1992; W E Bijker, T P Hughes & T Pinch, *The Social Construction of Technological Systems: New directions in the sociology and history of technology*, The MIT Press, Cambridge, MA, 1987; H M Collins, *Artificial Experts: Social knowledge and intelligent machines*, The MIT Press, Cambridge, MA, 1990; D J Harraway, *Simians, Cyborgs and Women: The Reinvention of Nature*, Free Association Press, London, 1991; 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; J R Searle, *The Construction of Social Reality*, The Penguin Press, 1995; L Wittgenstein, *Philosophical Investigations* (trans. G E M Anscombe), Basil Blackwell 1956; C Ciborra, *From Control to Drift*, Oxford University Press, 2000.

Assessment: A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS474

Implementation and Use of Information Systems

Teachers responsible: Dr C Avgerou, S104. Other teacher involved: Dr Tony Cornford, S213

Availability: This is an optional course for the MSc in Analysis, Design and Management of Information Systems.

Core syllabus: This course examines critically and comparatively multiple facets of the organisational experience of systems development, implementation and use. We move away from the narrow, prescriptive and normative views of the life cycle of information systems, to emphasise multiple interpretations among multiple stakeholders, and the situated interaction between the process of IS development and organisational change.

Content: The main focus of the course is on aspects of IS implementation processes, and their life in use. This is in contrast to a conventional perspective which is driven by development issues. The course introduces a number of theoretical perspectives on systems development, change management and information use, as well as research approaches used for investigating organisational information systems. Key topics considered include: the relationship between systems development and organisational change, stakeholder roles and processes of participation, technological constraints and opportunities, group and team perspectives, evaluation and learning.

Teaching: 5 one-hour lectures, 9 two-hour seminars and 5 one-hour research classes in the LT.

Reading list: G Walsham, *Interpreting Information Systems in Organisations*, Wiley, 1993; T K Landauer, *The Trouble with Computers: Usefulness, Usability, and Productivity*, MIT Press, 1996; S Zuboff, *In the Age of the Smart Machine*, Heinemann, 1988. 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

Teachers responsible: Dr J Liebenau S214. Other teachers involved: Dr C Avgerou, S104 and Dr S Madon, S105a

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 economies, societies and organisations of both industrialised and developing nations. This provides the basis for discussing national and supra-national IT policies and their likely consequences for economic development, the role of IT in development administration and management, and the issues involved in the implementation of information systems in developing country organisations.

Content: The unit is modularised into two components:

a) **International IT policy and Economic Development:** This module considers the concepts of the information society and the information economy in terms of socio-economic development centred on the production, diffusion and usage of information resources and information technologies. Particular emphasis is placed on the presentation of case studies of governments involved in the creation of an information economy and of telecommunications and related industries.

b) **Development, Local Governance and Information Systems:** This module will consider the evolution in the meaning behind development as a precursor to studying the main features of development, administration and management. The central focus will be on studying the impact of information systems (both IT-based and non-IT based) on reforms undertaken to support decentralisation initiatives in planning and local governance network.

Teaching: 10 two-hour seminars and 10 research classes in the LT.

Reading list: S C Bhatnagar & M Odedra (Eds), *Social Implications of Computers in Developing Countries*, McGraw Hill, 1992; M Odedra (Ed), *Global Information Technology and Socio-Economic Development*, 1996; G Harindranath & J Liebenau, *Information Technology Policies and Applications in the Commonwealth Developing Countries*, 1993; G Grant & J Liebenau, *Information systems capability building* (forthcoming, 1999); G Harindranath & J Liebenau, *National Information Infrastructure Policies in International Perspective*, UNIDO, Vienna, 1998.

Assessment: A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS476

Security in Information Systems for Organisations

Teacher responsible: Dr James Backhouse, S113

Availability: This stream is optional for the MSc in the Analysis, Design and Management of Information Systems.

Core syllabus: Information security approached from the social sciences. The principles and underlying concepts for the setting of policy and for the management of corporate information security.

Content: The orthodox security principles: confidentiality, integrity, availability. Principles of information systems analysis for security; concept of analysis; basic features of information systems, semiotic model. Principles of policy and security. Principles of risk and contingency. Principles of communication and security issue, theory of communication; pragmatics of security from speech act theory. Risk analysis and risk management. Nature of responsibility and policy in the management of security. Security evaluation, certification and accreditation. Role of cryptography in secure systems. Case studies.

Teaching: 10 two-hour lectures, each lecture with a class discussion which will be run in an online learning environment, 5 two-hour security colloquia/seminars in the LT.

Reading list: J R Beniger, *The Control Revolution, Technological and Economic Origins of the Information Society*, Harvard University Press, 1986; W Caelli *et al*, *Information Security Handbook*, Macmillan, 1994; J Liebenau & J Backhouse, *Understanding Information: an Introduction*, Macmillan, 1990; I J Lloyd, *Information Technology Law*, Butterworths, 1993; C Pfeleger, *Security in Computing*, Prentice Hall, 1989; G Robb, *White Collar Crime in Modern England*, Cambridge, 1992; W Cheswick & S Bellovin, *Firewalls and Internet Security*, Addison Wesley Professional Computing Series, 1994; D Russell & S Gangemi, *Computer Security Basics*, O'Reilly Associates, 1992; W Stallings, *Network Security Essentials*, Prentice Hall, 2000; S Gafinkel, *Database Nation: the death of privacy*, O'Reilly Associates, 2000.

Assessment: A three-hour examination in the ST and a group essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS477

Interorganisational Information Systems

Teachers responsible: Dr Steve Smithson, S110. Other teacher involved: Dr S Scott, S109

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, ten 1-hour classes and ten 1-hour workshops in the LT.

Reading list: M Scott Morton (Ed), *The Corporation of the 1990s*, Oxford University Press, New York, 1991; R Baskerville *et al* (Eds), *Transforming Organisations with Information Technology*, North Holland, Amsterdam, 1994; R Kalakota & A B Whinston, *Frontiers of Electronic Commerce*, Addison-Wesley, 1996; plus various journal articles.

Assessment: A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS481

Aspects of Information

Teacher responsible: Dr Edgar A Whitley, S105b. Other teacher involved: Professor C Ciborra, S210

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 including: representations of the world; speech act theory; the social construction of technology; the manager in the world; power; information; management

information. Each of the themes is introduced and explored in relation to the appropriate critical literature which is then applied to information systems issues.

Teaching: The course is taught through 20 hours of lectures in the LT.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course.

L Inrona, *Management, Information and Power*, Macmillan, 1996; U Beck, *The Risk Society: Towards a New Modernity*, Sage, 1986/1992; W E Bijker, T P Hughes & T Pinch, *The Social Construction of Technological Systems: New directions in the sociology and history of technology*, The MIT Press, Cambridge, MA, 1987; H M Collins, *Artificial Experts: Social knowledge and intelligent machines*, The MIT Press, Cambridge, MA, 1990; D J Harraway, *Simians, Cyborgs and Women: The Reinvention of Nature*, Free Association Press, London, 1991; 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; J R Searle, *The Construction of Social Reality*, The Penguin Press, 1995; L Wittgenstein, *Philosophical Investigations* (trans G E M Anscombe), Basil Blackwell, 1956; C Ciborra, *From Control to Drift*, Oxford University Press, 2000.

Assessment: A three-hour examination in the ST.

IS482

Aspects of the Implementation and Use of Information Systems

Teachers responsible: Dr C Avgerou, S104. Other teacher involved: Dr Carsten Sørensen, S106

Availability: This is an optional course for the MSc in Analysis, Design and Management of Information Systems. This course is a half-unit version of IS474 **Implementation and Use of Information Systems** and cannot be taken with the latter course.

Core syllabus: This course examines critically and comparatively multiple facets of the organisational experience of systems development, implementation and use. We move away from the narrow, prescriptive and normative views of the life cycle of information systems, to emphasise multiple interpretations among multiple stakeholders, and the situated interaction between the process of IS development and organisational change.

Content: The main focus of the course is on aspects of IS implementation processes, and their life in use. This is in contrast to a conventional perspective which is driven by development issues. The course introduces a number of theoretical perspectives on systems development, change management and information use, as well as research approaches used for investigating organisational information systems. Key topics considered include: the relationship between systems development and organisational change, stakeholder roles and processes of participation, technological constraints and opportunities, group and team perspectives, evaluation and learning.

Teaching: 5 one-hour lectures, 9 two-hour seminars in the LT.

Reading list: G Walsham, *Interpreting Information Systems in Organisations*, Wiley, 1993; T K Landauer, *The Trouble with Computers: Usefulness, Usability, and Productivity*, MIT Press, 1996; S Zuboff, *In the Age of the Smart Machine*, Heinemann, 1988. 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

Teachers responsible: Dr J Liebenau S214. Other teacher involved: Dr S Madon, S105a

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 economies, societies and organisations of both industrialised and developing nations. This provides the basis for discussing national and supra-national IT policies and their likely consequences for economic development, the role of IT in development administration and management, and the issues involved in the implementation of information systems in developing country organisations.

Content: The unit is modularised into two components:

a) **International IT policy and Economic Development:** This module considers the concepts of the information society and the information economy in terms of socio-economic development centred on the production, diffusion and usage of information resources and information technologies. Particular emphasis is placed on the presentation of case studies of governments involved in the creation of an information economy and of telecommunications and related industries.

b) **Development, Local Governance and Information Systems:** This module will consider the evolution in the meaning behind development as a precursor to studying the main features of development, administration and management. The central focus will be on studying the impact of information systems (both IT-based and non-IT based) on reforms undertaken to support decentralisation initiatives in planning and local governance network.

Teaching: 10 two-hour seminars and 10 research classes in the LT.

Reading list: S C Bhatnagar & M Odedra (Eds), *Social Implications of Computers in Developing Countries*, McGraw Hill, 1992; M Odedra (Ed), *Global Information Technology and Socio-Economic Development*, 1996; G Harindranath & J Liebenau, *Information Technology Policies and Applications in the Commonwealth Developing Countries*, 1993; G Grant &

J Liebenau, *Information systems capability building*, 1999; G Harindranath & J Liebenau, *National Information Infrastructure Policies in International Perspective*, UNIDO, Vienna, 1998.
Assessment: A three-hour examination in the ST.

IS484 H NA 00/01

Aspects of Security in Information Systems

Teacher responsible: Dr J Backhouse, S113

Availability: This is optional for the MSc Analysis, Design and Management of Information Systems. Familiarity with computer-based information systems is required. This course is a half-unit version of IS476 Security in Information Systems for Organisations and cannot be taken with the latter course.

Core syllabus: To identify and develop durable principles and to illuminate underlying concepts for the management of security which cover the full range and scope of information systems in organisations.

Content: The orthodox security principles: confidentiality, integrity, availability. Principles of information systems analysis for security; concept of analysis; basic features of information systems, semiotic model. Principles of policy for security. Principles of risk and contingency. Principles of communication and security issues; theory of communication; pragmatics of security from speech act theory. Principles underlying semantics of security and the security of semantics; integrity as question of consistency, ethics and moral standards; fraud. Essentials in secure databases and programs. Fundamental concepts in hacking and sabotage; misuse in the technical systems, malicious damage and physical security. Nature of insecure computing: economic, competitive and organisational aspects. Nature of responsibility and organisational theory applied to security. Developing professional practices, codes of conduct, standards and ethics. Principles of standardisation and systems security; standards setting bodies, interest groups. Data encryption fundamentals. Network security principles. Case studies.

Teaching: 10 two hour lectures in LT.

Reading list: J R Beniger, *The Control Revolution, Technological and Economic Origins of the Information Society*, Harvard University Press, 1986; W Caelli et al, *Information Security Handbook*, Macmillan, 1994; T Forester & P Morrison, *Computer Ethics: Cautionary Tales and Ethical Dilemmas*, Basil Blackwell, 1990; J Liebenau & J Backhouse, *Understanding Information: an Introduction*, Macmillan, 1990; I J Lloyd, *Information Technology Law*, Butterworths, 1993; C Pfleger, *Security in Computing*, Prentice Hall, 1989; G Robb, *White Collar Crime in Modern England*, Cambridge, 1992; M R Smith, *Commonsense Computer Security*, 2nd edn, McGraw Hill, 1993; W Cheswick & S Bellovin, *Firewalls and Internet Security*, Addison Wesley Professional Computing Series, 1994; D Russell & S Gangemi, *Computer Security Basics*, O'Reilly Associates, 1992.

Assessment: There is a three hour formal examination in the ST.

IS485 H

Aspects of Interorganizational Information System

Teachers responsible: Dr S Smithson, S110. Other teacher involved: Dr S Scott, S103

Availability: This course is optional for MSc Analysis, Design and Management of Information Systems.

Core syllabus: The organizational, managerial, and theoretical aspects of computer-based interorganizational information systems.

Content: Underlying technologies: interorganizational. Practical and management aspects of the diverse technologies. Electronic commerce. Impact on interorganisational relationships. Theoretical perspectives of inter-organisational information systems. New organisational forms, such as networked organisations and electronic markets.

Teaching: Ten 2-hour seminars and ten 1-hour classes in the LT.

Reading list: M Scott Morton (Ed), *The Corporation of the 1990s*, Oxford University Press, New York, 1991; R Baskerville et al (Eds), *Transforming Organisations with Information Technology*, North Holland, Amsterdam, 1994; R Kalakota & A B Whinston, *Frontiers of Electronic Commerce*, Addison-Wesley, 1996; plus various journal articles.

Assessment: A three-hour examination in the ST.

IS486 H

Topics in Information Systems

Teachers responsible: Dr E Whitley, S105b. Other teachers involved: Professor I O Angell, S102, Mr S Davies and Ms N Mitev, S103

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems. Students will choose one of the four options below.

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: M S Scott Morton, *Interorganizational Information Systems, The Corporation of the 1990s*, OUP, 1991; William Gibson, *Neuromancer*, Grafton Books; Jane Jacobs, *Systems of Survival*, Hodder & Stoughton; Friedrich Hayek, *The Road to Serfdom*, University of Chicago Press; Sun Tzu, *The Art of War*, Oxford University Press; Ronald Coase, *The Firm, the Market and the Law*, University of Chicago Press; Robert Reich, *The Work of Nations*, Simon & Schuster; Kenichi Ohmae, *The Borderless World*, Fontana; Michael Porter, *The Competitive Advantage of Nations*, Macmillan; I Angell, *The New Barbarian Manifesto*, Logan, 2000.

(b) Principles of Privacy and Data Protection

Content: Taught by Mr S Davies. The history, principles, legal infrastructure, implementation and implications of modern data protection. The forthcoming data protection regimes in the UK and Europe in the context of the modern information technology environment.

Reading list: The course covers a wide spectrum of aspects of data protection, and will use the following texts: David Flaherty, *Protecting Privacy in Surveillance Societies*, University of North Carolina Press, 1989; Colin Bennet, *Regulating privacy: data protection and public policy in Europe and the United States*, Cornell University Press, 1992; Phillip Agre & Marc Rotenberg (Eds), *Technology and privacy: the new landscape*, MIT Press, 1997; James Michael, *Privacy and human rights*, UNESCO, 1994.

(c) Innovation and Technology Failures

Content: The course will explore the relevance of innovation and technology studies to the understanding of the emergence, success and failure of information systems.

Reading list: C Sauer, *Why Information Systems Fail: A Case Study Approach*, Alfred Waller, 1993; W Dutton (Ed), *Information and Communication Technologies: Visions and Realities*, Oxford University Press, 1996; H Kubicek, W Dutton & R Williams (Eds), *The Social Shaping of Information Superhighways*, Campus Verlag, 1997; D Mackenzie, *Knowing Machines: Essays on Technical Change*, MIT Press, 1998; J Wajcman, *Feminism Confronts Technology*, Polity Press, 1991; M Bauer (Ed), *Resistance to New Technology: Nuclear Power Information Technology and Biotechnology*, Cambridge University Press 1995; M Biagioli (Ed), *The Science Studies Reader*, Routledge, 1999; H Collins & T Pinch, *The Golem at Large: What you should know about technology*, Cambridge University Press, 1998; C Perrow, *Normal Accidents: living with high-risk technologies*, Basic Books, 1984; H Drummond, *Escalation in Decision-making: The Tragedy of Taurus*, Oxford University Press, 1996; D Vaughan, *The Challenger Launch Decision: Risky Technology, Culture and Deviance at NASA*, University of Chicago Press, 1996.

Assessment: The course is assessed by coursework.

IS490

Information Technology: Issues and Skills

Teachers responsible: Dr E Whitley S105b. Other teacher involved: Dr Steve Smithson, S110

Availability: This course is a compulsory but non-assessed part of the MSc in the Analysis, Design and Management of Information Systems.

Core syllabus: This course provides students with the technological context of information systems and the opportunity to learn (or revise) essential skills in the use of particular software packages as well as research skills relevant to the study of information systems. It also provides a forum for seminars by visiting speakers.

Content: A critical overview of the changing nature of information technology including databases, human-computer interfaces, networks and computer-supported cooperative work. Practical laboratory-based instruction in relevant software packages, including a database, spreadsheet, bibliographic software, web browser, and word-processor. Weekly seminars given by various visiting speakers from academia and industry who will discuss a wide range of issues relevant to contemporary information systems.

Teaching: 20 two-hour seminars in MT and LTs, 10 one-hour lectures (MT), 8 three-hour computer workshops (MT) and 3 two-hour classes (LT).

Reading list: T Cornford & S Smithson, *Project Research in Information Systems*, Macmillan, 1996; B Schneiderman, *Designing the User Interface*, 2nd edn, Addison Wesley, 1992; other books and journal articles will be recommended.

Assessment: This course is not formally assessed.

IS900 H

Nature and society: The contribution of science studies

Teacher responsible: Professor Bruno Latour, S116b

Availability: This course is open to all staff and students at the School.

Core syllabus: This course will explore the intersection among three disciplines: science studies, political ecology and social theory. The thread will be, first, to review and, second, to renew the close connection that has always existed between the constantly changing conceptions of society and those of nature.

Content: Comparative anthropology; the invention of the collective; the politics of non-humans; an alternative to the difference between facts and values; the redistribution of skills necessary for nonmodernity

Teaching arrangements: The course is taught through 10 one hour lectures and 10 one hour seminars in the LT.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course.

U Beck, *Ecological politics in the age of risk*, Polity Press, 1995; Luc Boltanski & Laurent Thivenot, *De la justification. Les économies 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: Hobbess, Boyle, and the experimental life*, Princeton University Press, 1985; Isabelle Stengers, *Cosmopolitiques La découverte & Les Emplumeurs de penser en rond*, Paris, 1996.

Assessment: This course is not assessed.

INTERNATIONAL HISTORY

Detailed study guides are provided for most of the following courses. Intending students should consult individual teachers of courses where there is no study guide.

HY400

International History in the Twentieth Century

Teacher responsible: Dr N Ashton, E409

Availability: Intended primarily for MA/MSc History of International Relations and MSc Theory and History of International Relations. A prior knowledge of twentieth-century world history is an advantage. Students unfamiliar with the subjects covered should do some preliminary reading.

Core syllabus: The history of international relations from the First World War to the end of the Cold War. Particular stress is placed upon the historiography of the syllabus.

Content: The impact of the First World War on international relations; the post-war settlements in Europe and East Asia; the Great Depression and its consequences; the crisis of the League of Nations; German, Italian and Japanese expansion; the responses of Britain, France, the Soviet Union and the USA; the coming of the Second World War in Europe and the Pacific; the Grand Alliance and its breakdown; the origins of the Cold War and the division of Europe; the evolution of American containment policy from the Marshall Plan to the Korean War; the extension of the Cold War into the Middle East, South-East Asia, Africa, and Latin America; Soviet intervention in Eastern Europe; the Sino-Soviet split; American policy under Eisenhower, Kennedy, Johnson, and Nixon; the Vietnam War and the 1970s detente; the resurgence of the Cold War and its termination.

Teaching: Twenty-two weekly seminars (HY400). A number of well-researched essays and brief class presentations will be assigned during the year.

Students should also attend the lecture programme HY202 International History since 1914.

Reading list: Full bibliographies are provided in the seminars. Students may consult the following introductory accounts: W R Keylor, *The Twentieth-Century World: an International History*; C J Bartlett, *The Global Conflict, 1880-1970*; D Stevenson, *The First World War and International Politics*; W A McDougall, *France's Rhineland Diplomacy, 1914-1924*; J Jacobson, *Locarno Diplomacy: Germany and West, 1925-1929*; P M H Bell, *The Origins of the Second World War in Europe: A tripe, The Origins of the Second World War in Asia and the Pacific*; T E Vadny, *The World Since 1945*; J L Gaddis, *Strategies of Containment: A Critical Appraisal of Postwar American National Security Policy*; R Crockatt, *The Fifty Years War*.

Assessment: There will be one three-hour written examination in the ST. Candidates will be expected to answer three questions, taken either from Section A or from Section B of the paper.

Two of the essays submitted during the year will constitute up to 25% of the final assessment.

HY401

Europe: Unity and Disunity since the Renaissance

Teachers responsible: Professor M J Rodriguez-Salgado, E603 and Dr Janet Hartley, E405

Availability: For MA/MSc History of International Relations and MSc European Studies.

Core syllabus and Content: This is a general course designed to provide essential historical and cultural background about Modern Europe. It focuses on the movements, ideas and events which have forged a distinctive European identity from c.1500 to the present day. Students are expected to think in broad, historical terms about the forces which have prompted both unity and disunity in the Continent. Stress will be placed on the development of a rigorously analytical approach to the dual themes of the course.

Among the major topics covered are ideological movements such as religious divisions, nationalism, fascism and communism; cultural movements such as the Renaissance, the Enlightenment and Romanticism. Plans for the peaceful and the forced reshaping of Europe across the period will be studied, from Erasmus to the EC, from Philip II and Napoleon to Hitler and Stalin.

We will also touch upon a range of associated themes such as economic factors; the encounters and conflicts of Europe with the non-European world; and two areas on the periphery, Russia and Ottoman/Muslim Europe.

Teaching: Twenty-two seminars of two hours (HY401). Students are required to do some reading for classes. Four essays are required.

Reading list: A full bibliography will be provided, but these general works give useful background as well as a broad notion of the themes to be covered; D Hay, *Europe. The Emergence of an Idea* (Edinburgh University Press, 1957, 1968); J B Duroselle, *Europe: A History of its Peoples* (Penguin, 1990); M Beloff, *Europe and the Europeans: An International Discussion* (London, 1957); P Rietbergen, *Europe. A Cultural History* (Routledge, 1998); J Merriman, *A History of Modern Europe from the Renaissance to the Present* (Norton paperback, 1996); D Heater, *The Idea of European Unity* (Leicester University Press, 1992); M J Rodriguez-Salgado, 'In Search of Europe', *History Today*, Vol 42 (February 1992).

Assessment: There will be a three-hour unseen written examination in the ST which accounts for 75% of the mark. The fourth essay will be assessed and will make up the remaining 25%.

HY406

The Great War, 1914-1918

Teachers responsible: Professor D Stevenson, E604 and Professor M Knox, E410

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations. Students unfamiliar with the subject are advised to do preliminary reading. Reading knowledge of German and French will be useful but is not essential in any way.

Core syllabus: The course covers the origin, conduct and resolution of the First World War, emphasizing its political, military, social and economic dimensions. The course makes use of both primary and secondary sources in an effort to help students develop an in-depth understanding of the war and its impact on modern history.

Content: Lectures and seminars will cover a wide variety of events and themes, including European society on the eve of war, the origins of the war, key military events (eg the Schlieffen plan, Verdun and the Somme, the war at sea, the eastern front), the transformation of the belligerent economies, the impact of war on the participating societies, the experience of trench warfare, wartime diplomacy and war aims, the Russian Revolution, the armistice and its aftermath, and war commemoration and remembrance.

Teaching: Twenty-two lectures (HY226) and seminars (HY406). Four essays are required (two in the MT and two in the LT). The two LT essays will be assessed, and will together constitute 25% of the total mark for the course (see below).

Reading list: A detailed course outline and reading list, subdivided by weekly topics, will be distributed at the beginning of the course. The following books are recommended as introductory reading:

Marc Ferro, *The Great War* (London, 1987); John Keegan, *The First World War* (London, 1998); J Joll, *The Origins of the First World War* (2nd edn, London, 1992); Paul Fussler, *The Great War and Modern Memory* (New York, 1975); David Stevenson, *The First World War and International Politics* (Oxford, 1988); J M Winter, *The Experience of World War I* (London, 1989); G Hardach, *The First World War* (London, 1977).

Assessment: Assessment will be based upon two essays submitted in the LT (25%) and on a three-hour unseen examination paper in the ST.

HY408

Nationalism, Communism and Conflict in East Asia, 1933-1954

Teacher responsible: Dr Antony Best, E408

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations. There are no formal pre-requisites for this course, but some knowledge of the international history of East Asia in the twentieth century would be useful.

Core syllabus: The political, economic and military history of East Asia from 1933 to 1954.

Content: Subjects covered by this course will include: the failure of the Powers to establish a new status quo in East Asia following the Manchurian Crisis, the effect of the Depression and the significance of ideas of autarky, the rise of Soviet-Japanese antagonism, the outbreak of the Sino-Japanese war and the Western response, the Second United Front in China, the road to Pearl Harbor, Allied diplomacy in the Second World War, the Chinese Civil War, the occupation of Japan, the 'Who Lost China' debate and the rise of McCarthyism in the United States, communism and decolonization in South-East Asia, the origins and course of the Korean war, the San Francisco Peace Conference and the American-Japanese security treaty, the Geneva Conference of 1954.

Teaching: The course will be taught by seminars and classes held throughout the Session (HY408). Students will be required to write three essays over the academic year.

Reading list: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the course and should be regarded as essential:

A Best, *Britain, Japan and Pearl Harbor*; D Borg & S Okamoto (Eds), *Pearl Harbor as History*; P Calvocoressi, G Wint & J Pritchard, *Total War, Vol. 2*; B Cumings, *The Origins of the Korean War, Vols. 1 & 2*; J W Garver, *Chinese-Soviet Relations, 1937-1945*; A Iriye, *The Origins of the Second World War in Asia and the Pacific*; M Schaller, *The American Occupation of Japan*.

Assessment: One three-hour unseen examination paper.

HY409

The Origins and Conduct of the Second World War, 1935-1945

Teacher responsible: Professor MacGregor Knox, E410

Availability: For MA/MSc History of International Relations. This course has no formal pre-requisites; knowledge of languages other than English will be useful, but is not essential.

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.

Content: After an introduction to the structure of world politics after 1918 and to the military, economic, political, and strategic lessons the powers drew from the Great War, the course will analyze German rearmament and foreign policy, the responses of the major powers, the crises of 1935-39, the outbreak of the war, its diplomatic and strategic structure and turning-points, the military-economic balance, the role of ideology in diplomacy,

strategy, and unit-level fighting power, the home fronts: terror and propaganda, the wars in the East, in the air, and at sea, the final destruction of National Socialist Germany and Imperial Japan, and the emerging conflict between the victors.

Teaching: Twenty-two weekly seminar meetings throughout the session. Four essays (two each in MT and LT) are required.

Reading list: A seminar programme and full bibliography will be provided at the first meeting, but the following works offer useful background:

G Weinberg, *The Foreign Policy of Hitler's Germany*, 2 vols; O Bartov, *Hitler's Army: Soldiers, Nazis, and War in the Third Reich*; W Murray, *The Change in the European Balance of Power, 1938-39*; M Knox, *Mussolini Unleashed, 1939-1941*; A Iriye, *The Origins of the Second World War in Asia and the Pacific*; G Weinberg, *A World at Arms*; J Erickson, *Stalin's War with Germany*, 2 vols; J Lukacs, *The Last European War, 1939-1941*.

Assessment: A three-hour unseen written examination in the ST.

HY411

European Integration in the Twentieth Century

Teacher responsible: Professor D Stevenson, E604 and Dr N P Ludlow, E508

Availability: For MA/MSc History of International Relations, MSc European Studies. A prior knowledge of twentieth-century European history will be an advantage. Students unfamiliar with the subject should do some preliminary reading. A reading knowledge of French and/or German will be useful but in no sense essential.

Core syllabus: The antecedents and development of Western European integration from the First World War to the 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 (HY411). Students should attend selected lectures in the series HY305 *The Reshaping of Europe, 1943-1957*.

Reading list: Full bibliographies are provided. As introductory reading, students should consult: 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); F R Willis, *France, Germany, and the New Europe, 1945-1967* (Stanford, 1967); A S Milward, *The Reconstruction of Western Europe, 1945-51* (London, 1984); A S Milward, *The European Rescue of the Nation State* (London, 1992); 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).

Assessment: There will be one three-hour written examination in the ST. Candidates will be expected to answer three questions, at least one from each of two sections.

HY412

Spain and the Great Powers 1936-1953: Civil War, World War, Cold War

Teacher responsible: Professor P Preston

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations.

Core syllabus: A detailed analysis of the relationship between political and social tensions within Spain and the international context of the pre-1939 period, the Second World War and the Cold War.

Content: The course consists of three chronologically linked sections. It will examine the international dimension of the Spanish Civil War and the interplay between domestic and international factors in determining its outcome. It will then analyze the causes and consequences, international and domestic, of Spanish neutrality in the Second World War. Finally, it will examine the process of transition from international ostracism of the Franco dictatorship, the United condemnations of 1945 and 1946, through to international acceptance in the form of the Spanish-U.S. Pact of Madrid signed in 1953.

Teaching: There are 22 hours of lectures (shared with HY209) and 22 hours of classes (HY412) given by Professor P Preston.

Reading list: A very substantial reading list is issued at the beginning of MT. The following titles are strongly recommended as preliminary reading: Sebastian Balfour & Paul Preston (Eds), *Spain and the Great Powers* (London, 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* (New York, Berghahn Books, 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* (London, 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.

HY413

Germany's New Order in Europe, 1939-1945

Teacher responsible: Professor M Knox, E410

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations. The course has no formal pre-requisites, and a reading knowledge of German is not required.

Core syllabus: The twelve years of the Nazi regime have been more extensively studied than any other period of German History. Despite an immense increase in detailed knowledge since 1945, scholars continue to disagree about fundamental questions of interpretation. This course uses selected printed primary sources and a large secondary literature to seek understanding of the history of Nazi Germany, of its attainment and exercise of European domination during the Second World War, and of the salient debates on its nature, actions and place in European and world history.

Content: Topics covered in lectures and discussion will include: the structure of Nazi 'government' and the role of its leader; the nature and role of ideology; the 'partial identity of aims' between the Nazi movement and key German elites such as big business and the officer corps; the radicalization of Nazi domestic and foreign policy; the murder of the European Jews; Nazi long-range racial-demographic planning; Nazi rule, collaboration and resistance in occupied Europe; the German people and the processes of domination and extermination; science, technology and ideology; Gestapo terror and the Germans: an interactive process; the German resistance; defeat, denazification and the regime's imprint on post-war German society.

Teaching: Twenty-two lectures (HY304) and seminars (HY413.A). Four essays (two each in MT and LT) are required.

Reading list: A detailed course outline and reading list, subdivided by weekly topics, will be distributed at the beginning of the session. The following books cover most aspects of the course and should be regarded as essential by way of introduction:

J Noakes & G Pridham (Eds), *Nazism 1919-1945: A Documentary Reader*, Vols 1-4 (Exeter, 1983-1998); A Hitler, *Mein Kampf* (New York/London, 1943) (R Mannheim translation); D Peukert, *Inside Nazi Germany* (London, 1989); I Kershaw, *Hitler* (London, 1991) and *The Nazi Dictatorship* (London, 3rd edn, 1988); K Hildebrand, *The Third Reich* (London, 1984) and *The Foreign Policy of the Third Reich* (London, 1973); M Marrus, *The Holocaust in History* (London, 1987).

Assessment: One three-hour unseen examination paper in ST; candidates will be expected to answer three questions.

HY414

French External Relations in the Era of de Gaulle, 1940-1969

Teacher responsible: Dr R W D Boyce, E506

Availability: Intended primarily for MA/MSc History of International Relations and MSc Theory and History of International Relations. A reading knowledge of French would be useful but is by no means essential.

Core syllabus: The course examines the principal aspects of French foreign, colonial and European relations from the collapse of the Third Republic in 1940 to Charles de Gaulle's resignation as first president of the Fifth Republic in 1969.

Content: Topics on the seminar will include the reasons for France's collapse in 1940; the role of Vichy, Free France and the Resistance as defenders of French interests during the Second World War; French war aims and the post-war settlement; Gaullists, Communists and the Third Force idea in France; French efforts to solve the German problem; Jean Monnet, Robert Schuman, René Pleven and France's role in the making of the European Community; the Indo-China war, the Algerian war, the Suez crisis and the shift from formal to informal empire in Black Africa; the impact of external affairs on domestic politics, and the return of de Gaulle in 1958; de Gaulle's European policy and opposition to British entry into the EEC; de Gaulle, challenge to American leadership of the Western Alliance; France as a nuclear power; the Gaullist legacy in French external policy.

Teaching: Twenty-two two-hour seminars including brief class presentations and some use of video material (HY414).

Written work: Students will be expected to produce at least four essays during the year and will also be expected to give class papers.

Reading list: C de Gaulle, *War Memoirs*, 3 vols; R O Paxton, *Vichy Régime: Old Guard and New Order*; G de Carmoy, *The Foreign Policies of France, 1944-1968*; I M Wall, *The United States and the Making of Postwar France, 1945-1954*; J Dalloz, *The Indo-China War, 1945-54*; A Horné, *A Savage War of Peace: Algeria, 1954-1962*; A Clayton, *France: Soldiers and Africa*; J Chipman, *French Power in Africa*; H Kissinger, *The Troubled Partnership: A Reappraisal of the Atlantic Alliance*. A fuller list will be provided at the start of the course.

Assessment: One three-hour unseen examination paper.

HY416

The Establishment of Communism in Central Europe, 1945-1956

Teacher responsible: Dr Anita Prazmowska, E494

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations. Students taking other taught Master's programmes may take the paper where appropriate.

Core syllabus: War-time diplomacy and the capture of power by Communist parties and their allies 1945-1947. From Popular Front to

NA 00/01

Communist Dictatorship 1948-1951. Relations with the Soviet Union, the establishment of the CMEA and the Warsaw Pact 1950-1956. Agrarian, industrial and social change in the new states 1948-1956. The death of Stalin, collective leadership and the Polish and Hungarian Uprisings.

Content: A study of documents and interpretations of the collapse of exile governments, the origins and the establishment of Communism in Eastern Central Europe. Soviet objectives towards Central Europe.

Teaching: Twenty seminars (HY416). Four essays are required.

Reading list: General books: H Carrère d'Encausse, *The Soviet Union and Soviet Europe*; J Levenduski & J Woodall, *Politics and Society in Eastern Europe*; J Rothschild, *Return to Diversity: a political history of East Central Europe since World War II*; G Swain & N Swain, *Eastern Europe since 1945*; J Tomaszewski, *The Socialist Regimes of East Central Europe. Their establishment and consolidation 1944-1967*; P E Zinna (Ed), *National Communism and Popular Revolt in Eastern Europe. A Selection of Documents on Events in Poland and Hungary February-November 1956*.

Assessment: One three-hour unseen examination paper.

HY417

NA 00/01

U.S. Foreign Policy from Kennedy to Ford, 1961-1976

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations.

Core syllabus: The course will examine the American response to the erosion of her global dominance which began with the challenges to American power at the end of the Eisenhower administration, culminating in the mid-1970s after the fall of Saigon.

Content: After a brief introduction to the nature of the U.S. role in the post-war international system, the course will examine the policies of the Kennedy administration, conceived when confidence in the reassertion of American power was high; the new President's general approach to foreign policy and the particular problems facing American foreign policy makers in Europe, Indo-China, Latin America, Black Africa and the Middle East. The course will then examine the policies of the Johnson presidency, and in particular the American conflict with the Viet Cong and North Vietnam, which provided the greatest challenge to the unlimited exercise of U.S. power and ended Johnson's political career in 1968.

The response of Nixon and Kissinger to the crisis will be examined with special attention given to Kissinger's 'old-style' diplomacy, detente and the Nixon doctrine. Attention will also be paid to the end of the Vietnam War, and conflict in Angola, South Asia, the Middle East and Latin America in the context of the U.S. response to these threats to its global position.

Teaching: There are twenty-two one-and-a-half hour long seminars (HY417) throughout the year.

Reading list: Documentary sources: *Foreign Relations of the United States, 1961-63, 1964-66 and 1967-68*; M Beschloss (Ed), *Taking Charge* (1997); W Burr (Ed), *The Kissinger Transcripts* (1999).

General accounts: G H Chang, *Friends and Enemies: The U.S., China and the Soviet Union, 1948-1972* (1990); J L Gaddis, *Strategies of Containment* (1982); W La Feber, *America, Russia and the Cold War* (1996); D Kunz, *Diplomacy of the Crucial Decade* (1994); W Isaacson, *Kissinger* (1991); William Bundy, *A Tangled Web: The Making of Foreign Policy in the Nixon Presidency* (1998). A full bibliography will be provided.

Assessment: A three-hour written examination in the ST, students choosing three out of twelve questions.

HY419

The Russian Revolution, 1914-1921

Teachers responsible: Dr Janet Hartley, E405 and Dr Anita Prazmowska, E494

Availability: For MA/MSc History of International Relations, MSc Theory and History of International Relations and MSc Russian and Post-Soviet Studies. Other Master's students may take this course as permitted by the regulations for their degrees but a quota may be imposed to keep numbers manageable.

Content: A critical exploration of the literature on the Russian Revolution in the light of primary sources. The course will address the traditional Western historiography focusing on politics; the newer Western social history; Soviet historiography before and since *glasnost*; radical interpretations; and theoretical and comparative approaches. It will in addition require extensive reading of published documentary and memoir sources in English. Russian speakers will have access to a broader range of primary and secondary materials. Seminars will examine the role of workers, peasants, servicemen, ethnic minorities and the middle social strata in the Revolution; the failure of liberal, moderate socialist and counter-revolutionary forces; the success of Bolshevism; theories, comparisons, evaluations of the Revolution as a whole.

Teaching: Twenty one-and-a-half hour seminars in the MT and LT (HY419).

Reading list (or Select Bibliography): A full reading list and seminar programme will be issued at the beginning of the course.

E Acton, *Rethinking the Russian Revolution*; L Schapiro, 1917: *The Russian Revolutions and the Origins of Present-day Communism*; E Mawdsley, *The Russian Civil War*; D Kaiser (Ed), *The Workers' Revolution in Russia: the View from Below*; D Koenker et al (Eds), *Party, State and Society in the Russian Civil War. Explorations in Social History*; L Voline, *The Unknown Revolution*; Robert Service, *Society and Politics in the Russian Revolution*, O Figes, *A People's Tragedy: The Russian Revolution, 1891-1924*.

Assessment: One three-hour unseen examination paper.

HY421

The History of the Arab-Israeli Conflict, 1948 to the present

Teacher responsible: Dr Kirsten E Schulze, E507

Availability: for MA/MSc History of International Relations and MSc Theory and History of International Relations students.

Core syllabus: This course examines Israeli and Arab war and peace strategies in the Arab-Israeli conflict from 1948 until the present day.

Content: The Israeli War of Independence, 1948; the Armistice Agreement and negotiations; the Suez-Sinai Campaign, 1956; Israeli foreign and defence policy; the creation of the Palestine Liberation Organisation, 1964; the Six-Day War, 1967; the Yom Kippur War, 1973; the ascendance of Likud, 1977; Egyptian foreign policy; the Camp David Accords, 1978; the invasion of the Lebanon, 1982; Palestinian military strategy; the Intifada, 1987; the Gulf War, 1991; the Madrid Peace Conference, 1991; the Oslo Accords, 1993; the Jordanian-Israeli Peace Treaty, 1994; current developments in the peace negotiations.

Teaching: This course will be taught by 20 two-hour seminars in the MT and LT.

Reading list: A detailed reading list will be issued at the beginning of the course. Useful introductory works include:

Mark Tessler, *A History of the Israeli-Palestinian Conflict* (Indiana University Press, 1994); Kirsten E Schulze, *The Arab-Israeli Conflict* (Longman, 1999).

Assessment: This course will be assessed through a combination of continuous assessment and a three-hour written examination. The four required essays will count for 25 per cent and the examination for 75 per cent of the overall mark.

HY426

NA 00/01

The European Enlightenment, c 1680-1830

Teacher responsible: Dr Tim Hochstrasser, E601

Availability: For MA/MSc History of International Relations and MSc European Studies.

Core syllabus: The main objective of the course is to introduce students to the main themes of the Enlightenment through a reading of selections from the writings of the leading political, scientific and philosophical thinkers of the period. The chronological framework of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Bourbon Restoration in France in 1830.

Content: The Enlightenment is conventionally taken to be the period in which philosophy, history, economics and anthropology and other social sciences began to emerge as discrete disciplines independent of state and church control. The course sets out to explore the new ideas generated in these areas as a result of a fresh understanding of man's place in the physical world. The contributions of Newton, Locke, Voltaire, Montesquieu, Rousseau and Kant – among others – will be highlighted, and fleshed out with a detailed study of selected texts including the writings of Voltaire, Gibbon, Smith and Diderot.

Teaching: The course will be taught by both lectures (HY213) and seminars (HY426). There will be 20 lectures and 20 seminars held in the MT and LT and 2 revision sessions in the ST. Four essays are required.

Reading list: A full reading list will be provided at the start of the course. The following represent basic introductory reading only, and students will be expected to give class presentations.

William Doyle, *The Old European Order, 1660-1800* (1991 edn); Peter Gay, *The Enlightenment: An Interpretation* (2 vols, 1966-9); I Kramnik (Ed), *The Portable Enlightenment Reader* (1995); Dorinda Outram, *The Enlightenment* (1995); Ulrich Im Hof, *The Enlightenment* (1994); Roy Porter, *The Enlightenment* (1990). *Anthologies:* Simon Eliot & Beverley Stern (Eds), *The Age of Enlightenment* (2 vols, 1979).

Assessment: A three-hour written examination in the ST.

HY428

Britain and the Modern World: Power and Decline since 1870

Teachers responsible: Dr A C Howe, E600 and Dr A Sked, E503

Availability: For MA/MSc History of International Relations students; also available as an outside option.

Core syllabus: This course seeks to examine the roots of British power within the international system since 1870, with special reference to the extensive recent literature on 'British decline'. It investigates this theme in relation to its political, diplomatic, economic and cultural dimensions within a comparative international framework.

Content: The historiography of British decline; Britain and the European state system in 1870; British exceptionalism and British power; Britain and Empire, 1870-1914; the origins of British decline, 1870-1914; strategies to avoid decline before 1914; Liberalism and the rise of Labour in a non-revolutionary setting; the First World War and British military power; the impact of the War on the domestic and international bases of British power; Britain's economic and defence predicaments between the wars; the impact of the Second World War on British society and British power; the loss of Empire; post-war British politics and economic performance; the revival of British power since 1979.

Teaching: Twenty seminars of two hours duration (HY428).

Reading list: K Robbins, *The Eclipse of a Great Power: Modern Britain, 1870-1992* (1993); W D Rubinstein, *Capitalism, Culture and Decline* (1993); D Reynolds, *Britannia Overruled: British Policy and World Power in the*

Twentieth Century (1992); C Barnett, *The Audit of War* (1986); D Edgerton, *Science, Technology and British Industrial Decline* (1996); A Gamble, *Britain in Decline* (1994); A Sked, *An Intelligent Persons Guide to Post-War Britain* (1997); J W Young, *Britain and the World in the Twentieth Century* (1997).

Assessment: One three-hour unseen examination paper.

HY429

Anglo-American Relations and the Cold War, 1957-1963

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 a pivotal period both in the development of the Cold War and in the Anglo-American relationship. The key questions to be posed are how "special" were Anglo-American relations under Macmillan, Eisenhower, and Kennedy? How far did each power exert influence over the foreign policy of the other? Did the degree of cooperation and competition in Anglo-American relations vary according to theatre and issue?

Content: The cultural fabric of Anglo-American relations; the significance of personal relations at the top between "Ike, Mac, and Jack"; the Middle East; the Berlin Question; Nuclear cooperation; Skybolt and Polaris; East-West Summitry; the British EEC application; the Laotian crisis; the Congo crisis; the end of British rule in Cyprus; the Cuban missile crisis; Intelligence cooperation; and the Nuclear Test Ban Treaty. The course will conclude by looking at how far Kennedy's assassination and Macmillan's resignation represented the end of an era in Anglo-American relations.

Teaching: The course will be taught by means of twenty seminars of two hours duration during the MT, LT and ST.

Reading list: A detailed reading list will be issued at the start of the course.

For an introduction to Anglo-American relations, students should consult either David Reynolds & David Dimbleby, *An Ocean Apart: the Relationship between Britain and America in the Twentieth Century* (1988), or Christopher Bartlett, *The Special Relationship: A Political History of Anglo-American Relations Since 1945* (1992). On the Macmillan-Eisenhower-Kennedy years, begin with Alistair Horne, *Macmillan, 1957-86* (1989); Stephen Ambrose, *Eisenhower the President* (1984); and Arthur Schlesinger Jr., *A Thousand Days: John F. Kennedy in the White House* (1965).

Assessment: A three-hour written examination in the ST.

HY430

The Marshall Plan and Europe, 1945-1952

Teacher responsible: Dr R Boyce, E506

Availability: Optional course intended primarily for the MA/MSc History of International Relations and the MSc Theory and History of International Relations.

Core syllabus: The course examines the origins of the Marshall Plan and its significance for Europe and European-American relations. It attempts a balanced approach to the subject by giving due weight to its political, diplomatic, economic, and security aspects.

Content: The historiography of the Marshall Plan and the origins of the Cold War in Europe; East-West relations and the post-war German problem; France, Britain, and the idea of a 'Third Way' for Europe; the Communist challenge in France, Italy, Belgium, and Greece, and the fate of Popular Front governments in Western Europe after 1944; factors shaping America's abandonment of isolationism and its commitment to European security; the Milward thesis and other perspectives on post-war European reconstruction; the economic consequences of the Marshall Plan; the political consequences of the Plan including its relationship to the East-West division of Europe and the onset of the Cold War, the recovery of West German sovereignty, and the rise of the 'European' movement; an assessment of the costs and benefits of the Marshall Plan.

Teaching: 10 lectures in the MT, 22 seminars in the MT, LT and ST.

Reading list: A detailed reading list will be issued at the start of the course. B Eichengreen & M Uzan, *The Marshall Plan: Economic Effects and Implications for Eastern Europe and Former USSR* (1992); D W Ellwood, *Rebuilding Europe: Western Europe, America, and Postwar Reconstruction* (1992); J Gimbel, *The Origins of the Marshall Plan* (1976); S Hoffman & C Maier (Eds), *The Marshall Plan: a Retrospective* (1984); M J Hogan, *The*

INTERNATIONAL RELATIONS

Please note that the International Relations Department places restrictions on the number of IR MSc options which may be taken by non-IR Department MSc students – normally only ONE option, subject to availability of space on the course concerned. Non-IR Department MSc students should refer to their own degree regulations in the *Graduate Handbook* for further details.

In choosing your course, please check carefully whether the course is examinable, is recommended as a supporting course for one which is examinable or is intended for general interest only. The non-examinable courses listed below are also available to interested undergraduate and Diploma students.

Attendance by MSc students at seminars related to examinable courses is compulsory.

Marshall Plan: America, Britain, and the Reconstruction of Western Europe (1987); A S Milward, *The Reconstruction of Western Europe, 1945-1951* (1984); H Pelling, *Britain and the Marshall Plan* (1988); R A Pollard, *Economic Security and the Origins of the Cold War, 1945-1950* (1985).

Assessment: One three-hour written examination paper in the ST. Candidates will be expected to answer three questions.

HY431

The Cold War and the Third World Revolutions, 1965-1989

Teacher responsible: Dr O A Westad, Room E502

Availability: For MA/MSc History of International Relations; MSc Theory and History of International Relations. Some prior knowledge of Cold War history will be an advantage.

Core syllabus: The purpose of this seminar is to discuss the causes for and the development of Soviet and American involvement in revolutions in Africa, Asia, and Central America during the latter phase of the Cold War. This is a relatively new field of international history and part of the readings will consist of declassified documents and memoirs. Student participation in the preparation of each meeting is essential.

Content: Revolutionary ideologies; American interventionism; Soviet 3rd World policies; the Indonesian crisis of 1965; détente and revolution; the Portuguese withdrawal from Africa; the Cuban role; the Angolan revolution; the Ethiopian revolution; the Horn of Africa war; the Soviet Union and African revolutions; the Afghan Communists in power; the Soviet decision to intervene in Afghanistan; Reagan and the new US agenda; the Sandinista revolution; the Contras; the Soviet withdrawal from the 3rd World.

Teaching: The course will be taught by 21 weekly seminar meetings held in the MT, LT and ST. Students will be required to sit in on a small number of relevant lectures for other courses in the department.

Reading list: Before the first meeting students should familiarise themselves with the Cold War International Project homepage (<http://cwihip.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*; F Halliday, *Cold War, Third World: An Essay on Soviet-US Relations*.

Assessment: A three hour written examination in the ST.

HY432

From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995

Teacher responsible: Dr A Sked, E503

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations.

Core syllabus: Western diplomacy in the 1980s and early 1990s examining tensions, rivalries and linkages not merely between the western and communist blocs but also within them.

Content: The domestic political bases of, and the political relations between, the leading figures (Gorbachev, Yeltsin, Reagan, Bush, Thatcher, Major, Mitterrand, Delors and Kohl) will be covered as well as the diplomacy of the period. Major topics will include *Ostpolitik* and the reunification of Germany; the collapse of the Soviet Union, the collapse of the Soviet Empire; the Rhodesian Settlement; the Falklands and Gulf Wars; America and her Western European partners; the Single European Act, the ERM and the Maastricht Treaty; the security arrangements of Russia and NATO after the fall of communism; Germany after reunification; Eastern Europe after communism; Russia and the former territories of the USSR.

Teaching: 22 two-hour weekly meetings arranged on a mixed lecture/seminar basis.

Reading list: A full bibliography will be provided at the first meeting of the class. Key books include: Mikhail Gorbachev, *Memoirs*; Margaret Thatcher, *The Downing Street Years*; Timothy Garton Ash, *In Europe's Name*; Philip 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.

IR300.1

Foreign Policies of the Powers

Teacher responsible: Dr K E Smith, D415

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 Koldziej, *French International Policy under de Gaulle and Pompidou*; Herbert Tint, *French Foreign Policy since the Second World War*.
- (e) **Germany:** H Speier (Ed), *West German Leadership and Foreign Policy*.

IR300.3

Decisions in Foreign Policy

Teacher responsible: Professor W Wallace, D508

Availability: This lecture course is not examinable as a course in itself. It is offered to any interested students on its own, and as part of the teaching for the BSc Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the MSc Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole. Beaver (one-term) students are the only group for whom a class specific to these lectures is arranged.

Core syllabus: The aim of the course of lectures is to provide case studies of six major decisions in foreign policy, with particular reference to questions of bureaucratic politics, long-range planning, and behaviour in crises.

Content: An examination, through case studies, of decision-making in the field of foreign policy. How can we apply theories of foreign-policy making to particular contexts, pressures and procedures? US and The Iranian Revolution (1979-80); The USSR and The Invasion of Afghanistan (1979); UK and The Suez Crisis (1956); The European Union and Bosnia (1992-6); The US and The Uruguay Round; South Africa and the Two China Policy (1989-95).

Teaching: A course of 6 lectures will be given in the LT which will complement the Foreign Policy Analysis lectures given in the MT (IR300.3). All students are advised to attend the lecture series IR300.2, **Foreign Policy Analysis** and IR300.1, **The Foreign Policies of the Powers** (various lectures). Other relevant lectures will be announced from time to time.

IR405

Sovereignty, Rights and Justice

Teacher responsible: Professor C Brown, D410

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks) and MSc Theory and History of International Relations and other interested students by permission.

Core syllabus: Bringing together insights and concepts from political theory and international relations theory, and drawing on a number of dilemmas posed by post-Cold War international politics, this course focuses on modern debates on sovereignty, the rights of states, individuals and peoples, and international justice, and the impact of these debates on the shape and future development of contemporary international relations theory.

Content: The cosmopolitan-communitarian debate; sovereignty and the norm of non-intervention; the contemporary international human rights regime; the rights of peoples; the politics of humanitarian intervention (with case studies); 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 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* (Princeton UP, 1979); 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); T Nardin, *Law, Morality and the Relations of States* (Princeton UP, 1983); J Rawls, *The Law of Peoples* (Harvard UP, 1999); R Tuck, *The Rights of War and Peace* (Oxford UP, 1999).

Assessment: Assessment will be by a formal three-hour written examination (100%). A sample examination paper will be circulated with course details at the beginning of the session.

IR410

International Politics

Teacher responsible: Professor F Halliday, D510

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks) and MSc History and Theory of International Relations.

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: 15 Lectures (IR410.1) and 10 Seminars, (IR410.2) held in the MT. Students deliver seminar papers and write three 2,000-word essays for their supervisors on topics notified at the beginning of the Session. Tutorial teaching is an integral part of this course. Students are also encouraged to attend lectures on **Sovereignty, Rights and Justice: Issues in International Political Theory** (IR306) and **Rational Choice Approaches to Political Economy and International Politics** (IR908).

Reading list: E H Carr, *The Twenty Years' Crisis* (Macmillan, 1939 and several subsequent issues); Hedley Bull, *The Anarchical Society* (Macmillan, 1977); Karl Polanyi, *The Great Transformation*; Kenneth N Waltz, *Man, The State and War* (New York, Columbia, 1959 and subsequent editions). For background: Ken Booth & Steve Smith (Eds), *International Relations Theory Today*; Fred Halliday, *Rethinking International Relations*; John Hall, *International Orders*; James Mayall, *Nationalism and International Society*.

Assessment: ST, formal, three hours, three questions chosen from twelve. Past examination papers may be seen in the Main Library.

IR411

Foreign Policy Analysis III

Teacher responsible: Professor Margot Light, D411

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks) and MSc Theory and History of International Relations students. Other students may take this course by special permission, and as permitted by the regulations for their degrees. Students need not have studied Foreign Policy Analysis before, but some familiarity with modern international history will be an advantage. Students wishing to familiarize 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 are treated extensively, as are contemporary criticisms of the concept of a separate 'foreign' policy.

Teaching: All students are highly recommended to attend lecture series IR300.2 **Foreign Policy Analysis** during MT and LT, IR300.3 **Decisions in Foreign Policy** and IR902 **New States in World Politics** in the LT. It is also advisable to attend as many lectures in the series IR300.1 **The Foreign Policies of the Powers** as possible. These are held in the LT. Sixteen weekly seminars (IR411) will run from week three 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; M Brecher & J Wilkenfeld, *Crisis, Conflict and Instability*, Pergamon, 1989; 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 three-hour examination in the ST, consisting of questions of a comparative and theoretical nature. Copies of previous years' papers, together with lecture and seminar programmes and further reading references will be distributed when the course begins.

IR412

International Institutions III

Teacher responsible: Mr N A Sims, 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. 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 6 of ST. Students take it in turn briefly to introduce discussion on topics chosen according to a systematic programme. Three 2,000 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

Teacher responsible: Professor W Wallace, D508

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks), MSc Theory and History of International Relations and MSc European Studies; optional for Diploma in World Politics. There are no formal pre-requisites but, as the course deals in part with contemporary problems of economic policy in Europe, an interest in such issues and an ability to deal with them is essential.

Content: The emergence of the European Communities: the European idea; the dynamics of integration; the institutions: structure and policy-making processes. The impact of the institutions upon state policy. Theoretical aspects: the notion of supranationality. The Federalist, the Functionalist and intergovernmental approaches to regional integration in Western Europe. European security and European integration. Europe after the Cold War and the process of eastern enlargement.

Teaching: 19 meetings of a Seminar (IR413.2) for International Relations and European Studies specialists and other postgraduate students, in MT, LT and ST. MSc students are strongly recommended to attend IR413.1 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.

IR413.1

External Relations of the European Union

Teacher responsible: Professor C J Hill, D409

Availability: This course is primarily part of the teaching for the MSc course IR416 The International Politics of Western Europe. It is offered to all other interested students, but it is *not* separately examined as a self-contained option.

Core syllabus: The aim of the course is to cover the external activities of the European Communities since 1957. This includes both activities deriving from the Treaties and traditional, informal methods of national diplomacy, in a steadily more collaborative framework. The title 'European Union' is used but the course deals equally with pre-Maastricht events.

Content: The syllabus deals with the external ramifications of common policies in trade, agriculture, and steel, together with the evolving relations between the Union and the Third World, and the emergence of European Political Cooperation from 1970 onwards, succeeded by The Common Foreign and Security Policy in 1993. Relations with important states or groups of states are given particular attention, namely the United States and Japan, the Eastern and Central European countries, and the Lomé Conventions with the African, Caribbean and Pacific countries. The impact on the Union of the end of the Cold War is also an important focus.

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: 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; Reinhard 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 Nuttall *European Political Cooperation*, Clarendon Press, 1992; Christopher Piening, *Global Europe: The European Union in World Affairs*, Lynne Rienner, 1997.

IR414

Women and International Relations

Teachers responsible: Professor Fred Halliday, D510 and Professor M Light, D411

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks) and MSc Theory and History of International Relations. Other students may take this course as permitted by the regulations for their courses. Some familiarity with international relations theory would be useful.

Core syllabus: A study of the reciprocal interaction of women's positions within specific societies and international political and economic processes, focussing on four areas (military conflict; nationalism; the international economy; international organisation and law) and the implications of these for international relations theory.

Content: Women as political and economic subjects – theoretical approaches; participation in war; women and anti-war movements; nationalism and policies on women; international organisations; changes in international law; effects on women of colonialism, development policies, international economic change; international relations concepts and feminist theory.

Teaching: Five lectures [IR414.1] MT and fifteen one-and-a-half hour seminars [IR414.2] LT and ST. Six hours of video material is available for students to watch. Students should also attend the public seminars arranged by the Gender Institute. Students who have not studied International Relations previously must attend the International Politics lectures (IR410).

Written work: Students will be expected to produce three 2,000-word essays during the year, which will be marked by the seminar teacher, and to give seminar presentations.

Reading list: Rebecca Grant & Kathleen Newland (Eds), *Gender and International Relations*; Ester Boserup, *Women's Role in Economic Development*; Jean Bethke Elshtain, *Women and War*; Kumari Jayawardena, *Feminism and Nationalism in the Third World*; Anne Tickner, *Gender in International Relations*; Jill Steans, *Gender and International Relations: An Introduction*; Spike Petersen (Ed), *Gendered States: Feminist (Re-)Visions of International Relations Theory*; Catheryn Hoskyns, *Integrating Gender*. Detailed reading-lists will be distributed at the start of the course.

Assessment: One three-hour examination in the ST, in which three questions out of twelve must be answered.

IR415

Strategic Aspects of International Relations III

Teacher responsible: Dr C Coker, D608

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks) and MSc Theory and History of International Relations. A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Core syllabus: This is *not* a conventional Strategic Studies course. It is about the cultural context of military conflict between states and within

them. The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1945.

Content: War in the Twentieth Century. War and Modernity. War in the Post-Modern Era. The new political economy of wars; 'The Sociology of Post-Modern Warfare'. Technology and Post-Modern War. The Revolution in Military Affairs. Clausewitz and the Western Way of Warfare; war and genocide; war and Huntington's Clash of Civilisations; war in the developing world; terrorism and crime; policing the international order; NATO and its future; the future of war.

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 2000/2001 for further details.

Written work: Three 2,000-word essays will be set and marked by the seminar teacher.

Reading list: The following short list comprises some of the most important and some of the best currently available books. An asterisk indicates publication in paperback edition.

R Aron, *Peace and War*; C M Clausewitz, *On War* (Ed by M Howard & P Paret); J L Gaddis, *Strategies of Containment*; M E Howard, *War and the Liberal Conscience*; F M Osanka, *Modern Guerrilla Warfare*; C Coker, *War and the Twentieth Century*; J Keegan, *A History of Warfare*; C Coker, *War and the Illiberal Conscience*.

Assessment: There is a three-hour formal examination held in the ST. Three questions must be answered from twelve or more. Examples of recent past examination papers will be appended to the reading list.

IR416

International Politics of Western Europe

Teacher responsible: Professor C J Hill, D409

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks), MSc Theory and History of International Relations and MSc European Studies. Some basic knowledge of International Relations as an academic discipline is desirable, together with some acquaintance with the general evolution of world politics in the twentieth century.

Core syllabus: The international relations of the major states of Western Europe, including the external relations of the European Community, Political Co-operation, and the Common Foreign and Security Policy of the European Union.

Content: The foreign policies of the states of Western Europe, with particular reference to Britain, France, Germany, Italy and Spain. The neutral (and ex-neutral) states and the smaller states will be treated as groups. The issues of security, defence and cohesion. The roles of geography, culture and domestic policies. The nature of 'Western Europe' and its relationship to the other regions of Europe and to the European Community. The external relations of the Community. European interests in wider international relations. Collective decision-making.

Teaching: The core of the **International Politics of Western Europe** is a weekly seminar (IR416.1) 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** (IR413.1).

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.

IR418

International Politics: Asia and the Pacific

Teachers responsible: Dr C Hughes, D509 and Professor M Yahuda, D408

Availability: Optional course for the MSc in International Relations (Specialist and Research Tracks) and MSc Theory and History of International Relations; available to other interested students where regulations permit. Desirable to possess a first degree in politics and/or history but special interest in region of prime importance.

Core syllabus: The international political experience of primarily post-colonial states in a region beset by recurrent conflict and external intervention during the Cold War and subject to a novel multilateralism in its wake.

Content: The relationship between domestic order and regional environment; the impact and legacy of the transfers of power; the interests and roles of extra-regional states; alliance and non-alignment in foreign policies; sources of intra-regional conflict; the quality of regional cooperation and the problems of regional order primarily with reference to East and South-East Asia.

Teaching: The principal lecture course is **International Politics: Asia and the Pacific** (IR418.1) – ten lectures, MT. A seminar on **Asia and the Pacific in International Relations** (IR418.2) will be held in the LT and ST. Students are also recommended to attend additional lectures on the foreign policies of some Asian states (normally China, India and Indonesia) in the course **The Foreign Policies of the Powers** (IR300.1) during the LT and **New States in World Politics** (IR902), ten lectures in the LT, is also relevant and recommended. Students are also recommended to attend **Regionalism and Globalisation in Asian Security** (IR909).

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 Schambaugh (Eds), *Chinese Foreign Policy*; Wolf Mendt, *Japan's Asia Policy*; Michael Leifer, *ASEAN and the Security of South-East Asia*; Michael Leifer, *Dictionary of The Modern Politics of South-East Asia*; Robert S Ross (Ed), *East Asia in Transition*.

Assessment: Students will be required to sit a three-hour examination in which they will be asked to answer three of twelve questions.

IR419

The International Relations of the Middle East

Teachers responsible: Professor F Halliday, D510 and Dr Katerina Dalacoura, D412

Availability: Course intended primarily for MSc in International Relations (Specialist and Research Tracks) and MSc Theory and History of International Relations students. A knowledge of the international political system and of the major issues in its contemporary development is required. Please note that students taking this option will not be allowed to take **IR428 The Suez Crisis: Origins and Impact, 1945-1962**.

Core syllabus: The course is intended to provide an analysis of the regional politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and superpower policies.

Content: The contemporary significance of the Middle East in the context of great power relations; the emergence and development of the Middle Eastern states system; sources of conflict; the interplay of domestic politics, regional conflicts and international rivalries in the policies of Middle Eastern governments; the importance of oil and other economic interests; great power rivalry and the strategic position of the Middle East, ideologies, national and religions.

Teaching and Written work: There will be 20 weekly lectures, (IR419.1) **The International Relations of the Middle East** commencing in week one of the MT and ten seminars (IR419.2) commencing in week one of the LT. Seminar attendees will be expected to submit three 2,000-word essays, based on past examination papers, to be marked by their seminar teacher. The lecture course IR300.1 **The Foreign Policies of the Powers** may also be of interest.

Reading list: Students are not particularly advised to purchase any book since the more comprehensive introductions are not necessarily in print. However, they are advised to have read, before the beginning of the course: M E Yapp, *The Near East Since the First World War*, and/or G Lenczowski, *The Middle East in World Affairs*.

In addition they are recommended to consult: Reinhard Schulze, *A Modern History of the Islamic World*; B Lewis, *The Middle East*; F Halliday, *Islam and the Myth of Confrontation*; F Ajami, *The Arab Predicament*; S Bromley, *Rethinking Middle East Politics*; B Korany & A Dessouki (Eds), *The Foreign Policies of Arab States*; John Roberts, *Visions and Mirages, The Middle East in a New Era*.

Assessment: There is one three-hour examination in the ST.

IR420

Revolutions and the International System

Teacher responsible: Professor Fred Halliday, D510

Availability: Course intended primarily for interested students.

Core syllabus: An examination of the relationship between social and political revolutions and the dynamics of the inter-state system.

Content: Theories and definitions of revolution in social science; conceptualisations of revolutions and the reactions of the international system (realist, pluralist, historical materialist); the contribution of international and transnational factors to revolution (socio-economic transformation, colonialism, war, nationalism); the foreign policy programmes of revolutionary states, their impact on the international system, and the response of status quo powers; case studies of France, Russia and China, and of certain more contemporary examples, eg Iran, Cuba, Eastern Europe; the place of revolutions and the 'order-maintaining' response to them in the study of international relations.

Teaching and Written work: Fifteen weekly lectures (IR420.1) commencing in week six of the MT and fifteen 1½ hour weekly seminars (IR420.2) commencing in week one of the LT and ST. Three 2,000-word essays will be set and marked by their seminar teacher.

Reading list: Theda Skocpol, *States and Social Revolutions*; Eric Hobsbawm, *The Age of Revolutions*; David Armstrong, *Revolution and International Society*; E. H. Carr, *The Bolshevik Revolution*, Vol 3; Franz Borkenau, *World Communism*; Chalmers Johnson, *Peasant Nationalism and Communist Power*; Kyung-Won Kim, *Revolution and International System*; Richard Rosecrance, *Action and Reaction in World Politics*; Fred Halliday, *Revolution and World Politics*. A detailed reading list will be provided.

Assessment: There is a three-hour written examination in the ST, requiring three questions out of twelve to be answered.

IR421

Concepts and Methods of International Relations

Teacher responsible: Mr M Hoffman, D512

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks), MSc Theory and History of International Relations and MSc Politics of the World Economy (Research Track) and research students. The teaching for this course is also designed as general background for students taking the Diploma in World Politics; and the BSc in International Relations, 3rd Year. The course assumes an elementary knowledge of international relations.

Core syllabus: A critical examination of the nature, assumptions and implications of the theoretical literature on international relations.

Content: Evolution and characteristics of the international relations discipline and associated fields. Schools of thought: traditionalist, behaviouralist and contemporary. State-centric, pluralist and structuralist paradigms. Critical and postmodern perspectives. Current trends and controversies.

Teaching: There are ten lectures (IR421.1) in the MT and a weekly seminar (IR421.2) commencing in week one of the LT for MSc candidates for examination in the subject. They are also open to research students.

Written work: Three 2,000-word essays are set and marked by the seminar teacher.

Reading list: A detailed reading list will be provided at the first meeting. Useful surveys and textbooks are: K Booth & S Smith (Eds), *International Relations Theory Today* (1994); C Brown, *International Relations Theory: New Normative Approaches* (1992); S Burchill & A Linklater (Eds), *Theories of International Relations* (1996); J George, *Discourses of Global Politics* (1994); F Halliday, *Rethinking International Relations* (1994); I Neuman & O Weaver (Eds), *The Future of International Relations: Masters in the Making* (1997); V S Peterson (Ed), *Gendered States* (1994); S Smith, K Booth & M Zaleski (Eds), *International Theory: Positivism and Beyond* (1996); C Sylvester, *Feminist Theory and International Relations in a Postmodern Era* (1994).

Assessment: The MSc examination in Concepts and Methods consists of a three-hour paper taken in mid-June, with three questions out of twelve to be answered. Copies of the question papers from the previous three years are attached to the reading list which is distributed during the lectures.

IR422

Conflict and Peace Studies

Teacher responsible: Mr M Hoffman, D512

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks) and MSc Theory and History of International Relations; the seminar is open to other postgraduates by permission. No pre-requisites, but as the course is interdisciplinary and assumes familiarity with theories of international relations and mainstream theories of war and peace, students are encouraged to attend the lecture series **Concepts and Methods of International Relations** (IR421.1), **Complex Emergencies** (DV412) and **Strategic Aspects of International Relations** (IR305).

Core syllabus: This course draws upon the relevant interdisciplinary literature in order to examine the problems of conflict and peace in international relations.

Content: A survey of theoretical approaches to problems of conflict and violence, together with associated concepts including stability, change, order and justice. General theories, particular theories, classification schemes and debates concerning them. Interdisciplinary contributions including anthropological, legal, psychological, sociological, sociobiological and philosophical approaches. Various models for the analysis of conflict dealing with its properties, causes, dynamic processes, functions and effects. Techniques of conflict management and possible means of conflict resolution. Applications of theories of conflict to problems of international relations, including civil and interstate war, crisis behaviour and revolutions. Peace movements and various attempts to enhance peaceful conduct in international relations.

Teaching: Ten one-hour lectures (IR422) beginning week one of MT; seventeen 1.5 hour seminars (IR422.1) beginning in week three of MT.

Written work: Three 2,000-word essays will be set and marked by the seminar teacher.

Reading list: A detailed reading guide will be provided at the first meeting. Useful survey texts are: J Bercovitch & J Rubin (Eds), *Mediation in International Relations: Multiple Approaches* (1992); J Burton (Ed), *Conflict: Human Needs Theory* (1990); C Crocker & F O Hampson (Eds), *Managing Global Chaos: Sources of and Responses to International Conflict* (1997); V Jabri, *Discourses on Violence: Conflict Analysis Reconsidered* (1996); C R Mitchell & M Banks, *Handbook of Conflict Resolution: The Analytical Problem-Solving Approach* (1996); D Sandole & H Van der Merwe (Eds), *Conflict Resolution: Theory and Practice* (1993); I W Zartman & L Rasmussen (Eds), *Peacemaking in International Conflict: Methods and Techniques* (1998).

Assessment: There is a three-hour written examination in the ST, requiring three questions out of twelve to be answered.

IR425

Soviet and Post-Soviet Foreign Policy

Teacher responsible: Professor Margot Light, D411

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks), MSc Theory and History of International Relations and MSc Russian and Post-Soviet studies. Other students may take this course as permitted by the regulations for their degrees. Familiarity with international relations theory and/or some knowledge of international history and Russian and Soviet history and government are desirable.

Core syllabus: The development of Soviet and post-Soviet foreign and defence policy from 1917 to 1998 in relation to its ideological and historical roots. Particular attention will be paid to the similarities and differences between the relations of the Soviet Union with different kinds of states; to the relationship of theory to practice and to the continuity and change in Russian foreign policy.

Content: Historical, geographic and ideological factors affecting Soviet and Russian security perceptions. Foreign policy decision-making, Marxist-Leninist theory and its influence on foreign policy. Conflict and amity in East-West relations. The cold war and detente as case-studies of conflict and amity. Socialist internationalism and relations within the socialist system. Soviet-Third World relations. Perestroika, glasnost and the 'new thinking'. Russia and the 'near and far abroad'. Nationalism and foreign policy.

Teaching: 12 weekly lectures (IR425.1) commencing in week one of MT and 16 one-and-a-half hour weekly seminars (IR425.2) commencing in week three of MT. Students are also required to attend the foreign policy related seminars in the **Post Communist Politics and Policies** seminar EU451. Students without an International Relations background will find the related courses IR300.2, IR417.1, IR417.2 and IR420.1 useful. Students are also highly recommended to attend the lectures on Soviet and Russian foreign policy in IR300.1 during the LT.

Written work: Students will be expected to write three 2,000-word essays, to be marked by the seminar teacher, and to present at least one seminar topic.

Reading list: A more detailed list will be distributed at the beginning of the lecture course but students will find the following preliminary reading useful: Paul Dibb, *The Soviet Union: The Incomplete Superpower*, Macmillan, 1986; F Fleron, E Hoffman & R Laird (Eds), *Classic and Contemporary Issues in Soviet Foreign Policy*, Aldine de Gruyter, 1991; M S Gorbachev, *Perestroika: New Thinking for Our Country and the World*, Collins, 1987; Fred Halliday, *The Making of the Second Cold War*, Verso, 1983; Margot Light, *The Soviet Theory of International Relations*, Wheatsheaf, 1988; Joseph L Noguee & Robert H Donaldson, *Soviet Foreign Policy since World War II* (3rd edn), Pergamon Press, 1988; Mark Webber, *The International Politics of Russia and the Successor States*, Manchester University Press, 1996; N Malcolm, A Pravda, R Allison & M Light, *Internal Factors in Russian Foreign Policy*, Cambridge University Press, 1996.

Assessment: One three-hour examination in the ST. Students have to answer three out of twelve questions.

IR427

International Politics of Africa

Teachers responsible: Dr D Jacquin-Berdal, D413 and Dr C Alden, D608

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks) and MSc Theory and History of International Relations. Other students may take this course as permitted by the regulations for their degrees. Some familiarity with international relations theory would be useful.

Core syllabus: The international and regional dimensions of contemporary African politics.

Content: The state in Africa; the impact and legacies of colonialism and the Cold War; nationalism and decolonization; Africa and the World Economy; the foreign policies of African states; the role of extra-regional powers and international organisations in Africa; ethnicity and territorial integrity; the interplay between domestic, regional and international factors in African conflicts; development, democratization and human rights.

Teaching: 16 weekly lectures commencing in week one of MT, and 16 one and a half hour seminars commencing in week one of LT. 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: Post-Cold War Challenges* (1995); Z Laidi, *The Superpowers and Africa* (1990); P Schraeder, *African Politics and Society* (2000); R Joseph (Ed), *State Conflict and Democracy in Africa* (1999); Stephen Wright (Ed), *African Foreign Policies* (1998).

Assessment: One three-hour written examination in the ST, requiring three questions out of twelve to be answered.

IR429

Economic Diplomacy

Teachers responsible: Mr Stephen Woolcock, D613 and Sir Nicholas Bayne KCMG c/o D611

Availability: Course is intended for graduate students studying for the MSc in International Relations or MSc in Politics of the World Economy and other graduates at the discretion of those running the course.

Core syllabus: This course will study the changing nature of economic diplomacy (defined as how states and non-state actors respond to international economic interdependence). The focus of the course will be on the decision making processes and includes, as an integral part of the course, an opportunity for dialogue with senior policy practitioners.

Content: The course will cover the theoretical and analytical foundations of decision making in economic diplomacy, focusing on national decision making but including the role of non-state actors and international organisations. There will be coverage of historical background to economic diplomacy in order to compare current developments with past experience and lessons. The course will then look at the changing nature of economic diplomacy including analysis of decision making at national, regional (ie the European Union) and multilateral levels. Theoretical and analytical work will be augmented by a series of case studies in economic diplomacy, such as transatlantic economic diplomacy, debt relief for developing countries, managing international financial crises, multilateral trade and environment agreements, etc.

Teaching: There will be a course of 20 lectures (IR429.1) beginning in the first week of the MT and continuing through the MT and LT. In addition to the lectures given by LSE staff responsible for the course, senior policy practitioners will make presentations on the case studies. These form an integral part of the course and are designed to provide insights into the factors shaping decision making in international economic relations. The course also includes a weekly seminar series (IR429.2) which will begin in the third week of MT and continue through the MT, LT and into the ST. The seminars will take the form of student presentations followed by group discussion. Students will be expected to write three 2,000-word essays during the course of the year to be marked by the seminar teacher.

Reading list: There is no one volume that covers the material studied; students will be expected to read widely in appropriate journals. A detailed reading list will be provided at the beginning of MT. The following provide a general introduction to the topic: J Spero & J Hart, *The Politics of International Economic Relations* 5th edn, 1997; I M Destler, *Making Foreign Economic Policy*, 1980; P Kennen, *Managing the World Economy: fifty years after Bretton Woods*, 1994; R Putnam & N Bayne, *Hanging Together: cooperation and conflict in the seven power summits*, 1987; N Bayne, *Hanging in There: The G7 and G8 Summit in Maturity and Renewal*, 1999; W Reinicke, *Deepening the Atlantic: towards a new transatlantic marketplace?*, 1996.

Assessment: Assessment will be by means of a three-hour examination in the ST based on the lecture course and work covered by the seminars. Students will have to answer three of twelve questions.

IR450

International Political Economy

Teachers responsible: Dr G Sen, D513 and Dr A Walter, D413

Availability: Course intended primarily for MSc in Politics of the World Economy (Specialist and Research Tracks).

Core syllabus: An advanced introduction to concepts and contending approaches in international political economy, and an overview of the evolution of international economic relations since the late nineteenth century.

Content: The purpose of this core course for the MSc (Econ) degree in the Politics of the World Economy is to give students with a first-degree background in economics and/or economic history, and politics (including international relations) and/or international history an appraisal of the theories and history of international economic relations, and a detailed understanding of specific issues of significance during the twentieth century.

The key question analysed is the impact of the system of states, with its distinctive goals of military security and autonomy, on the functioning of both the international and national economies and the consequences for the relationship between them. Though the emphasis is primarily on this political impact on the operation of the market and the opportunities and constraints posed by the latter on the former, attention will also be devoted to the international economic relations of the formerly planned economies in transition.

In seeking to investigate the relevance of the interaction of the parameters identified above (the state and the market), the growth and location of production, and its distribution between countries will be of special interest for the course. In this context, the analysis will refer to both inter-state conflict and co-operation (including its institutional expression) in the arena of international political economy, the particular divergences between the richer and poorer countries, the role of non-state actors like multinational corporations, and the altering structure of the international order itself under the influence of economic change.

It is not a course in elementary international economics nor in the politics of international economic thought nor in the history of the world economy, although students will be expected during their course to acquire, if they do not already have, some knowledge of all these. Rather it attempts to familiarise students with the basic concepts that help them to unite theory and history. Similarly, the aim is to teach students how to think about international political economy, not what to think; and to teach them how to

analyse issues of international public policy, not to tell them what policy should be. Students are expected to present papers for discussion at the individual seminars which accompany each lecture. These seminars are organised in terms of a list of questions formulated to reflect issues raised in each lecture and also encompasses the subject more generally.

Teaching and Written work: There will be a lecture course (IR450.1) on **International Political Economy** commencing in week one of the MT given by Dr Sen and others. Students will be assigned to **International Political Economy** seminar groups (IR450.1A) which accompany the lecture series; each seminar group will be run by a teacher involved in the MSc PWE programme. Three 2,000-word essays will be set and marked by the seminar teacher. A short series of lectures on **Introduction to Some Concepts in Economics** will also be given as part of IR450.1, explaining the law of comparative costs, purchasing power parity, the quantity theory of money, the balance of payments and other concepts currently used in the literature. The lecture series is primarily intended for those with little or no background in international economics. MSc PWE students should also attend the short lecture series on **Rational Choice Approaches to Political Economy and International Politics** (IR908). Those with no previous academic experience in international relations are strongly advised to attend the lectures in **Concepts and Methods of International Relations** (IR421.1).

Reading list: It is advisable to absorb the less technically economic parts of the course before the lectures begin. Only such sources are quoted below. A more complete source-list is provided in the course outline. A small amount of technical economics is required, and taught as part of the course. Eli F Hecksher, *Mercantilism*; J Baechler, *The Origins of Capitalism*; F Braudel, *Afterthoughts on Material Civilization and Capitalism*; Rober Gilpin, *The Political Economy of International Relations*; Susan Strange, *States and Markets*; Angus Maddison, *Phases of Capitalist Development*; Phyllis Deane, *The State and the Economic System*; Robert L Heilbroner, *The Worldly Philosophers*, 1955 edn, Chs 3, 4, 9 (and 6, if hitherto you have read nothing on Marx).

Assessment: Students will be required to sit a three-hour examination on the full syllabus of the **International Political Economy** course. Students will be asked to answer three out of twelve questions.

IR451.1

Politics of Money in the World Economy

Teachers responsible: Dr D Josselin, D515 and Dr A Walter, D507

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks); MSc Politics of World Economy (Specialist and Research Tracks) and other graduates by permission.

Core syllabus: This course is designed as a component of the study of an international system in which the management and mismanagement of money are matters of increasing consequence, both for international political relations and for domestic politics. It may also be of particular help to students specialising in international political economy.

Content: It deals with the basic concepts regarding the creation, use and management of money in the international system. Students are introduced to international monetary relations over the past century. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution of international financial markets, the relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as financial crises and the politics of IMF conditionality, are best understood in a broader theoretical and historical context.

Teaching and Written work: One lecture course (IR451.1) and one seminar course (IR451.2). Lectures begin in the first week of MT and continue in the LT. Seminars begin in the third week of the MT and continue in the LT, with a revision session in week 1 of ST. Students are expected to make presentations on topics of their choice and to write three 2,000-word essays, to be marked by the seminar teacher. A series of five additional lectures are given as part of IR451.1, **Introducing Concepts in Monetary Theory and International Monetary Economics**.

Students intending to take the course must attend these lectures which also start in week one of MT.

Reading list: No one book covers the entire syllabus, but the following general works provide a useful introduction: B Eichengreen, *Globalizing Capital*; R Germain, *The International Organization of Credit*; A Walter, *World Power and World Money*; P Cerny (Ed), *Finance and World Politics*; R Gilpin, *The Political Economy of International Relations*, Chapters 4 & 8; S Strange, *Mad Money*; B Cohen, *Organising the World's Money*; E Holm, *Money and International Politics*; J Frieden & D Lake, *International Political Economy: Perspective on Global Power and Wealth* (4th edn), section III; C Randall Henning, *Currencies and Politics*; L Pauly, *Who Elected the Bankers*.

A detailed list of recommended reading is provided at the beginning of the course.

Assessment: There is a three-hour formal examination in the ST based on the lecture course and work covered in the seminars. The paper contains about twelve questions, of which three are to be answered.

IR456

International Business in the International System

Teacher responsible: Dr Razeen Sally, D416

Availability: Course intended primarily for MSc International Relations

(Specialist and Research Tracks); MSc Politics of the World Economy (Specialist and Research Tracks) and other graduates by permission. **Core syllabus:** The course aims at a broad introduction to the impact that multinational corporate strategies, global competition, comparative shifts in industrial policies and technological evolution have on international relations.

Content: Introduction to the debate on multinational companies, global competition and international relations theory. Relevant technological developments. Role of industrial deregulation. Multinational power. Rise of Japanese multinationals. Questions of control and regulation. State-firm diplomacy. Comparative industrial policies and industrial cultures.

Teaching and Written work: Fifteen weekly lectures (IR456.1) will be given in the MT and LT to which any interested students are welcome. The undergraduate lecture course on **The Politics of International Economic Relations** (IR304) is also relevant and recommended. A seminar (IR456.2) built round presentations by students taking the examination will be held in the MT and LT (17 meetings in all), commencing in week three of MT. Three 2,000-word essays will be set and marked by the seminar teacher.

Reading list: No one book covers the entire syllabus. Core readings include: Manuel Castells, *The Rise of the Network Society*, Vol 1 (1996); Peter Dicken, *Global Shift: Transforming the World Economy*; 1998; Robert Gilpin, *The Political Economy of International Relations*, 1987; John Williamson (Ed) *The Political Economy of Policy Reform* (1994); *U.N. World Investment Report*, 1999; D Yergin & J Stanislaw, *The Commanding Heights*, 1998; Raymond Vernon, *In the hurricane's eye: the troubled prospects of multinational enterprises*, Harvard University Press, 1998.

Assessment: There is a three-hour formal examination in the ST based on the lecture course and topics covered in the seminars, and requiring some familiarity with the extensive literature. The paper will contain about twelve questions, of which three are to be answered. It is important to answer all three. Copies of previous years' papers are available.

IR457

Politics of International Trade

Teacher responsible: Dr Razeen Sally, D416

Availability: Course intended primarily for MSc in the Politics of the World Economy (Specialist and Research Tracks) though other interested MSc students may apply.

Core syllabus: An examination of the major political issues and controversies in international trade.

Content: The evolution of trade policy in theory and practice. The course deals with the underlying theories of free trade and protection, and the political assumptions upon which they are based. It then considers the post-war evolution of the international trading system from the founding of the GATT through "middle-age" protectionism to the conclusion of the Uruguay Round. It then looks at the key actors in international trade policy (US, EU, Japan, developing and transition countries, MNEs, NGOs), the WTO as an international organisation and "new issues" such as labour and environmental standards.

Teaching and Written work: A series of 20 lectures (IR457), and 17 seminars (IR457) based on student presentations. Lectures begin in week four of the MT and seminars begin in the fifth week of the MT. Five lectures on **Introduction to Some Concepts in Economics** will also be given as part of IR450.1, explaining the law of comparative costs, purchasing power parity, the quantity theory of money, the balance of payments and other concepts currently used in the literature. These lectures, starting in week one of the MT, are primarily intended for those with little or no background in international economics; also recommended for MSc PWE students without any background in economics. Three 2,000-word essays will be set and marked by the seminar teacher.

Reading list: Paul Krugman & Maurice Obstfeldt, *International Economics*; Paul Krugman, *Pop Internationalism*; Douglas Irwin, *Against the Tide: An Intellectual History of Free Trade*; Jagdish Bhagwati, *Protectionism and Writings on International Economics*; B Hoekman & M Kostecki, *The Political Economy of the World Trading System*; Jacob Viner, *International Economics and Studies in the Theory of International Trade*; John Jackson, *The World Trading System*; Jagdish Bhagwati & Robert Hudec (Eds), *Fair Trade and Harmonisation: Prerequisites for Free Trade?*

A detailed reading list will be distributed at the beginning of the session. **Assessment:** ST formal three-hour examination, three questions to be chosen from twelve.

IR458

International Political Economy of Energy

Teacher responsible: Professor P Odell, c/o D611

Availability: Course intended primarily for students taking the MSc in the Politics of the World Economy (Specialist and Research Tracks) and the MSc in Development Studies. Other suitably qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teacher responsible. A background in elementary economic political theory and a knowledge of global energy/environmental issues would be an advantage.

Core syllabus: Analysis of the key issues involved in the exploitation of energy resources and their use. The assessment of decision-making and policy formulation at the levels of companies, governments and international organisations.

Content: A continuing and, generally, an expanding supply of energy at affordable prices is an essential input to the process of economic development, to the security of nations and to the well-being of their

populations. Access to energy supplies is thus a strategic issue which influences the economic and political relations between have and have-not nations.

It also explains the creation of international energy institutions (such as international oil companies) with objectives of maximising returns from energy resource exploitation and of organisations and of alliances (such as OPEC and the IEA) which seek to achieve guaranteed production and/or supplies.

Additionally, however, geological and other natural phenomena constitute supply-side opportunities or limitations, while environmental considerations are playing an increasingly important role in energy production and use developments and decisions. Moreover, evolving knowledge and improving technology change the significance of these physical components over time so that energy resource and use issues become even more highly dynamic. In this course of lectures and seminars an attempt will be made both to expose and to synthesise these multi-faceted characteristics of the international political economy of energy; and to show how they have changed over time, particularly over the period since the end of the Second World War.

Teaching and Written work: There will be a course of 10 3-hour lectures (IR458) and at least four 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 seminar teacher. The teacher responsible will also be available during office hours before and after the lectures and seminars for advice tutoring.

Reading list: The following basic reading material will be found helpful: M A Adelman, *The Genie out of the Bottle: World Oil since 1970*, MIT Press, Cambridge, MA, 1995; S Bromley, *American Hegemony and World Oil*, Blackwell, 1991; John G Clark, *The Political Economy of World Energy*, Harvester/Wheatsheaf, 1990; R L Gordon, *World Coal: Economics, Policies and Prospects*, CUP, 1987; E B Kapstein, *The Insecure Alliance: Energy Crises and Western Politics Since 1944*, OUP, 1990; J Estrada et al, *The Development of European Gas Markets*, Wiley, 1995; P Horsnell & R Mabro, *Oil Markets and Prices*, Oxford University Press, 1993; Ø Noreng, *Oil and Islam: Social and Economic Issues*, Wiley, 1997; K Roland, *Oil and Gas - a Sunset Industry? The Role of Petroleum in the 21st Century*, Econ, Oslo, 1998.

Assessment: One three-hour unseen examination held in June.

IR459

History of Ideas in International Political Economy

Teachers responsible: Dr Razeen Sally, D416 and Dr Andrew Walter, D507

Availability: Course intended primarily for MSc in the Politics of the World Economy (Specialist and Research Tracks) though other interested MSc students may apply.

Core syllabus: An examination of the major thinkers and traditions in international political economy over the last two centuries.

Content: The lectures and seminars cover the intellectual history of political economy, introducing key thinkers and relating their thought to core concepts and issues in international political economy. There are three main objectives: first to enable students to gain a better appreciation of theory, history and policy through a wider knowledge of the history of ideas; second to provide a broader coverage of intellectual history by including thinkers unfamiliar to Anglo-American IPE; and third, to pay close attention to economic perspectives on political economy that are frequently overlooked in IPE.

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: 15 weekly lectures beginning in week one of the MT, and 17 weekly seminars beginning in the third week of the MT. In the seminars, students are required to make oral presentations on specific topics related to particular thinkers. They are also required to submit three 2,000-word essays over the course of MT and LT.

Reading: 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).

Assessment: There is a three-hour formal examination in the ST on the full syllabus of the course. Candidates are required to answer three out of twelve questions.

IR499

International Relations Long Essay

Teachers responsible: Professor M Light, D411 and Dr A Walter, D507 Specialist Track and Research Track MSc International Relations and MSc Politics of the World Economy students are required to write a 10,000-word

long essay on a topic within the field of International Relations/Politics of the World Economy approved by the student's supervisor. The essay need not be an account of original research and may rely on secondary sources but it should be the product of work done independently and unaided by the student. Detailed advice on timing, deadlines, and presentation will be given to students during the MT.

IR900

Current Issues in International Relations (Seminar)

Teacher responsible: Mr G Stern, c/o D616

Availability: Course intended for MSc and BSc students specialising in International Relations as well as students taking the Diploma in World Politics. Students will be expected to have some familiarity with current affairs as well as some background in International Relations.

Core syllabus: The aim of the course is to provide a weekly forum for the discussion of topics of current interest to the student of International Relations. Matters of moment are examined and analysed in terms of their international significance and of the issues they raise for the academic study of International Relations.

Teaching: There are ten weekly seminars, seven in the MT, and three in the LT (IR900). Since the emphasis is on verbal fluency in the articulation of ideas about international relations, no class papers or other written work is involved.

IR902

New States in World Politics

Teacher responsible: Dr Peter Lyon, Institute of Commonwealth Studies (020-7868-8838)

Availability: Course intended primarily for BSc, MSc, Dip World Politics & other graduate students. This course is not intended as preparation for any particular examination.

Core syllabus: This is a comparative and thematic treatment of the subject, not only of contemporary new states but also viewed historically at least since the 18th century.

Content: Comparative evaluation of the ways in which new states emerge into independence, their assets and liabilities for the conduct of their international affairs, and their roles as producers or consumers of international order. The contemporary new states in terms of: statehood and nationhood; neutralism and non-alignment; imperialism, colonialism and neo-colonialism; praetorianism and populism; autonomy and autarchy; irredentism and secessionism. The viability of statehood and future prospects.

Teaching: One lecture course of one lecture a week taught in the LT (IR902).

Written work: None.

Basic reading: Benedict Anderson, *Imagined Communities*; Hedley Bull (Ed), *The Expansion of International Society*; S E Finer, *The Man on Horseback*; C Geertz (Ed), *Old Societies and New States*; J Mayall, *Nationalism and International Society*; R Mortimer, *Third World Coalition in International Politics*; H Seton-Watson, *States and Nations*; Robert H Jackson, *Quasi-States: sovereignty, international relations and the Third World*; W David McIntyre, *British Decolonisation 1946-1997*. [Further reading will be provided as the course proceeds.]

IR903

Disarmament and Arms Limitation

Teacher responsible: Mr N A Sims, D609

Availability: Course intended primarily for all students interested. This course is not intended as preparation for any particular examination.

Core syllabus: These lectures seek to identify and explore the essential problems of disarmament and arms limitation, and the patterns of diplomacy and theory they have generated; and to show how they relate to the central concerns of International Relations.

Content: Sequences of diplomacy, functions of the League of Nations, United Nations and treaties in the promotion of disarmament as an element in international public policy. Changing conceptions of disarmament and arms limitation. Nuclear arms control. Biological and chemical disarmament. The review conference and its significance as a feature of treaty régimes. Negotiations and proposals for new treaties. Evolution and reinforcement of treaty régimes in relation to theories of the disarmament process. Public opinion and other non-governmental influences on disarmament; institutional frameworks of policy formation and international negotiation; international behavioural assumptions underlying approaches to disarmament.

Teaching: 15 lectures, MT and LT (IR903).

Written work: None.

Reading list: C D Blacker & G Duffy (Eds) for the Stanford Arms Control Group, *International Arms Control* (2nd edn); H Bull, *The Control of the Arms Race*; N W Gallagher (Ed), *Arms Control*; J A Larsen & G J Rattray (Eds), *Arms Control toward the 21st Century*; S de Madariaga, *Disarmament*; A Myrdal, *The Game of Disarmament*; P J Noel-Baker, *The Arms Race*; N A Sims, *The Diplomacy of Biological Disarmament*. Contextual reading is also advised, for students to derive full benefit from this course, and a longer list is distributed at the first lecture in this series.

Office hour: Mr Sims is normally available to see students briefly without prior appointment during his regular "office hour" in D609. For longer meetings appointments may be made with his secretary in D611.

IR904

International Verification

Teacher responsible: Mr N A Sims, D609

Availability: Course intended primarily for all students interested.

This course is not intended as preparation for any particular examination. This course is intended to complement the lecture series IR903 which students should attend in the MT and first half of the LT. Some familiarity with the elements of international organisation, in particular the United Nations system, is also expected.

Core syllabus: The practice and problems of the verification of compliance with international obligations, especially in relation to disarmament and arms limitation treaties, but with some attention paid to other systems of international supervision for comparison of concepts and procedures.

Content: The social and legal bases of compliance. Problems of the Domestic Analogy in International Relations, applied to the conceptual vocabulary of verification. Concepts of compliance diplomacy: the adversarial and co-operative modes contrasted. Verification of biological and chemical disarmament. Transparency, evasion scenarios and verifiability. Intrusiveness, stringency and other qualities of verification procedures. The interaction of diplomacy, law, science, politics and international organisation in different patterns of verification.

Teaching: 5 lectures, LT (IR904).

Written work: None.

Reading list: I Bellamy & C D Blacker (Eds), *The Verification of Arms Control Agreements*; British Medical Association, *Biotechnology, Weapons and Humanity*; G Duffy, *Compliance and the Future of Arms Control*; A S Krass, *Verification: How Much Is Enough?*; M Krepon & M Umberger (Eds), *Verification and Compliance*; N A Sims, *International Organization for Chemical Disarmament*; VERTIC, *Verification Yearbooks*; O R Young, *Compliance and Public Authority*. **Office Hour:** See under IR903.

IR905

Disarmament and Verification Seminar

Teacher responsible: Mr N A Sims, D609

Availability: Course intended primarily for all students interested.

The seminar is intended to complement the lecture series IR903 and IR904.

Core syllabus: This seminar offers an opportunity for students to discuss topics of particular interest in disarmament and verification. Current diplomatic problems, treaty reviews and policy issues in this field receive special emphasis.

The seminar also affords research students a meeting-place and, on occasion, a chance to share the fruits of their own research; but it is by no means limited to research students.

Teaching: Five meetings in the ST (IR905).

Written work: None.

Reading list: None.

IR908

Rational Choice Approaches to Political Economy and International Politics

Teacher responsible: Dr D Stasavage, D707

Availability: Course intended for MSc International Relations and MSc Politics of the World Economy students.

Content: This short, non-examinable, lecture course will survey possibilities for applying rational actor models to the study of political economy and international politics. It will introduce basic concepts in Game Theory and their application to the study of cooperation, conflict, and policy credibility.

It will also introduce formal theories of institutions and social choice and recent applications which draw on this literature. No previous knowledge of formal models will be assumed and technical details will be kept within reason.

Teaching: Four weekly 1.5 hour lectures during MT, commencing week four.

IR909

Regionalism and Globalisation in Asian Security

Teacher responsible: Professor J Cotton, c/o D616

Availability: This course is not available as an examinable course in itself. It is available to any interested students on its own, or as part of the teaching for the MSc **International Politics: Asia and the Pacific** course (IR418).

Core syllabus: The course will distinguish between the impact of the contrasting tendencies of regionalism and globalisation on security problems in Asia.

Content: A series of case studies of divergent security problems in Asia will be analysed with a view to identifying how they have been affected by the concurrent and often conflicting forces of regionalism and globalisation.

Teaching: A course of five weekly lectures will be given from week three of the LT.

Reading list: Readings will be provided at the commencement of the course.

LAW

LL400

Jurisprudence and Legal Theory

Teachers responsible: Professor H Collins, A342, Professor S Guest (UCL) and others

Availability: For LLM students and other Masters 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 percent of the total marks awarded, and the examination 60 percent.

LL401

Research Seminar in Labour Law and Industrial Relations

Teacher responsible: Professor H Collins, A342

Availability: For LLM Labour Law students only.

Core syllabus: The aim of the course is to prepare students for writing a dissertation in the field of labour law by examining current issues and research methodologies.

Content: The course has two elements.

Part 1 Problems in Labour Law and Research Methods. This part examines current issues in legal regulation of employment, labour-management relations, both from a national and European perspective.

Part 2 Labour/Management Problems Seminar ID600

Teaching: One and a half hour seminars. There are many visiting speakers.

Reading list: Readings for particular issues will be provided at the seminars. General background reading should include: S Deakin & G Morris, *Labour Law* (1995); Lord Wedderburn, *The Worker and the Law* (latest edition); *Butterworths Employment Law Handbook* (latest edition); P Davies & M Freedland, *Kahn-Freund's Labour and the Law* (3rd edn, 1983); P Davies & M Freedland, *Labour Legislation and Public Policy* (1993).

Assessment: A dissertation on an approved subject with a maximum of 15,000 words.

LL402

Alternative Dispute Resolution

Teacher responsible: Professor Simon Roberts, A150

Availability: For LLM degree. No previous knowledge of alternative dispute resolution is required.

Core syllabus: The principal focus of the course is upon methods of resolving disputes other than by adjudication. The course brings together theory and practical exercises. It is divided into two parts: following an examination of the history of the "informal justice" movement, and contemporary debates surrounding it, the focus of the first part of the course is on the general features of negotiation and mediation and hybrid processes. The second half of the course examines alternatives to adjudication in particular subject areas, as well as giving students some opportunity for regional specialization. The course is designed to complement the option on Commercial Arbitration.

Content:

GENERAL PART

- I. *Introduction* – Conflict and dispute theory. The history of the informal justice movement; the debates surrounding the role of courts and the case for alternative modes of dispute resolution (two seminars).
- II. *Taxonomy* The characteristics of different forms of dispute process; modes of third-party intervention; the location of power in alternatives to adjudication (one seminar).
- III. *Negotiation* Theories of negotiation and bilateral decision-making. Process (phases in negotiations; strategies and techniques); lawyers in negotiations; ethical questions. The relationship of negotiation and adjudication (three seminars).
- IV. *Mediation* The nature of mediation and the role of the mediator. The context and form of mediated negotiations. The different forms of mediation. Mediation distinguished from other forms of third-party intervention. Problems of confidentiality. The protection of weaker parties and safeguarding of third-party interests (three seminars).
- V. *Hybrid and Umpiring processes* Adjudication and its alternatives in outline (one seminar).
- VI. *The role of lawyers in dispute resolution* Negotiations between lawyers. Lawyers in mediation. Lawyers and the choice of process (one seminar).

VI. *ADR and Civil Process.*

SPECIAL SUBJECTS

For the second part of the course, students will attend seminars on special subjects approved by the Subject Area Board. Until further notice the special subjects will be:

VIII. International Dispute Resolution (three seminars).

IX. Mediation in family disputes (three seminars).

X. Labour dispute resolution (three seminars).

XI. Commercial Dispute Resolution.

XII. A choice of Dispute Resolution in Japan OR China OR India OR Africa (three seminars on a chosen topic).

Teaching: Teaching will be by 28 two-hour (LL402) seminars, held weekly at LSE.

Reading list: A reading list will be distributed at the beginning of the course. Main texts are: M Palmer & S Roberts, *Dispute Processes* (Butterworths, 1998); S Goldberg, F Sander & N Rogers, *Dispute Resolution* (Little Brown, 2nd edn, 1992); J Murray, A Rau, & E Sherman, *Processes of Dispute Resolution* (Foundation Press, 2nd edn, 1996).

Assessment: The subject will be examined by one three-hour paper and one course essay, not exceeding 5,000 words on a topic chosen in consultation with the teachers responsible for the course. The essay must be submitted in duplicate not later than 1 July (of final year for part-time students). In the overall assessment of the candidate's performance such essay shall carry weighting of 25 per cent of the total marks awarded in the examination in the subject.

LL403

International and Comparative Law of Copyright and Related Rights

Teachers responsible: Ms Anne Barron (LSE), Mr Lionel Bently (KCL) and Mr Robert Burrell (KCL)

Availability: For LLM students. (Note: Candidates who also offer LL436 *Industrial and Intellectual Property* will not be permitted at examination to answer questions on the overlapping sections of the syllabuses.)

Core syllabus: This course focuses on the history, theoretical underpinnings, conceptual basis, politics and economics of copyright protection from an international and comparative perspective.

Content: A. The major systems of copyright law – civilian, common law, socialist – and their histories.

B. The role of the influence of the World Intellectual Property Organisation (WIPO); an examination of the Berne Convention (as revised, 1886-1971); the Universal Copyright Convention (as revised 1952-1971); the Rome Convention (1961) and other related Conventions; development in international trade law and the emergence of TRIPS; the political and economic rationales for global harmonisation of copyright norms.

C. A comparative study of the major doctrinal categories of copyright law in the UK, other member states of the EU, and the USA, with selective reference to other jurisdictions and systems.

D. Topical matters of contemporary interest.

Teaching: There will be one two-hour seminar weekly.

Reading list: There is no set text. Students will receive a detailed reading list for each topic.

Assessment: One three-hour written paper.

LL404

Evidence and Proof

Teachers responsible: Professor W Twining (UCL), Dr M Redmayne, A327

Availability: Available as two half courses: Evidence and Proof Part A; Evidence and Proof Part B.

Core syllabus and content: The aim of this course is to explore in depth selected topics connected with the 'new evidence scholarship' in a way which transcends distinctions between theory and practice. It includes learning, applying and evaluating basic skills involved in constructing and criticising arguments about questions of fact, and more generally in 'managing facts' in complex cases and exploring critically the uses and limitations of rational approaches to fact-analysis.

Part A begins with a brief theoretical overview of the field of evidence, broadly conceived, and of basic concepts. Much of the rest of the course focuses on the logic of proof, using a modified version of the method developed by John Henry Wigmore, the great American evidence scholar. This will involve mastering some basic tools of fact analysis by working through a number of examples. Part A ends with an introduction to statistics and probability as means of analysing facts. You will be expected to do rigorous logical analysis, but may remain innumerate.

Teaching: 2 hour seminars (Thursday, 2-4pm).

Reading list: Anderson & Twining, *Analysis of Evidence* (1991); Twining, *Rethinking Evidence* (1990); Dennis, *The Law of Evidence* (1999).

Assessment: Part A is assessed by a major practical assignment involving Wigmorean analysis, and a short test on statistical concepts. Part B involves a detailed examination of key issues in the law of evidence. Topics include: relevance, character evidence, hearsay, expert evidence, the exclusion of illegally obtained evidence. Conceptual understanding, as opposed to detailed knowledge of the rules of evidence, is stressed. While the skills developed during Part A will be useful for Part B, they are not essential. Part B is assessed by a two-hour examination.

LL405

Carriage of Goods By Sea

Teachers responsible: Mr Loftus (LSE), Dr Mandaraka-Sheppard (UCL) and Dr Howard (UCL)

Availability: For LLM a knowledge of the law of contract is essential, of tort useful.

Core syllabus: The law of carriage of goods by sea under bills of lading or charter-parties.

Content: Historical development of liability of carrier by sea. Commercial practice. Voyage and time charter-parties. Express and implied undertakings of the parties. Representations, conditions and warranties. Frustration. Bills of lading and their function.

Carriage of Goods by Sea Act 1971. Usual clauses and implied undertakings in bills of lading. Transfer of rights and liabilities under the bills of lading. Preliminary voyage. Loading discharge and delivery. Exclusion and limitation of shipowners' liability. The Master. General Average (including York-Antwerp Rules, 1974). Demurrage. Freight. Liens. Construction of charter-parties and bills of lading.

Teaching: There is a weekly seminar (LL405) of two hours duration (10 MT, 9 LT and up to 8 in the ST).

Reading list: The recommended texts are (1) Martin Dockray, *Cases and Materials on the Carriage of Goods by Sea* (Professional Books, 1987) and (2) either J F Wilson, *Carriage of Goods by Sea* (Pitman, 1988) or Payne & Ivamy, *Carriage of Goods by Sea* (13th edn, Butterworths, 1989).

Other Books: Carver, *Carriage by Sea* (British Shipping Laws, 2 Vols, 13th edn, 1982); Scrutton, *Charterparties and Bills of Lading* (19th edn, 1974); Lowndes & Rudolf, *The Law of General Average and the York-Antwerp Rules* (British Shipping Laws, Vol 7, 10th edn, 1975); Wilford, *Time Charters* (2nd edn, 1982).

A full reading list will be distributed.

Assessment: There is a three-hour written paper in the period August-September. Candidates may take an unmarked Queen's Printer copy of the *Carriage of Goods by Sea Act 1971* into the examination.

LL406

Introduction to Regulation

Teachers responsible: Professor R Baldwin, A455, Professor B Hutter (Sociology Department), A 351, Mr C Scott, A340

Availability: This is an optional paper for LSE LLM students, the MSc Public Policy and Public Administration, the MSc Management and a compulsory paper for the MSc Media and Communications Regulation. Other MSc students may take the paper by arrangement. This paper is NOT available for students the MSc Regulation programme.

Core syllabus: The course provides an introduction to key topics in the study of regulation from with a comparative and generic perspective drawn from public administration, socio-legal studies and institutional economics.

Content: Topics include: defining regulation; regulatory institutions; the regulatory state; regulatory styles and processes; standard setting; enforcement and compliance; supranational regulation and regulatory competition; evaluation and accountability; counter-productive regulation and unintended effects.

Teaching: 10 weekly two hour seminars in a variable format: some lecture-discussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Written work: All students are expected to submit one non-assessed essay and to prepare one presentation on a topic assigned to them

Reading list: R Baldwin & M Cave, *Understanding Regulation* (1999); R Baldwin, C Hood & C Scott, *Socio-Legal Reader on Regulation* (OUP, 1998); A Ogus, *Regulation* (OUP, 1994); R Baldwin, *Rules and Government* (OUP, 1995); I Ayres & J Braithwaite, *Responsive Regulation* (OUP, 1992); L Hancher & M Moran, *Capitalism, Culture and Regulation* (OUP, 1989); M Dearthick & 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 first week of the term following the conclusion of the course.

LL407

Media and Communications Regulation

Teachers responsible: Mr C Scott, 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 Public Policy and Public Administration the MSc Management and a compulsory paper for the MSc Media and Communications Regulation. Other MSc students may take the paper by arrangement.

Core syllabus: This course provides a comparative and generic introduction to key issues in the regulation of media and communications, focusing on economic and content regulation of print media, broadcasting, telecommunications and postal services and internet, and including problems relating to convergence of media and communications.

Content: Economic regulation topics include: regulation and liberalization of telecommunications and postal networks; spectrum allocation; price controls; licensing; cross-media ownership and general competition issues. Content regulation topics include: broadcasting and press standards; advertising controls generally; premium rate telecommunications services; copyright; defamation; freedom of information; data protection and interception of communications.

Teaching: 10 weekly two hour seminars in a variable format: some lecture-discussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Written work: All students are expected to submit one non-assessed essay and to prepare one presentation on a topic assigned to them.

Reading list: T Gibbons, *Regulating the Media* (2nd edn, Sweet & Maxwell, 1998); M Fientuck, *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 Murrioni, *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 first 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 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 historical development of companies. The legal capacity and constitution of companies. The concept of capital. Directors as organs and as agents. Formation and flotation of companies. Shares and debentures. The general meeting; majority and minority shareholders. Duties of directors and those in control. Enforcement of duties in company law. Reconstructions and amalgamations. Liquidation (in outline). Corporate governance and the position of employees in company law.

Teaching: 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* (1997); and Parkinson, *Corporate Power and Responsibility* (1994); plus any company law statute. (Considerable further reading will be recommended in seminars.) Useful works are *Butterworth's Company Law Handbook*, *CCH British Company Legislation* (Vols 1 and 2); also L Sealy, *Cases and Materials on Company Law* (1996).

Assessment: There is a three-hour written paper in two parts and students are asked to answer questions in both parts. The questions are essay and problem questions. Four 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 students.

Core syllabus: The course examines the application of global human rights standards through the national legal systems of post-colonial states with an emphasis upon the judicial application of constitutional bills of rights.

Content:

1. The problem of universal norms and diverse societies.
2. International human rights law in national courts.
3. Drafting and content of bills of human rights.
4. Problems of judicial application: interpretation, derogation, limitations, horizontal effect, remedies.
5. Civil and political rights, including: life, torture, death penalty, preventive detention, expression, religion, association.
6. Economic, social and cultural rights, including: food, health, education, environment.
7. Rights in circumstances of economic deprivation, abolition of forced labour, trade union rights and economic growth, rights and resource constraints.
8. Methods of implementation: public interest litigation, human rights commissions, role of NGOs.

Teaching: 27 two-hour seminars, including guest lecturers and student presentations.

Reading list: Alston, *Promoting Human Rights Through Bill of Rights*; Anderson & Guha, *Changing Concepts of Rights and Justice in South Asia*; An-Naim, *Human Rights in Cross-Cultural Perspectives: Quest for Consensus*; Baehr, *Human Rights in Developing Countries Yearbook*; Bauer & Bell, *The East Asian Challenge for Human Rights*; Basu, *Human Rights in Constitutional Law*; Boyle & Anderson, *Human Rights Approaches to Environmental Protection*; Demerieux, *Fundamental Rights in Commonwealth Caribbean Constitutions*; Dunne & Wheeler, *Human Rights in Global Politics*; Shivji, *The Concept of Human Rights in Africa*; Steiner & Alston, *International Human Rights Law in Context*.

A full reading list will be distributed at the beginning of the course.

Assessment: This subject is examined by means of a three-hour written paper. Informal assessment by means of student reports and an optional practice examination is available, but does not count toward formal assessment.

LL410**The Law and Policy of International Courts and Tribunals**

Teachers responsible: Professor Christine Chinkin (LSE) and Professor Philippe Sands (SOAS)

Availability: For LLM students

Core syllabus: The Course will examine responses to international disputes including the law, policies and practices of adjudicatory and non-adjudicatory institutions and processes. It will consider the creation, processes and functions of international courts, tribunals and other international bodies such as the human rights treaty bodies and the Inspection Panels of the international financial institutions.

Content: Part One will examine the historical evolution of the obligation to settle international disputes peacefully. It will consider the concept of international disputes and state and non state participants within them. It will consider the use of non-adjudicatory methods of international dispute settlement, including negotiation, fact finding and mediation, in the context of particular disputes.

Part Two will consider institutional aspects of the adjudicatory methods of international dispute settlement including the appointment and role of adjudicators; the role of registry/secretariat; participants (and non-participants in proceedings) and their representation; applicable law: procedural and substantive; issues of access, including jurisdiction (contentious and advisory), standing and admissibility; and financing of international courts and tribunals and proceedings before them. It will also look at procedural aspects including third party participation, including intervention and *amicus curiae* briefs; preparation and filing of written pleadings and the role of oral arguments; provisional measures; evidentiary rules and principles; the powers of the various courts and tribunals, including remedies; and interpretation, appeal and review.

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.

Assessment: Examination will be by three hour written examination in August/September. Alternatively, students will be able to write an essay provided that they are able to identify a suitable supervisor from the college at which they are affiliated.

LL411**Comparative Family Law**

This course is offered jointly by the London School of Economics and Political Science and the School of Oriental and African Studies.

Teacher responsible: Mr D C Bradley, A465 (Co-ordinating Member of Staff).

Availability: For LLM students.

Core syllabus: The general objective of the course is to examine from a comparative perspective systems of family law and issues of contemporary importance in this field of law in developed and less developed countries.

Content: The course is in two parts. Section A covers the family laws of developed countries, and Section B covers less developed countries. *The jurisdictions to be covered in Section A will be selected from:* England and common law jurisdictions; Russia and former socialist jurisdictions; France; The Federal Republic of Germany; Sweden and the Nordic countries; Japan. Other jurisdictions may be included. The regions to be covered in Section B will be selected from: China, India, Commonwealth Africa, Islam. The focus will be on the evolution and structure of legal regulation, the basis of legal policy, the context in which domestic relations laws operate and critical and institutional perspectives on this field of law. The topics to be considered will be selected from: marital capacity and divorce, abortion, sexual equality, the code of sexual morality including the treatment of unmarried cohabitation, children of unmarried parents and homosexuality, conciliation and mediation, domestic violence, child custody and protection; economic and property relations, succession and reproductive technology. Other topics may be covered.

Teaching: One weekly lecture or seminar (LL411) lasting from 1-2 hours at IALS.

Reading list: Detailed reading lists are provided.

General reading: M A Glendon, *State, Law and Family*; J Eekelaar, *Family Law and Social Policy*; M A Glendon, *The New Family and the New Property*.

Assessment: One three-hour paper.

LL412**European Community Tax Law**

Teachers responsible: Professor P Baker (QMW) with LSE contribution from Dr I Roxan

Availability: For the LLM degree. Students are required to have a prior knowledge of the principles of taxation (or to be taking other taxation courses in their LLM, particularly **Taxation Principles and Policy**) and of EC law (or to be taking other courses in their LLM covering the institutions and basic policies of the EC and EU).

Core syllabus: The objective of this course is to introduce students to the EC rules relating to all forms of taxation. There is an emphasis on the background to these rules in the Treaties and in the institutions of the Community, as well as on the measures taken so far to harmonise the tax systems of the member states. The course also considers future directions for EC taxation, including draft directives and other proposals.

Content:

- 1) The Institutional Background
The Provisions of the Treaties Relating to Taxation
The EC Institutions Relevant to Taxation
The Hierarchy of EC and National Tax Regimes: possible approaches and implications for taxation.
Case Study on Tax Issues across the EC
- 2) An Historical Overview of the Development of EC Tax Law
- 3) The Harmonisation of Indirect Taxes and Other Duties (other than VAT)
The Common Customs Regime and the Internal Movement of Goods
The Harmonisation of Excise Duties
The EC and Other Specific Duties
Capital Duty
- 4) The Harmonisation of VAT
Historical Outline and Basis in the Treaties
The Directives and Draft Directives
The Current Position on Harmonisation of VAT
Future Developments and Proposals
- 5) The Harmonisation of Direct Taxes
The Basis in the Treaties (including State Aid)
Historical Outline of Developments with Regard to Direct Taxation
Measures Adopted on Direct Tax Harmonisation
The Jurisprudence of the ECJ With Respect to Direct Taxation
- 6) The EC and International Tax Laws
The EC and Double Taxation Conventions
The EC and the principles of International Taxation
The EC and International Tax Avoidance and Evasion
- 7) The Role of the ECJ in Taxation Matters
An examination of the role of the ECJ in all areas of taxation
- 8) The Future Directions of an EC Tax Law
Current Developments
Future Policy Directions

Reading list: Detailed reading lists will be provided during the course.

Teaching: 27 two hour seminars (LL412). Sessional (weekly) held at Barts Medical School site.

Assessment: The examination will be by 3-hour written paper. Candidates will be permitted to take into the examination room unannotated copies of principle statutory materials (to be specified).

LL413**The Taxation of Corporate Finance**

Teachers responsible: Professor D Southern (QMW) with LSE contribution from Dr I Roxan

Availability: For the LLM degree. Students will be expected to have a prior knowledge of business taxation or to be taking **Taxation Principles of Business Enterprises**.

Core syllabus: The objective of this course is to examine and analyse the theory and practice of the taxation of corporate finance and financial institutions. "Corporate Finance" is a portmanteau subject, covering major activities carried on by banks and companies of all descriptions, in order to raise capital, return value to shareholders, and acquire, reorganise and dispose of businesses. The common thread in all these activities is taxation. The taxation of corporate finance provides a specialist subject in its own right, affords insight into the role of taxation in corporate decision-making and both deepens and widens general knowledge of taxation. While essentially considered in a UK context, international aspects will also be included.

Content:

1. Corporate Finance – overview and accountancy aspects
2. Characteristics of corporate securities – Shares
3. Characteristics of corporate securities – Debt
4. Characteristics of corporate securities – Derivatives
5. Interest and Dividends
6. The Nature of Banking
7. Globalisation and taxation
8. Accounting aspects
9. Taxation of loan relationships
10. Taxation of foreign exchange
11. Taxation of financial instruments
12. Stamp duty
13. VAT
14. Transactions in securities
15. Securities offerings
16. Finance Leasing
17. Taxation of collective investment schemes
18. Taxation of insurance companies
19. Taxation of pension funds
20. Global custody
21. Stock-lending and repos
22. International aspects/tax integration

Reading list: Detailed reading lists will be provided during the course.

Teaching: 27 two hour seminars (LL413). Sessional (weekly) held at IALS.

Assessment: The examination will be by 3-hour written paper.

Candidates will be permitted to take into the examination room unannotated copies of principle statutory materials (to be specified).

LL415**Compensation and the Law**

Teacher responsible: Dr Julian Fulbrook, A368

Availability: For LLM degree. Some knowledge of torts and welfare law will obviously be helpful, but is not essential.

Core syllabus: The aim of the course is to analyse compensation claims in torts and in the welfare state at an advanced postgraduate level. The course will also consider alternative methods of compensation in other countries and the various proposals for reform which have been suggested in Britain.

Content:

1. Introductory Topics. The inter-relationship of Torts Liability, private insurance and social security.
 2. Elements of Personal Injuries litigation.
 3. Employer's Liability, Health and Safety at Work.
 4. Transport Liability.
 5. Medical Malpractice litigation. Psychiatric Damage.
 6. Occupier's Liability.
 7. Vicarious Liability.
 8. Breach of Statutory Duty. Products Liability.
 9. Trespass to the Person and the Criminal Injuries Compensation Board.
 10. Causation Problems.
 11. Contributory Negligence.
 12. Volenti non fit injuria.
 13. Damages for personal injuries and death.
- B. The Welfare State**
14. Workman's Compensation and the origins of National Insurance.
 15. The Industrial Injuries system.
 16. Industrial Diseases.
 17. Sickness and other benefits.
 18. The personal social services.

Teaching: A weekly seminar (LL415) of 1½ hours. Detailed reading is handed out one week in advance. The seminars are on the basis of general discussion but students will be asked to make a presentation from time to time.

Written work: Students are advised to write an essay during both the Christmas and Easter vacations.

Reading list: Students should purchase a copy of *Atiyah's Accidents, Compensation and the Law* (5th edition by Dr Peter Cane), Hepple & Matthews, *Casebook on Torts* and a torts textbook.

Assessment: There is a three-hour written examination in September with a choice of 4 questions from a total of 8.

LL417**Crime Control and Public Policy**

Teachers responsible: Professor R Reiner (LSE), Dr J Rungay (LSE), Professor Richardson (QMW), Professor Nelken (UCL), Dr Genders (UCL), Dr Player (KCL) and Professor S McConville (QMW)

Availability: For LLM and MSc Criminal Justice Policy.

Core syllabus: This course is taught on an inter-collegiate basis and is held at the Institute for Advanced Legal Studies, Russell Square. It deals with the institutions and public policies concerned with the control of crime. The research on the origins, structure and functioning of these will be reviewed, and their impact evaluated. Proposals for reform will be analysed. The seminars will be conducted by different teachers in the University of London and outside speakers including some drawn from the Home Office.

Content:

1. *The Emergence of Criminal Legislation.*
2. *The Development, Structure and Functioning of the Criminal Justice System.*
3. *The Pattern and Trends of Crime and Control.* The uses and limitations of official statistics. Their construction by agencies of control.
4. *Crime Prevention and Control.* Formal and informal mechanisms. Assessments of effectiveness.
5. *The Role and Treatment of Victims.*
6. *The Operation and Effectiveness of Particular Institutions.* Police, criminal courts, penal institutions and alternatives.
7. *Penal Policy and Institutions.* The origins, nature, organisation and effects of custodial and non-custodial sanctions.
8. *The Role and Impact of Criminological Research on Public Policy.*

Teaching: LL417 28 MLS (1½ hour seminars) at IALS.

Written work: Students may have an opportunity to prepare and present papers to the seminar. Copies of these papers will be supplied to the other students.

Reading list: Detailed lists will be supplied at the commencement of the course. A recent text covering most topics on the course is M Maguire, R Morgan & R Reiner (Eds), *The Oxford Handbook of Criminology* (1997). Preliminary reading could include: T Morris, *Crime and Criminal Justice Since 1945*; V Stern, *Bricks of Shame*; A Rutherford, *Prisons and the Process of Justice*; R Reiner, *The Politics of the Police*; R Reiner & M Cross, *Beyond Law and Order: Criminal Justice Policy and Politics into the 1990s*; M Cavardino & J Dignan, *The Penal System*; K Stenson & D Cowell, *The Politics of Crime Control*; D Downes, *Unravelling Criminal Justice*; T Newburn, *Crime and Criminal Justice*; M Davies, H Croall & J Tyrer, *Criminal Justice*.

Assessment: There will be one three-hour examination which will count for 100 per cent of the marks.

LL419**Criminal Procedure**

Teachers responsible: Dr Kate Malleson, A357, Dr Mike Redmayne, A327 and Professor I Dennis (UCL)

Availability: For LLM and (with permission) MSc in Criminal Justice Policy.

Core syllabus: The purpose of this course is to examine selected topics in criminal procedure in such a way as to cover the main institutions of English criminal procedure. Comparative material will be introduced to point up issues of contemporary concern in the procedural aspects of criminal justice.

Content:

1. Theories of criminal procedure: accusatorial and inquisitorial systems; mixed systems.
2. The police and criminal process: arrest, questioning of suspects, cautioning, search and seizure, the decision to charge.
3. The prosecution of offences: the Crown Prosecution Service and its relations with the police; prosecutions by other government agencies; private prosecutions. Prosecutorial discretion.
4. The screening process: committal proceedings; bills of indictment; referral by Serious Fraud Office. Screening and discovery.
5. Release or detention of the accused: the bail system; powers of police; of magistrates' courts; bail by trial courts; by Court of Appeal (Criminal Division).
6. Classification of offences and choice of court for trial; safeguards against abuse.
7. Disclosure: Pre-trial hearings, Crown Court; offences triable either way.
8. Plea: ensuring the integrity of the plea; plea bargaining.
9. Criminal pleadings: responsibility for formulating; form of in Crown Court and Magistrates' Court; significance of joinder, severance.
10. The judge and the criminal trial: his functions in relation to the jury; controls over sufficiency of evidence; over admissibility; discretion to exclude evidence; fairness to accused; charging the jury; limits of powers over jury.
11. Multiple incrimination: double jeopardy, issue estoppel, discretion to halt proceedings; compare American formulations. Double jeopardy and new trials.
12. Appeal: from magistrates' courts; from Crown Court. Appeals from conviction; appeals against sentence; references; powers of Court of Appeal. Justice and efficiency. Criminal Cases Review Commission.

Teaching: Weekly seminars (LL419) of 1½ hours Sessional.

Written work: None.

Reading list: There is no single satisfactory text. As a general textbook, we suggest Emmins, *Criminal Procedure*; Archbold, *Criminal Evidence, Practice and Procedure* and Blackstone's, *Criminal Practice* are the practitioner's treatises. On particular topics: M Zander, *Police and Criminal Evidence Act 1984*; M Zander, *Cases and Materials on the English Legal System*; A Zuckerman, *Criminal Evidence*; J Pradel, *Procedure Penale* (current edition); Pertinent articles are carried in the *Criminal Law Review* and in other British, Commonwealth and American journals.

Assessment: One three-hour written examination.

LL426**NA 00/01****Environmental Law and Policy**

Teachers responsible: Jane Holder (UCL) and Sue Elworthy (LSE)

Availability: For LLM students; however, other students with a keen interest in the environment are welcome.

Core syllabus: This course provides an examination of the legal and policy issues raised by the need to regulate the environment in the interests of present and future generations.

The course focuses on law and policy within and applicable to the United Kingdom.

Content:

- (i) Issues of the environment: philosophies of the environment; theories of environmental regulation – law, markets and economics.
- (ii) British approach to the environment: integrated pollution control and best practicable environmental options; impact of European Community and international environmental programmes; sustainable development.
- (iii) Toxic waste disposal: contaminated land; liability regimes; insurance implications.
- (iv) Nuclear waste: British nuclear energy programme; the politics of disposal and the NIMBY syndrome.
- (v) Water pollution: implications of privatisation; drinking water; bathing water; municipal waste water.
- (vi) Air pollution: controls under the Environmental Protection Act 1990 and the Environment Act 1995; British response to global air pollution problems such as ozone depletion and the greenhouse effect.
- (vii) Interface between environmental and planning law (with special reference to environmental impact assessment).
- (viii) Controls relating to biotechnology and genetically modified organisms.
- (viii) Risk assessment in the environmental field.

Teaching: A weekly 1½ hour seminar (LL426) supplemented by individual discussions on essays as required.

Reading list: No one book covers the whole course. Detailed reading lists will be handed out at the start of each topic. Materials will be both legal and interdisciplinary in nature, and will be taken from a wide range of sources. The following books provide useful introductory reading:

R Churchill, L Warren & J Gibson (Eds), *Law, Policy and the Environment* (1991); A Blowers, D Lowry & B Solomon, *The International Politics of Nuclear Waste* (1991); M Sagoff, *The Economy of the Earth* (1988); M Jacobs, *A Green Economy* (1991); N Evernden, *The Social Creation of Nature* (1992).

Assessment: The students can choose between either a two-hour examination and an essay of no more than 8000 words, or a three-hour examination.

LL427
EU Environmental Law

NA 00/01

LL428
International and European Labour Law

Teachers responsible: Professor P Davies (LSE), Professor K Ewing (KCL), Ms A McColgan (KCL)

Availability: For LLM and LL.M in Labour Law.

Core syllabus: This course examines the generation and application of transnational labour standards in three settings: the International Labour Organisation; the European Community; and the Council of Europe.

Content:

1. The origins and structure of the ILO
2. The International Labour Code
3. Freedom of association within the ILO
4. The enforcement of ILO standards
5. Social Clauses in trade agreements
6. Britain and the ILO
7. Future prospects of the ILO
8. History and Theory of EC Social Policy
9. EC Social Policy and the Single Market
10. The Social Dialogue and Collective Bargaining in the EC
11. The Restructuring of Enterprises
12. Discrimination in Employment
13. Consultation and Participation
14. Conditions of Employment
15. Job Creation in the EC
16. The employment provisions of the European Convention on Human Rights and the European Social Charter.

Teaching: There will be a weekly seminar of one and a half hours.

Reading list: Detailed reading guides will be provided.

Assessment: This subject is examined by one three hour paper.

NB: It is likely that students taking only the EC element of this course will satisfy the requirements of the **European Social Policy** half-subject course (LL429).

Those interested in this possibility should contact Professor Davies.

LL429
European Community Law (Social Policy)

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Teachers responsible: Professor Paul Davies, A457, Ms A McColgan (KCL) and Dr C Kilpatrick (QMW)

Availability: For LLM students. Candidates are expected to have or to acquire adequate knowledge of the institutions of the European Community. The course Law of European Institutions may be taken concurrently.

Core syllabus: Social Policy may be taken either as a sub-option for European Community Law or as an independent half-unit course. It is concerned with the law relating to the social policy of the European Community.

Content: The legal base of social policy law; equal treatment; citizenship; free movement of persons; third-country migrants; citizenship of the Union; health and safety; restructuring of undertakings; employment rights; worker participation and consultation; education and vocational training.

Teaching: 10 one and a half-hour seminars LT, 5 ST (LL429).

Reading list: Nielsen & Szyzszak, *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

Teachers responsible: Ms I Maher, A355, Susha Chandrasekhar and Mark Furse

Availability: For LLM students. There are no pre-requisites but it is desirable that students should be, or become, familiar with the general law and institutions of the EC.

Core syllabus: A comprehensive review of EC law relating to competition in the context of private market behaviour with some attention to economic analysis.

Content: The competition rules and practice of the EC: Articles 81-86 of the EC Treaty, the implementing regulations and other relevant provisions. Price-fixing and market sharing agreements; boycotts and discrimination. Exemptible forms of collaboration; vertical restraints; industrial property rights. Abuse of a dominant position. Merger controls. The relationship between Community and national competition laws.

Teaching: One two hour seminar (LL430) each week.

Reading list: Whish, *Competition Law*; Korah, *EC Competition Law and Practice*; Goyder, *EEC Competition Law*; Van Bael & Bellis, *Competition Law of the European Community*; Gerber, *Law and Competition in Twentieth Century Europe*; Faulk & Nikpay, *The EC Law of Competition*.

A full reading list will be distributed at the beginning of the course. **Assessment:** Three and a quarter hour written examination (including fifteen minutes reading time) in September following the end of the course.

LL431
The European Internal Market

Teacher responsible: Dr P Eleftheriadis, A326

Availability: For LLM students. A good general knowledge of European Community law is required.

Core syllabus: The course is concerned with the legal aspects of the European internal market.

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, seised of a case against a Member State or a request to interpret Community law, finds in the Treaty itself the principles of a common market.

Particular Topics:

1. *The idea of one market.*

Original plans for customs union and common market; successes and failures. Reasons for the latter – economic, political and institutional. The stock-taking of the mid-1980s, and future prospects. The Single European Act's commitment to "an area without internal frontiers"; its amendments to the EEC Treaty in substance and procedure.

2. *Common customs tariff*

The purpose of Arts 18-29 EC, as amended, and implementing legislation. The Court's control over uniform application, and its restrictions on national initiatives. Community exclusive jurisdiction in foreign commerce generally.

3. *Goods*

Prohibition against customs duties, their equivalents, and transit charges (Arts 9-16 EC and directives) as interpreted by the ECJ. Discriminatory internal taxation: Arts 95-6 EC and case law. Quotas and equivalents on import or export: Arts 30-36 EC, directives and case law.

4. *Intellectual property*

Its relation to the free movement of goods: Arts 30, 36, 222 EC and case law.

5. *People*

Employment and self-employment: the field of activities (including sports and entertainment) covered by the word 'economic': Arts 7, 48-57 EC and implementing measures. The public service exceptions of Arts 48(4) and 55 EC. Considerable weight will be given to the fact that Community law in this general field has developed mainly through case law on equal treatment, access, residence and qualifications.

6. *Social Policy*

History; legal and political framework.

7. *Services*

The abolition of restrictions on commercial services, especially in insurance, broadcasting, vocational training, and tourism: Arts 59-66 EC, implementing measures and case law. The importance of transport in an internal market: the difficulties and the slow solutions.

8. *Capital and Banking*

The scope of Arts 67-73 EC and The Implementing Directives.

The liberalisation of capital movements after the transitional period.

Permissible protection measures to protect capital markets in Member States.

The European Monetary System – structure, operation and prospects for enlargement.

Progressive liberalisation of banking services and establishment; the obstacles to progress.

Note: The above topics will not all be taught each year.

Teaching: Lectures and Seminars: (LL431) MT, LT and ST.

Reading list: Craig & de Burca, *EU Law* (2nd edn, 1998); Nielsen & Szyzszak, *The Social Dimension of the EC*; Weatherill & Beaumont *EC Law*, (2nd edn, 1995); Chalmers and Szyzszak, *Towards a European Polity?* (Ashgate, 1998).

Assessment: Normal three-hour written examination.

LL433
Commercial Arbitration

Teachers responsible: To be announced

Availability: For LLM students and other Masters level students with permission.

Core syllabus: This course, which is divided into three main parts, is designed to provide an overview of domestic and international arbitration as a means of settling commercial disputes. The first part of the course examines the theory and institutional structure of arbitration and the legal framework within which arbitral disputes are resolved. In the second part of the course, there is a review of the principles and practices of international commercial arbitration. This section will also examine recent developments in international commercial arbitration, the emergence of common or converging laws, international efforts to achieve uniformity and an overview of the arbitral institutions of China, Hong Kong and Japan. The English law and practice of arbitration is the subject of the final part of the course, with particular reference to the changing role of the court in providing assistance for the arbitrator(s) and in reviewing arbitration awards, in light of the Arbitration Act 1996.

Teaching: One weekly two-hour seminar.

Reading list: Detailed reading lists will be provided during the course.

Assessment: A formal three-hour examination.

LL434
Employment Law

Teacher responsible: Professor H Collins, A342

Availability: Required course for LL.M Labour Law. Available to other Masters students with sufficient legal background with permission of the teacher responsible.

Core syllabus: The course provides a detailed examination of the purposes and effects of legal regulation of the employment relation between employees and their employers.

Content: Regulation of access to the labour market and the form of the employment relation. Equality of opportunity: discrimination law. The content of the employment relation: employee status, self-employment, express and implied terms of the contract of employment. Regulation of pay and hours; minimum wage, occupational pension schemes, sick pay, maternity pay, paid time off, equal pay, working time regulations. Discipline and protection from dismissal and termination of employment. Business reorganisation, insolvency and employment rights, and economic dismissals. Civil liberties in the workplace.

The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European Community law.

Teaching: The course involves a weekly seminar throughout the session. Detailed reading lists are handed out in advance of the seminars, and students are expected to participate in discussions.

Written work: Students are advised to write at least two essays during the session and will be expected to make short presentations.

Reading list: Students will be expected to purchase a textbook as advised at the first seminar of each year together with a collection of statutory materials.

Assessment: There is both a formal examination and an essay. The examination is a two-hour formal examination. The essay of 5000 words is written in response to questions set in the spring, and is completed before the ST.

Subject to confirmation by the examiners, candidates are allowed to take an unannotated copy of a collection of statutory materials into the examination.

LL436
Industrial and Intellectual Property

Teachers responsible: Ms A Barron, Professor M Blakeney (QMW), Mr L Bently (KCL) and Mr R Burrell (KCL)

Availability: For LLM students. No previous knowledge of the subject is required, nor is a scientific background needed for the treatment of patent law.

Core syllabus: The course provides a review of the major topics in this rapidly developing field: patents, copyright, confidential information, industrial designs, trade marks and names.

Content:

Patents: History and economic purpose. British and European patent systems: infringements; validity; ownership; assignments and licences; compulsory licensing and Crown Use; international arrangements.

Confidential Information: Scope of present law; relation to patents and copyright.

Copyright: History and objectives; types of copyright; infringement; ownership and transactions.

Industrial Designs: Artistic copyright; unregistered design right; registered designs.

Trade Marks and Names: Protection at common law; passing off, injurious falsehood. Trade marks registration: relation to common law protection; entitlement to register and objections to registered marks; dealings in marks; infringement.

EEC Law: the impact of free movement and competition rules of the Common Market on intellectual property rights; integration and harmonisation of intellectual property.

Teaching: The main teaching is by lectures (LL436) given throughout the Session. From the second half of the first term onwards there are supplementary meetings. It is not essential to attend these latter. They are designed partly to broaden appreciation of particular aspects by bringing in guest speakers and partly to revise material dealt with earlier in the course.

Reading list: The main textbook is W R Cornish, *Intellectual Property; Patents, Copyright Trade Marks and Allied Rights* (4th edn, Sweet & Maxwell, 1999). Other reading is recommended in a guide issued at the beginning of the course and in further detailed lists of cases and materials.

Assessment: One three-hour formal examination, in which four questions must be answered.

LL439
Insolvency Law: General Principles

Teacher responsible: Vanessa Finch, A540

Availability: For LLM and MSc Law & Accounting students.

Core syllabus: This course is concerned with the general principles underlying the legal treatment of insolvency. It considers how the nature of the problems raised by insolvency varies depending on the legal identity of the insolvent (whether it is an individual, a company with limited liability, any other type of legal entity or an economic unit not recognised as a legal entity), and it examines the legal responses to these problems. This involves a consideration of the procedures presently available for the enforced realisation of the assets of different types of insolvent, in the light of the justifications and objectives of such procedures. Other methods of dealing with insolvency, as alternatives to enforced realisation of assets,

are also considered, and an examination is made of the impact of insolvency procedures on the rights of the individuals who become involved in the insolvency.

Content:

Part I – Role and Objectives of Insolvency Law and Procedures

1. Introduction: Aims and Objectives
2. Particular problems posed by different entities
3. Outline of procedures available
4. Insolvency Practitioners

Part II – Averting Bankruptcy and Liquidation

5. Voluntary advice and assistance schemes
6. Rescue Procedures I
7. Rescue Procedures II
8. Rescue of non-corporate businesses

Part III – Liquidation and Bankruptcy

9. Economic efficiency of liquidation and bankruptcy
10. Control of Procedures
11. Assets available for distribution
12. Distribution of assets

Part IV – Repercussions of Insolvency on Individuals

13. Company directors
14. Treatment of Individual Insolvents
15. Families and dependants
16. Employees

Teaching: Weekly seminars (LL439) of 2 hours duration throughout the Session.

Reading list: A full reading list and materials will be distributed during the course. Wider background reading will include some comparative law reform and other material including: Cork Report, *Report of the Review Committee on Insolvency Law and Practice* (Cmd 8558, 1982); Australian Law Reform Commission, *General Insolvency*, Enquiry Discussion Paper No 32 August 1987 (and earlier discussion papers and Reports on specific aspects of insolvency law); *Report of the Study Committee on Bankruptcy and Insolvency Legislation* (Canada); T H Jackson, *The Logic and Limits of Bankruptcy Law*, Harvard (1986); Baird & Jackson, *Cases, Problems and Materials on Bankruptcy* (1985); Justice, *Insolvency Law: An Agenda for Reform* (1994); V Finch, 'The Measures of Insolvency Law', *OLJS*, 227 (1997).

Assessment: A 3-hour written examination at the end of the course.

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.
4. Enforcement of foreign judgements in commercial matters.

Teaching: Seminars: Sessional (LL442)

Teacher: Professor Hartley. Extensive case materials are provided by the School for sale to students. These should be read before each seminar. **Students will not be admitted to the course unless they purchase the materials.**

Reading list: (Students are not expected to buy any of these books): T C Hartley, *Civil Jurisdiction and Judgments*; Lawrence Collins, *Civil Jurisdiction and Judgments Act 1982*; Georges R Delaume, *Transnational Contracts: Applicable Law and Settlement of Disputes*; Henry J Steiner & Detlev F Vagts, *Transnational Legal Problems*; Dicey & Morris, *The Conflict of Laws*; J H C Morris, *The Conflict of Laws*; Cheshire & North, *Private International Law*; Robert 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 and Professor B Morse (KCL)

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:

1. Applicable law in international commercial contracts.
2. International sale of goods.
3. The international reach of legislation for the regulation of business and the protection of consumers and employees.
4. The private international law aspects of boycotts and embargoes.
5. The application of international conventions to international business transactions.
6. The international aspects agency.
7. Exchange controls.
8. Financing international business transactions: documentary credits and other financial mechanisms.
9. Currency problems in international contracts.
10. The international aspects of property transactions.
11. The recognition of foreign expropriations and other governmental acts affecting property (including financial assets).
12. The problem of extraterritoriality with special reference to American antitrust law and EEC competition law.

Teaching: Seminars (LL443) Sessional.

Teachers: Professor Hartley, Professor Morse (King's College) and Professor Fletcher (QMW). Extensive case materials are provided by the School for sale to students. These should be read before each seminar. **Students will not be admitted to the course unless they purchase the materials.**

Reading list: (Students are not expected to buy any of these books). Georges R Delaume, *Transnational Contracts: Applicable Law and Settlement of Disputes*; Henry J Steiner & Detlev F Vagts, *Transnational Legal Problems*; Dicey & Morris, *The Conflict of Laws*; Cheshire and North, *Private International Law*; P M North, *Contract Conflicts*; Robert A Leflar, *American Conflicts Law*; Russell J Weintraub, *Commentary on the Conflict of Law*; P E Nygh, *Conflict of Laws in Australia*; Eugene Scoles & Peter Hay, *Conflict of Laws*; J G Castel, *Canadian Conflict of Laws*; Philip Wood, *Law and Practice of International Finance*; F A Mann, *The Legal Aspects of Money*; Richard Plender, *The European Contracts Convention*.

LL445

International Criminal Law

Teachers responsible: Professor C Chinkin, A154, Professor C J Greenwood, QC, A387, Dr G Simpson and Dr C Beyani, A456

Availability: For LLM students.

Core syllabus: The protection of individuals by international criminal law. Standards of protection and procedures for their enforcement.

Content:

Part I – The Context

I. Basic Concepts and principles.

1. Delimitations and interdependencies between the disciplines of "human rights", "humanitarian law", "municipal (constitutional, criminal) law".
2. Conceptual and terminological distinctions: Droit penal international, droit international penal, international ordre public, crimes and delicts etc.

3. The definition of international crimes by the ILC
4. Constituent elements of international crimes.
5. The individual in international law.

II. Theory and Historical Evolution

1. Theory of international criminal law and criminology.
2. Elements of history: Evolution of the *ius puniendi* (private-state-universal); "aut dedere aut punire"; the impact of the Nurnberg and Tokyo trials; standards of international criminal justice by the League of Nations and the United Nations; the question of an international criminal court; technology and the creation of new prescriptive norms.

III. Sources of International Criminal Law and Procedure

1. Rules of Public International Law
2. Principles of Municipal Law
3. Interaction of these rules and principles; enforcement through domestic courts; International Criminal Court – ideas and reality.

IV. Jurisdiction

1. Basic principles
2. The limits of the *ius puniendi* of states
3. Principal bases for the exercise of jurisdiction over offences: principle of territoriality; protective, principle; active and passive personality principle; universality; flag state jurisdiction.
4. Conflicts of jurisdictional principles.
5. Immunities from criminal jurisdiction.

Part II: International Crimes

I. Norms and Standards.

- A. Typology of crimes: international crimes and transnational crimes.
- B. Main Crimes: crimes against peace, war crimes and international humanitarian law, crimes against human rights (genocide, apartheid etc.), terrorism, illicit traffic in narcotics, recruitment and use of mercenaries, piracy.

C. The Draft Code of Offences Against the Peace and Security of Mankind and "New" International Crimes.

II. Implementation and application in state practice

- A. The Nurnberg and Tokyo precedents
 1. The judgment of the IMT; 2. Cases in Allied military tribunals; 3. Decisions of municipal courts: Eichmann, Demjanyuk, Artukovic, Barbie etc.

B. Contemporary State practice of war crimes prosecutions: national approaches in USA, Australia, Canada, United Kingdom, France, Israel.

Teaching: Seminars (LL445). 10 MT; 10 LT; 8 ST.

Assessment: Three-hour written examination.

LL447

International Economic Law

Teachers responsible: Ms D Cass and Dr D Sarooshi (UCL)

Availability: For LLM students.

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: General Part.

The course is organised into two parts: the general part, as described below, and a modular part which allows each student to specialise in particular areas of law in which they have a particular interest.

Fundamentals. The sources, history and economic foundations of international economic law.

The principles of international economic law.

Economic sovereignty and the co-existence of sovereign and economies. Limitations of economic sovereignty.

The Persons of international economic law. Natural, legal persons, subjects of international law, International Organisations, Transnational enterprises, state trading Countries.

The New International Economic Order. Development and tensions within the traditional legal order of economic relations.

The Law of International Trade. This part of the course will focus particularly on the World Trade Organisation and the law applied thereunder.

Modules:

Each year a number of modules will be offered drawn from the following:

- international economic sanctions
- extra-territorial jurisdictions
- regional economic integration
- dispute settlement
- trade and environmental protections
- GATT Services and TRIPS
- Monetary Law
- Trade and Development

Teaching: There is a seminar (LL447) of 1½ hours duration each week. Seminar: Sessional.

Reading list: Recommended: J Jackson, *The World Trading System* (1989); J H Jackson & W J Davey, *Legal Problems of International Economic Relations: Cases, Materials and Text* (3rd edn); Trebilcock & Howse, *The Regulations of International Trade* (1995); E Petersmann, *Constitutional Functions and Constitutional Problems of International Economic Law* (1991).

Assessment: There is a three-hour formal examination in 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 00/01

International Environmental Law

Teachers responsible: Dr L D M Nelson, Dr Elias (KCL) and Dr M Fitzmaurice (QMW)

Availability: For LLM students. Some knowledge of concepts of international law is required.

Core syllabus: The course aims at providing a good introduction to the customs, treaties and concepts of international law relating to control or prevention of pollution and for protection and conservation of living resources.

Content:

Introduction:

Definition of International Environmental law; factors influencing development; applicable principles of international law preceding 1972 UN Conference on the Human Environment (UNCHE); the UNCHE and UNEP (UN Environment Programme); developments under UNEP.

Prevention of Pollution:

All sources; general principles; creation of standards; regulatory powers; organisational framework; principles of responsibility and liability for pollution damage; regional and international approaches; influence of developing states; relevant regional and international treaties and customary laws.

Conservation of Living Resources:

Emerging principles of international wildlife law concerning land-based and maritime species needing protection for survival; regulatory techniques and powers; state responsibilities; regional and international approaches; organisational framework; dispute settlement; new enforcement techniques, such as control of trade in endangered species; protection of habitats; relevant international and regional conventions and customs.

Teaching: Teaching is by weekly 2 hour seminars (LL448) held at the IALS for 10 weeks in the MT, 11 weeks in the LT and 7 weeks in the ST.

Reading list: J Schneider, *World Public Order of the Environment: Towards an Ecological Law and Organizations*; S Lyster, *International Wildlife Law*; B Ruster, R Simma & M Boch, *International Protection of the Environment: Treaties and Related Documents*; D Johnston (Ed), *The Environmental Law of the Sea*; R McGonigle & M Zacher, *Pollution Politics and International Law*; A Springer, *The International Law of Pollution: Protecting the Global Environment in a World of Sovereign States*; L Caldwell, *International Environmental Policy*; Birnie & Boyle, *International Law and the Environment* (1993).

Periodicals include: *Environmental Policy and Law*; *Ocean Development and International Law Journal*; *Ecology Law Quarterly*; *Marine Policy*; relevant articles in international law journals.

Further reading: Books, periodical articles, conference proceedings and other publications are included in the comprehensive syllabus issued to participants.

Assessment: There is a three-hour written examination paper in September, consisting of at least 10 questions, four of which must be answered.

LL449

EC Regulation of the State in Competitive Markets

Teachers responsible: Ms M Cremona (QMW) and Professor E Szyzszak (LSE)

Availability: Background knowledge of the substantive law of the EU is required, particularly knowledge of the Internal Market and Competition Law.

Core syllabus: The subject matter of this course is the status under EC law of state intervention in the market. The course will be grounded in the Treaties and subordinate legislation and the case-law of the ECJ but participants will be encouraged to look at the historical, institutional and economic background to the subject.

Content:

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 95 EC *lex specialis* of public undertakings. Case study, telecommunications and privatisation.
4. Article 31 EC. Case study of Nordic alcohol monopolies.
5. State Aids, procedures, case study.
6. Public Procurement, use of public procurement to further non-economic aims.

Teaching: Seminars 1 x 2 hours each week in the LT. Students will be asked to make presentations, using case studies.

Reading list: A Evans, *EC State Aids* (OUP, 1997); H Micklitz & S Weatherill, *European Economic Law* (Dartmouth, 1997); K Kruger, R Nielsen & N Bruun, *European Public contracts in a Labour Law Perspective* (DJOF Publishing, 1998); D Chalmers & E Szyzszak, *Towards a European Polity?* (Ashgate, 1998); J M Fernandez Martin, *The EC Public Procurement Rules. A Critical Analysis* (Oxford, 1996).

LL450

The International Law of Natural Resources

Teachers responsible: Professor C J Greenwood, QC, A386 and Mr P Sands (SOAS)

Availability: For LLM students. A solid grounding in public international law is required.

Core syllabus: This course is concerned with international and transnational law relating to the protection, exploitation and allocation of natural resources. It addresses the problems of all those concerned with natural resources, whether developed or developing countries, whether capital exporting or capital importing, whether resources-rich or lacking in natural resources.

Content: The relevant law and its development: international contracts, *pacta sunt servanda*, vested rights, *restitutio in integrum*, nationalization, compensation. Pressures for change: permanent sovereignty over natural resources, the new international economic order. Insurance for non-commercial risk. New methods of investment settlement dispute. Coercion and access to natural resources.

Studies of particular resources: petroleum – the UK North Sea experience, licences, controls, regulations, state oil companies, privatization.

Teaching: Teaching is by seminar (LL450), with 1¼ hours per week being offered for 10 weeks in the MT, 11 weeks in the LT; and for 7 weeks in the ST.

Reading list: Course materials are available for purchase.

Assessment: There is a three-hour formal examination in the September following the end of the course, based on the entire syllabus. There are usually 9 questions of which 4 are to be answered. The paper comprises both essay and problem questions.

LL451

International Law of the Sea

Teacher responsible: Dr L D M Nelson

Availability: For LLM degree. Some knowledge of basic concepts of International Law is required.

Core syllabus: Resources and Uses of the Sea, and applicable international principles, customs and treaties.

Content:

1. Sources of the Law.
2. Historical Development of the Law of the Sea.
3. 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.
 - (ii) International Straits and Archipelagos.
 - (iii) The Exclusive Economic Zone.
 - (iv) The Continental Shelf.
 - (v) High Seas.
 - (vi) Fisheries.
 - (vii) Deep Seabed Mining Regime.
 - (viii) Landlocked and Geographically Disadvantaged States.
 - (ix) Protection and Preservation of the Marine Environment.
 - (x) Marine Scientific Research.
 - (xi) Settlement of Disputes.
4. Current status of the 1982 Convention; its relation to customary law.

Teaching: 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: 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*.

A comprehensive reading list and book of materials to be issued to participants.

Assessment: 3 hour written examination in September; 9 questions, 4 to be answered.

LL452

The International Law of Armed Conflict and the Use of Force

Teachers responsible: Professor C J Greenwood, QC and Professor R Mullerson (KCL)

Availability: For LLM students. Some prior knowledge of international law is useful but not essential.

Core syllabus: The aim of this course is to develop an understanding of the principles of international law which regulate the use of force in international society.

The course examines both the law relating to when it is permissible to use force and the law governing the conduct of hostilities once the decision to resort to force has been taken (**The Law of Armed Conflict or International Humanitarian Law**).

Content: The first half of the course is devoted to the law on resort to force. It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the exceptions to that prohibition. This part of the course looks in detail at the right of self-defence, humanitarian intervention, intervention to promote democracy, self-determination and to protect nationals, reprisals and intervention in civil war. The use of force by or with the authorization of the United Nations is also considered. The second half of the course is concerned with the legal regulation of the conduct of hostilities and examines the concepts of war and armed conflict, the right to participate in hostilities, the law of weaponry (including nuclear and chemical weapons), the protection of civilians, belligerent occupation, the law of naval warfare and the enforcement of the laws of war (including the activities of the Yugoslav and Rwanda international tribunals).

Teaching: Teaching is by seminar given by Professors Mullerson and Greenwood. There is normally one two hour seminar each week. Seminars are held at LSE

Reading list: A detailed reading list will be issued at the first seminar. See, in particular: – Kalshoven, *Constraints in the Waging of War*; Brownlie, *International Law and the Use of Force by States*; Bowett, *Self-defence in International Law*; Roberts & Guelff, *Documents on the Laws of War* (3rd edn) and Rogers, *Law on the Battlefield*.

Assessment: There is a three hour formal examination in the September following the end of the course, based on the entire syllabus. The examination will contain not fewer than eight questions, of which four are to be answered.

LL453

International Protection of Human Rights

Teacher responsible: Dr C Beyani, A456

Availability: For LLM students. Some knowledge of public international law is required.

Core syllabus: Introduction to the rapidly expanding international law of human rights, both at a universal and regional level.

Content:

Conceptual Issues: 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; individual and group rights; humanitarian intervention; human rights and humanitarian law; economic, social and cultural rights.

The UN System and human rights. Detailed examination of the various UN institutions and techniques for the protection of human rights.

The Inter-American System and the OAU and human rights: the Commission and the Court, and procedural requirements.

The European Convention on Human Rights: the institutions of the European Convention and procedural requirements.

About half of the course is devoted to a study of specific rights, drawing largely upon the case law of the European Convention, the American Convention and the African Charter but also of the UN Covenants. Among the rights examined through the case law are fair trial, property, freedom of expression; access to courts; fair trial; freedom from torture; the right to life; the right to organize and associate; freedom of religion; family life and privacy; non-discrimination; minority rights; property rights; freedom of movement; rights of indigenous groups; the prohibition on genocide; rights of women, children and refugees, economic, social and cultural rights.

Also various non-institutional methods for promoting human rights, including treaty making and the question of the incorporation of international rights into domestic law. The role of Non-Governmental organisations.

Teaching: This course (LL453) is taught by 1½ hour weekly seminars (10 in MT, 9 in LT, 8 in ST).

Reading list: Course materials are available for purchase.

Assessment: There is a three-hour formal examination in the September following the end of the course. There are usually 9 questions, of which 4 are to be answered.

LL454

Human Rights of Women

Teacher responsible: Professor C Chinkin, A154

Availability: For LLM students.

Core syllabus: An introduction to a gender based analysis of the mainstream normative and institutional frameworks for human rights.

Content: The concept of women's human rights; International Instruments guaranteeing women's rights; the approach of the mainstream human rights mechanisms and institutions, including the Human Rights Committee and the European, American, and African Commissions and Courts of Human Rights. The role of the Commission on the Status of Women and the development of specific normative standards relating to women. The background, drafting, content and experience of the Convention on the Elimination of All Forms of Discrimination against Women 1979 will be focussed upon. The work of the Committee on the Elimination of Discrimination Against Women in report monitoring and the elaboration of recommendations. Integration of gender into the mainstream human rights institutions. The establishment of new standards at the global and regional levels: Declaration on the Elimination of Violence Against Women; Council of Europe and Violence against Women; The Convention of Belem do Para and violence against women in armed conflict. The establishment of new mechanisms: Special Rapporteur on Violence against Women; Draft Optional Protocol relating to the Convention on the Elimination of All Forms of Discrimination against Women. Examples of domestic protection of women's rights, including India and Commonwealth Africa. Women refugees; the rights of the girl child.

Teaching: This course is taught by 2-hour weekly seminars in MT, LT and ST.

Reading: Detailed readings are arranged for each class.

Assessment: One three-hour written paper (70%) and a course essay (30%), not exceeding 5,000 words on a topic chosen in consultation with the teachers responsible for the course. The essay must be submitted in duplicate no later than 1 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. 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 Enterprises** 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.
- Taxation in developing economies: tax incentives to encourage development.
- 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.
- 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 judicial control of revenue authorities.
- Approaches to tax avoidance: measures to counter tax avoidance (in outline).

Part 2: International Fiscal Law and Policy

- Taxation and public international law:
 - Jurisdiction to tax: conflicts of tax jurisdiction.
 - Rules of public international law governing the assessment and collection of tax.
 - Introduction to international fiscal policy: outline history.
 - International settlement of fiscal disputes.
- International fiscal policy and income/profits taxation:
 - Causes of international double taxation of income/profits.
 - Methods of unilateral relief from international double taxation.
 - Bilateral relief from international double taxation: double taxation agreements and their operations: analysis of the major model double taxation agreements (OECD Model, UN Model, US Model); the double taxation agreements.
 - 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.
- International fiscal policy and inheritance/gift taxation:
 - Causes of international double taxation of gifts and inheritance.
 - Unilateral relief from international double taxation.
 - Double taxation agreements, analysis of the OECD Model agreement.
 - International fiscal policy and indirect taxation.

- Causes of international double taxation of indirect taxes; origin and destination; bases of taxation.
 - Unilateral relief from double taxation.
 - Bilateral relief.
 - GATT and its relevance to taxation.
- Proposals for harmonisation of tax laws:
 - EEC proposals and achievements.
 - Other proposals: regional developments in tax harmonisation.
- International Co-operation between tax administration:
 - International co-operation by bilateral agreement: analysis of model agreements on administrative co-operation.
 - Multilateral co-operation between tax administrations: regional developments on co-operation.
- Policy issues in international tax avoidance and evasion:
 - Analysis of the problem: the problem of definition.
 - An outline of domestic approaches to international tax avoidance.
 - Bilateral and multilateral approaches to international tax avoidance.

Teaching: 27 1¼-hour seminars (LL455) Sessional (weekly) held at Barts Medical School site.

Reading list:

General reading: P Baker, *Double Taxation Conventions and International Tax Law*, Publications of: the Fiscal Committee of the OECD; the U.N. Group of Experts on Double Tax Treaties; the Bureau of International Fiscal Documentation; the International Fiscal Association; the Commission of Taxation of the International Chamber of Commerce; the Board of Inland Revenue.

General journals: *The Bulletin of the Bureau of International Fiscal Documentation*; *Cahiers de Droit Fiscal International*; *European Taxation*; *BIFD: Tax News Service*; *British Tax Review*; *Intertax*.

Detailed reading lists will be provided during the course.

Assessment: The examination will be by three-hour written paper.

Candidates will be provided in the examination with copies of the *OECD Model Tax Convention on Income and on Capital*.

LL456

The Legal Regulation of the Music Industry

Teachers responsible: Ms Anne Barron (LSE), Mr Lionel Bently (KCL) and Mr Robert Burrell (KCL)

Availability: The course is primarily intended for LLM students, although other students may attend with the prior permission of the course convenor.

However, any student taking this course should have a background in law, either through practical experience or through their undergraduate education.

Core syllabus: This course will focus on the legal issues involved in the core music business activities of delivering live musical performances to the public, producing and selling sound recordings and printed music, and administering copyright in musical compositions and recordings.

Content:

- 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
- 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
- Recording and Publishing Contracts
- The Enforcement of Copyright and Performer's Rights in Music
- Distributing Music**
 - Parallel Importation
 - The Exploitation of Copyright and Performers' rights in the Music Industry. The Role of Music Industry Collecting Societies. Analysis of terms in contracts involving owners of music copyrights/performance rights and record companies, retailers, live venues, broadcasters.
- Consuming Music**
 - Defences to copyright infringement
 - Market Failure, Compulsory Licences and Levies
 - 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: J Fionda (KCL), Dr J Rumgay (LSE) and Mr W Morrison (QMW)

Availability: For LLM It is provided on an intercollegiate basis and held at King's College. It is available to MSc Criminal Justice Policy.

Content:

- Theory.* Treatment and welfare. Justice and punishment. The concept of care. The definition of "child" and "young person".
- History and background.* The development of special legislation. The classification of offenders. Juvenile courts and their alternatives.
- Pre-trial procedures.* The police and juveniles – juvenile bureaux. Cautioning and diversion. Reports for courts – social, education, psychiatric, medical. Remands on bail and in custody. "The unruly". Rights of juveniles.
- Present arrangements.* Absolute and conditional discharges. Binding over. Fines upon offenders and parents. Supervision orders – the role of social workers and the probation service. Intermediate treatment and other special conditions. Attendance centre orders. Care orders, residential care orders and community homes. Young Offender Institutions for juvenile offenders. After-care. Fostering schemes. Community service orders. Imprisonment. Youth treatment centres and

secure units. The use of s.53 of the Children and Young Persons Act 1933.

- Special categories of offenders.* Mentally disturbed juveniles. Truants. Alcohol and drug misuses. Girls. Recidivists.
- Social policy.* Future development.

Teaching: 28 seminars (LL457) Sessional.

Reading list: Elizabeth Burney, *Sentencing Young People* (1985); Allison Morris *et al*, *Justice for Children* (1980); Allison Morris & Henri Giller (Eds), *Providing Criminal Justice for Children* (1983); Allison Morris, *Juvenile Justice?* (1978); Howard Parker *et al*, *Receiving Juvenile Justice* (1981); Andrew Rutherford, *Growing Out of Crime* (1986).

Supplementary reading list: Will be given during the course.

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 Geneva Richardson (QMW) and Dr Nigel Eastman (St George's Hospital Medical School)

Availability: For LLM students and (with permission) MSc in Criminology, Criminal Justice Policy and Forensic Mental Health (SGMS).

Core syllabus: This course is taught on an inter-collegiate basis and aims to integrate a practical and theoretical understanding of mental health law, from the perspective of both law and mental health sciences. It is not intended to provide a comprehensive understanding of mental health law in England and Wales, but rather aims at broader conceptual understanding of the problem areas that are likely to bedevil mental health law across many jurisdictions.

Content: The course is in several parts. The first concerns the context of mental health law. What is its nature and ambit? Is it a passive resource without an effective enforcement mechanism? What public policy objectives underlie mental health law? The second concerns issues of capacity and compulsory treatment both in hospital and in the community. What happens where a patient withdraws consent? Who decides if the patient is incapable of making treatment decisions and on what basis? The third part of the course concerns methods of release and looks at the functions of, amongst others the Mental Health Review Tribunals, the Home Office, the responsible medical officer and the nearest relative. Next we deal with mental health law and rights. Can the law be used as a clinical tool or is it an impediment to effective care? Does a framework of coerced care fundamentally affect the nature of the doctor-patient relationship – especially in respect of the patient's willingness to seek treatment or the doctor's preparedness to offer it? Does consensual treatment need to be subject to legal standards? What are the procedural safeguards for coerced care? What impact will the Human Rights Act 1998 have? The fifth part concerns citizenship, and health rights. Are there rights to resources? Are social and economic rights categorically different from civil and political rights? What role do needs play? What problems does introducing a right to health bring? The sixth part concerns the problematic issues raised by those who offend and who are suffering from mental disorder. We will deal with both the challenge posed to mental health by those suffering from severe anti-social personality disorder and look at what happens in inquiries after Homicide and Suicide when 'things go wrong'. The seventh part of the course examines law and ethics. What are the ethical dilemmas for practitioners where the demands of two competing systems with different ideologies come into conflict (namely, justice and welfare). Can they be resolved and if so how? Finally, we will look at the future of mental health law and examine the recommendations of the Richardson Committee.

Teaching: Weekly seminars of one and a half hours for ten weeks in the MT, nine in LT and up to eight in the ST.

Reading List: There is no single satisfactory text. As a general textbook we recommend B Hoggett, *Mental Health Law*, 4th edn (1996). We will also make extensive reference to N Eastman & J Peay (Eds), *Law Without Enforcement: Integrating Mental Health and Justice* (1999); P Bartlett & R Sandland, *Mental Health Law, Policy and Practice*, Blackstone Press (1999); G Richardson, *Law Process and Custody: Prisoners and Patients* (1993); P Fennell, *Treatment Without Consent: Law, Psychiatry and the Treatment of Mentally Disordered People since 1845* (1996); R Jones, *Mental Health Act Manual*, 5th edn (1996). We will also make available a study pack for purchase of some of the relevant articles.

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 Schermers, *Judicial Protection in the European Communities*; N Brown & F Jacobs, *The Court of Justice of the European Communities*; D Lasok & J W Bridge, *Introduction to the Law and Institutions of the European Communities*; Lawrence Collins, *European Community Law in the U.K.*; Bernard Rudden & Derrick Wyatt, *Basic Community Laws*.

Students should buy Rudden & Wyatt and either Hartley or Schermers.

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. Some knowledge of public international law is required.

Core syllabus: The aim of the course is to provide an understanding of the international legal aspects of international institutions. The focus is primarily on the United Nations, which is dealt with in depth.

Content: International legal personality; the capacity to sue, treaty-making power, implied powers. The Secretariat: powers of the Secretary General, role of the international civil service, privileges and immunities. Membership, representation and credentials. Participation of non-members. Structure and voting of General Assembly of UN. Structure and voting of Security Council of UN. Functions and powers of major organs. Financial problems of UN. Securing compliance with obligations: suspension, expulsion. UN peacekeeping and dispute settlement. Enforcement through the Security Council. Regional agencies and peace enforcement. Law making by international institutions. The International Court of Justice: problems of use and jurisdiction; its role in dispute settlement; its advisory function.

Teaching: Teaching is by seminar (LL461), with 1½ hours per week being offered for 10 weeks in the MT and 9 weeks in the LT and for 8 weeks in the ST.

Reading list: Simma, *Charter of the United Nations*; Conforti, *The Law and Practice of the United Nations*; White, *The Law of International Organisations*.

Required readings of extracts from books, of articles and cases are available in the syllabus issued. UN materials are provided.

Assessment: There is a three-hour formal examination in the September following the end of the course, based on the entire syllabus. There are usually nine questions, of which four are to be answered. The paper comprises both essay and problem questions.

LL463**Law of Management and Labour Relations**

Teacher responsible: To be announced

Availability: For LLM and for MSc students in Industrial Relations with adequate background knowledge. LLM students should consider the advantages in studying this course together with LL434 **Employment Law**. (There is a separate course for MSc students with less legal background, ID480 **Labour Law**.) This is the LLM course on "**Collective**" **Labour Law**. It is well suited to students who have already studied British Labour Law or British industrial relations, and readily available to students with a law degree from a common law jurisdiction. Other graduate law students who have some knowledge of similar systems of law or labour relations may find the course attractive and can quickly make up the necessary background reading. Students who have no knowledge of either English law or British industrial relations or of a comparable labour law system will find this course demanding; but increasingly a knowledge of social law in the

European Union can assist them. Students who have little up-to-date knowledge of British labour law will find it useful to attend lectures in **Labour Law**, Course LL257.

Core syllabus: This course examines British legal problems arising from collective relationships at the place of work, and the context of industrial relations in which such problems arise. The aim is to study both the legal and the industrial perspectives of such problems in depth. Some comparison will be made with Labour Law systems in other European countries and the USA.

Content: (in outline) Management and recognition of, and consultation with unions and workers' representatives; disclosure of information. Freedom of Association and rights to organise (national, European and international sources). Workers' rights and trade unions. Employers' associations. The role of the state agencies. Collective bargaining and the law: Legal enforceability; "recognition" and "extension" procedures and collective agreements. Consultation, voluntary and compulsory. Structure of corporate enterprise. Management and boards of directors; control and duties. Corporate governance and interest groups. "Industrial Democracy" and employee involvement (especially in the European context). Industrial discipline and industrial conflict: strikes, lockouts, etc. Union security and dismissal. Job-control; discrimination; industrial action and discipline of workers. The place of statutory and other legal regulation in industrial relations. The historical development of labour law in Britain and elsewhere in Europe. Law and the labour market: training, incomes policy and job subsidies. Labour law in the European Community (in outline).

Teaching: There is normally one 1½ hour seminar (LL463) each week which must be attended regularly. In some years visiting speakers address the seminar. Students should be prepared to discuss the class papers distributed before each seminar. From time to time they may be asked to make a written presentation.

Reading list: Students should buy and read Deakin & Morris, *Labour Law* (2nd edn, 1998); C. Barrow, *Industrial Relations Law* (1997) or Wedderburn, *The Worker and The Law* (3rd edn, 1986; new edition forthcoming) with Butterworth's *Employment Law Handbook*; also O Kahn-Freund, *Labour and the Law* (1983); Wedderburn, *Labour Law and Freedom* (1995); C Barrow, *Industrial Relations Law* (1997).

Assessment: There is a three-hour written paper, taken in the period August-September. Normally this is in two parts and students are required to answer questions in both parts. When answers are required to a certain number of questions, failure to answer that number may lead to failure in the subject, even if the answers offered are above the pass level. Students are allowed to take into the examination unmarked copies of specified statutory materials.

LL465**Law and Social Theory**

Teacher responsible: Professor W T Murphy, A372

Availability: For LLM students and other students with some background in legal, social or political theory.

Core syllabus: This course is designed to introduce students to the study of law through the perspective of modern social theory.

Content:

- A. Law, Modernity and Society
- B. Rules and the Boundaries of the Social
- C. The Human and the Social Subject.

Select Bibliography: Bourdieu, *The Logic of Practice*; Habermas, *The Philosophical Discourse of Modernity*; Habermas, *Between Facts and Norms*; Luhmann, *Social Systems*; Luhmann, *Risk*; Foucault, *The History of Sexuality* (3 vols); Foucault, *Discipline and Punish*; Teubner, *Law as an Autopoietic System*; Murphy, *The Oldest Social Science?*; Butler, *Bodies that Matter*.

Teaching: 27 two-hour seminars (LL465).

The seminars will be conducted by Professor Collins, Professor Lacey, Professor Murphy and Mr Pottage.

Assessment: The course is assessed by means of ONE three-hour examination. The marks obtained count for 60% of the composite mark for the course. In addition, students are required to submit an essay of 8,000 words maximum.

LL467**Legal Aspects of International Finance**

Teacher responsible: Mr Andrew McKnight

Availability: For LLM 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.

Content:

1. Euro-Currency Term Loans
2. Syndicated Loans
3. Euro-Bonds
4. Project Finance
5. Derivatives and Swaps
6. Conflict of Laws aspects
7. Loan transfers and Securitisation
8. Banking Regulation
9. The Impact of Insolvency
10. Secured and Quasi-Secured Transactions and Guarantees

Teaching: There is a weekly lecture of two hours' duration and weekly seminars of one hour duration, Sessional (LL467).

Reading list: Phillip Wood, *The Law and Practice of International Finance* (6 volumes); Tennekoon, *The Law and Practice of International Finance*; R M Goode, *Commercial Law*; R Cranston, *Principles of Banking Law*. A full reading list will be distributed during the course.

Assessment: This subject is examined by means of one three-hour written paper.

LL470**Banking Law**

Teacher responsible: Dr C Hadjiemmanuil, A360

Availability: For LLM. Knowledge of company law and contract law, as well as general EC law, is desirable but not necessary.

Core syllabus: This course is effectively taught in two separate halves. Part I focuses on EC and UK banking regulation, while Part II on banking services and the legal responsibilities of banks towards their clients. The course, however, is constituted as a single integrated programme, and the halves cannot be taken separately. The purpose of Part I is to introduce the student to the process of international convergence in the area of banking regulation and to provide a solid description of the current state of relevant European legislation. In addition to the analysis of developments at the European level, the domestic UK legislation and supervisory practices will be examined in detail. Indeed, knowledge of the UK position in these matters is particularly important even for the international student of banking law, since the City of London is (alongside New York and Tokyo) one of the three leading financial centres of the world. Part II explores the legal duties and liabilities of banks to their customers and to third parties in selected fields of bank services activity. In this part, the course deals with deposits and bank loans generally, the transfer of funds and payment mechanisms, the giving of advice and the use of confidential information. Particular attention is devoted to ongoing developments such as electronic funds transfer. The course does not cover the finance of international trade or medium-to-long-term international lending, since these are covered in other LLM courses.

Content:

Part I: EC and UK Banking Regulation addresses the following topics:

- (1) Introduction: Banks and theories of banking regulation.
- (2) International regulatory convergence: Basle Committee on Banking Supervision.
- (3) The EC Programme of Banking and Financial Harmonisation. Banks' freedom of establishment and freedom to provide services in EC law: the Second Banking Directive and the single banking license. Regulatory responsibilities of home and host Member States. Continuing applicability of general good provisions of the host Member State.
- (4) Supervision of Financial Institutions in the EC: Financial requirements and solvency. Large exposures limitations. Consolidated supervision. Deposit guarantee schemes.
- (5) EC Banking Supervision: organisational issues and the impact of EMU.
- (6) UK Banking Supervision: Banking Act 1987; Financial Services and Markets Act 2000. Authorisation of deposit-taking institutions. Continuing supervision and the role of bank auditors.
- (7) Organisation of the Supervisory Function in the UK: Bank of England Act 1998. The role of the Financial Services Authority.
- (8) Administrative and Judicial Control of Regulatory Decision-making: Appeals against authorisation decisions of the supervisory authority. The questions of judicial review and regulatory liability.

Part II: Banking Services and Legal Responsibilities of Banks covers the following issues:

- (9) Introduction to Bank Services: Overview of both traditional bank services and recent innovations and developments. Identification of the general types of legal relationships and legal principles and issues entailed. Interconnection of private law with statutory and regulatory developments.
- (10) The Relationship of Banker and Customer: Who is a customer, the significance of the question. Creation and termination of the banker-customer relationship. Maintaining accounts with branches. Current account and other types of account. Special categories of customers. Distinctions between depositor and lending relationship.
- (11) Paper-based Funds Transfers: Paper-based contrasted with paperless (electronic) funds transfers. Cheques and similar instruments, London and international clearing systems.
- (12) 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.
- (13) 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.
- (14) The Banker as Adviser: The duty of care in giving advice, and methods of limiting or excluding liability. Conflicts of interest.
- (15) 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.
- (16) Lender Liability: Exploration of basic common law and regulatory bases of lender liability and of the practical situations in which such liability might arise.

Part II: Banking Services and Legal Responsibilities of Banks covers the following issues:

Teaching: Twenty-seven two-hour lectures held at LSE.

Reading Materials: Part I: A set of primary materials and essential secondary materials will be made available to the students. In addition, students are referred to Dassel, Isaacs & Penn, *EC Banking Law* (1994); Van Empel & Smits (Eds), *Banking and EC Law: Commentary* (looseleaf, 1992-); Hadjiemmanuil, *Banking Regulation and the Bank of England* (1996). **Part II:** Cranston, *Principles of Banking Law* (1997); Ellinger & Lomnicka, *Modern Banking Law* (1995).

Assessment: The subject will be examined by means of a three-hour written examination. The paper will be divided into two parts; students must answer two questions from each part. Students may bring an unannotated copy of the primary materials into the final exam.

LL472**NA 00/01****Marine Insurance**

Availability: For LLM students. A general knowledge of the law of contract is essential.

Core syllabus: A detailed analysis of the law of marine insurance, including its historical evolution and commercial context.

Content:

1. *Introductory Topics:* The evolution of marine insurance, the marine insurance business, the development of legal regulation of marine insurance transactions, the Marine Insurance Act 1906.
2. *The Principles of Marine Insurance Law:*
 - (a) *The making of the contract:* The nature of the marine insurance contract, the avoidance of wagering or gaming contracts, insurable interest, duties of a broker in effecting the policy, non-disclosure, misrepresentation, the premium.
 - (b) *The Policy:* The types of policies, form and contents, designation of subject-matter, attachment and duration of risk, perils insured against, risks covered by Protection and Indemnity Associations, exceptions, termination and cancellation, rectification and alteration, warranties, assignment, construction of the policy, the duties, authority, and rights of the broker after effecting the policy.
 - (c) *Loss and Abandonment:* Type of loss, actual total loss, constructive total loss, abandonment.
 - (d) *The Measure of Indemnity:* Total loss, partial loss of ship, freight and goods, liabilities of third parties, sue and labour clause.
 - (e) *The Rights of the Insurer on Payment:* Subrogation, the right of contribution.
 - (f) *Reinsurance:* The relation between the original assured and the reinsurer, the relation between the reassured and the reinsurer.
 - (g) *Mutual Insurance*

Teaching: There is a weekly seminar (LL472) of one-and-a-half hours duration (10 MT, 10 LT and 6 in the ST respectively).

Reading list: The recommended text is Ivamy, *Marine Insurance* (4th edn). **Other Books:** Chalmers, *Marine Insurance Act 1906* (9th edn, Ivamy 1983); Arnould, *The Law of Marine Insurance and Average* (16th edn, by Mustill & Gilman, 1981, Vols 9 & 10, British Shipping Laws); Dover, *Analysis of Marine Insurance Clauses* (8th edn, 1960); Martin, *The History of Lloyds and of Marine Insurance in Great Britain* (1876); Wright & Fayle, *A History of Lloyds* (1928).

A full reading list will be distributed at the beginning of the course.

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. Some knowledge of British political and economic history in the period is desirable.

Core syllabus: A survey of developments in English law in the period 1750-1950 in their social, economic and political context. Not all the specific topics listed in the syllabus will be covered in any year.

Content: Topics will be selected from the following list: Sources and methods; Social change, law reform and the main movements in political and economic thought; Constitutional and administrative law; reform of Parliament and local government; Judicial review; Police and criminal law; The legal system: courts, legal profession, procedural reform; Contract: theoretical basis, commercial contracts, consumer contracts, public policy; Tort: negligence, nuisance, economic torts; Land law: settlements, married women, conveyancing; Personal status: marriage and divorce, family support, children; Associations: incorporation and other forms of business organisation; trade unions and legal regulation of labour; Social welfare law; relief of poverty, public health, environmental control, safety, education.

Teaching: One weekly two-hour seminar (LL474), Sessional.

Reading list: A detailed reading list is available at the beginning of the course from either of the teachers responsible.

Written work: No formal written work is prescribed but students will be expected to make presentations to the seminar.

Assessment: By means of 15,000 word long essay.

LL478**Policing and Police Powers**

Teacher responsible: Professor R Reiner, A207

Availability: For LLM and MSc Criminal Justice Policy.

Core syllabus: The police are a central part of the criminal justice system and of the State's formal machinery for maintaining order and enforcing law. It is difficult to underestimate their importance in the process of criminal law enforcement and social policy more generally. There is a burgeoning research, policy-oriented and theoretical literature analysing the nature and functions of policing. In the last decade policing and police powers have been central focal points for debate in the politics of criminal justice, as well as one of the fastest-growing areas in academic research and publishing within criminology. This course will review research and policy about policing and police powers.

Content:

1. *The nature and functions of 'policing'*: What is the role of the police in the State and legal system?
2. *The historical development of policing*: Theoretical debates about the explanation and interpretation of this.
3. *Police work and the impact of police organisations*: Particular stress will be laid on issues of police discretion, discrimination, and the measurement and enhancement of 'effectiveness'.
4. *The characteristics and dynamics of police organisations*: Particular attention will be paid to questions of management, personnel issues, and 'canteen culture' ie informal organisation.
5. *Specialist aspects of policing organisations*, notably criminal investigations, and the control of public order, will be examined.
6. *The relationship between State and 'private' forms of policing*.
7. *The legal powers of the police*: Their operations and the controls over their exercise will be analysed.
8. *Police accountability and control*: The complaints system and the debates about governance will be discussed.
9. *The role of police organisation in the formulation of law and criminal justice policy*: The politics of police representative associations, and their role as pressure groups for legal and policy change.

Teaching: A weekly 1½ hour seminar (LL478) Sessional at IALS.

Reading list: General surveys of the field include: R Reiner, *The Politics of the Police* (2nd edn, 1992); M Brogden, T Jefferson & S Walklate, *Introducing Police Work* (1988); R Morgan & Newburn, *The Future of Policing* (1997); P A J Waddington, *Policing Citizens* (1999).

Useful collections of research papers include: R Reiner (Ed), *Policing Vols I and II*, Dartmouth (1996); S Savage et al, *Core Issues in Policing*.

For police powers: L Leigh, *Police Powers in England and Wales* (1985), M Zander, *The Police and Criminal Evidence Act*; D Dixon, *Law in Policing* (1998).

For the accountability debate: L Lustgarten, *The Governance of the Police* (1986); R Reiner, *Chief Constables* (1991); R Reiner & S Spencer (Eds), *Accountable Policing* (1993).

Assessment: One three-hour examination, counting for 100% of the marks.

LL480

NA 00/01

Principles of Civil Litigation

Teachers responsible: Professor Cyril Glasser at University College and Dr Adrian Zuckerman of Oxford University

Availability: For LLM students.

Core syllabus: The course, as its title indicates, is concerned more with the principles than with the details of civil procedure. Its focus is the English system but reference is made throughout to other models.

Content: The course will consist of selected topics chosen from the following: general principles and practice of civil litigation, including: the organisation, jurisdiction and functions of the various Courts and Tribunals and of the legal profession including in particular the Courts and Legal Services Act 1990. The remedies afforded by civil proceedings (both interlocutory and final) including enforcement of judgements and orders. The procedures adopted in the High Court and in the County Court in ascertaining and dealing with disputed issues, in preparation for trial, in the trial and post-trial assessment of damages or other consequential relief; the system and right of appeal and the procedure on appeal; (knowledge of the law of evidence will not be required, except so far as it affects the general procedure). The social and economic effects and value of present system of civil litigation.

Teaching: There is one lecture per week (LL480) on a Monday at University College at 1815-2000.

Written work: No written work is set during the year but students wishing to do essays can get them marked.

Reading list: Students will be issued with a full reading list at the beginning of the year with reading suggested for each lecture topic. The subject does not have a single book that covers the course. Students will probably wish to buy one or two books. The most useful are: W B Odgers, *Pleading and Practice*; P St Langan & D G Lawrence, *Civil Procedure*; D Barnard, *The Civil Court in Action*; D B Casson & I H Dennis, *Modern Developments in the Law of Civil Procedure*; M Zander, *Cases and Materials on the English Legal System*; Sir Jack Jacob, *The Fabric of English Civil Litigation*; Sir Jack Jacob, *The Reform of Civil Procedural Law*.

Assessment: There is a three-hour formal examination in September based on the syllabus and the series of lectures.

There are normally ten or eleven questions out of which the candidate is expected to answer four.

LL481

NA 00/01

Economic Analysis of Law

Availability: For LLM degree. Students would benefit from some knowledge of elementary microeconomics.

Core syllabus: First to introduce students to the economics of law and

second to build from this to deal in depth with some important policy problems.

Content: Economic theories of legal topics such as:

- (1) Property Rights – allocation and transfer of rights, pollution control.
- (2) Torts – negligence, foreseeability and risk, strict liability, products liability, medical malpractice, valuation of human life.
- (3) Contract – consideration, frustration, mistake, specific performance, damages, fraud, penalty clauses, unilateral contracts, bargaining power.
- (4) The Legal System – class action suits, reimbursement of costs, contingent fees, payment into court, legal aid, the efficiency of the common law, precedent.
- (5) Crime and Law Enforcement.
- (6) Racial and Sexual Discrimination.
- (7) Divorce and Alimony.
- (8) Rent Control.

Teaching: 1 Seminar (LL481) each week.

Students are advised to attend lectures in LLB (LL223) course as grounding in basic analysis.

Written work: Students are required to present one paper each term in seminar.

Reading list: Posner, *Economic Analysis of Law* (2nd edn); Burrows & Veljanovski (Eds), *The Economic Approach to Law*; Ackerman (Ed), *Economic Foundations of Property Law*; Kronmann & Posner (Eds), *Economics of Contract Law*; Rabin (Ed), *Perspectives on Tort Law*. Papers in the following journals: *Journal of Legal Studies*, *Journal of Law & Economics*, *Yale Law Journal*, *Univ of Chicago Law Review*.

Assessment: Three-hour formal exam in September, 10 questions, four to be attempted.

LL483

Administrative Law

Optional course for the LLM taught jointly with other colleges

Teachers responsible: Mr R Austin (UCL), Professor C Harlow (LSE) and Professor J Jowell (UCL)

Core syllabus: This course provides a critical evaluation of the development of administrative law in postwar Britain. Students who have never studied administrative law or who are unfamiliar with British constitutional arrangements will be required to undertake preliminary reading and introductory lectures are provided.

Content: The legislative, administrative and judicial powers of the administration. The importance of the distinction between these powers.

The legislative powers of the administration: bills and subordinate legislation. Parliamentary control, judicial control, publicity, consultation. Delegated legislation emanating from the EU.

The judicial and quasi-judicial powers of the administration. Statutory enquiries and administrative tribunals. Grounds and methods of judicial control.

Administrative powers of the administration. Grounds and methods of judicial control. Recent trends regarding the importance or otherwise of the distinction between administrative and judicial powers of the administration. The Parliamentary Commissioner and his work.

Proceedings against the Crown; tort liability; contract and other forms of liability; procedural advantages enjoyed by the crown.

The nature and constitution of public corporations. Relation to ministers and to Parliament. Powers, duties, liabilities and privileges.

Influence of EC Law on national administrative law.

Teaching: Twenty seven two hour seminars held at UCL.

Written work: is set and marked by the teaching staff.

Reading list: A detailed and coordinated reading list is issued. Any student unfamiliar with the British constitution should start by reading Turpin, *British Government and the Constitution*, 3rd edn, 1996.

Assessment: One three-hour written paper.

LL484

Regulation of Financial Markets

Teachers responsible: Professor P Davies and Dr C Hadjiemmanuil

Availability: For LLM and MSc in Regulation.

Core syllabus: This course examines the regulation of financial markets in the context of economic theory relating to such markets focusing on various theories of how markets operate and different forms of financial market regulation.

Content:

1. Economic Theory and Financial Markets
2. Why Regulate Financial Markets?
3. The Impact of Internationalisation of Markets
4. Form and Structure of Regulation
5. Governmental Involvement in Financial Markets
6. Regulation of Financial Markets
7. Regulation of Market Participants
8. Regulation of Marketing of Investments
9. The Ability of the Regulatory System to Adapt to New Developments

Teaching: There is a weekly seminar (LL484) Sessional of two hours duration.

Reading list: Posner & Scott, *Economics of Corporation Law and Securities Regulation*; Ogus & Veljanovski, *Readings in the Economics of Law and Regulation*; 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:

- i. One three hour written paper, or

- ii. One two hour written paper and one course essay not exceeding 8,000 words on a topic chosen in consultation with and with the approval of the teacher of the course.

LL487

Law of Restitution

Teachers responsible: Mr R O'Dair (UCL), Dr S Worthington, A159 (LSE) and Dr C Mitchell (KCL)

Availability: For LLM. The course assumes a knowledge of the common law of contract, tort and trusts. Students with only a civil law background have in the past taken the course successfully but only after very intensive study.

Core syllabus: The course considers in detail the principles which underpin the law of restitution and the general case for such a distinct classification of rights.

Content: The general principles of the law of restitution, including: theoretical basis; personal and proprietary claims. Acquisition of benefit from plaintiff: mistake; compulsion; necessity; ineffective transactions. Acquisition of benefit from third party: attornment; subrogation and related rights; intervention without right; improperly paid beneficiaries etc; voidable preferences and dispositions in fraud of creditors; imperfect gifts. Acquisition of benefit through a wrongful act: waiver of tort; crime; breach of fiduciary relationship. Defences to restitutionary claims.

Teaching: The course has a weekly meeting (LL487) for two hours once a week during each of the three terms. Students are expected to have read and analysed set cases and other materials before each meeting. Discussion of these materials forms the major part of each meeting.

Reading list: The main textbooks are A Burrows & E McKendrick, *Cases and Materials on the Law of Restitution* (OUP, 1997); A Burrows, *The Law of Restitution* (Butterworths, 1993); P B H Birks, *Introduction to Restitution* (Clarendon Press, revised edition, 1989). Further material will be found in the Course guide issued at the beginning of the course.

Assessment: A three-hour formal examination in which both essay and problem questions will be set. Four questions must be answered.

LL491

Taxation of Business Enterprises

Teachers responsible: Dr I Roxan, A460, Professor John Avery Jones, Professor David Oliver and others

Availability: For LLM degree. Students will be expected to have working knowledge of the U.K. tax system, or to be studying the Taxation Principles and Policy option. Although essentially a UK tax course, this course provides a useful grounding in the tax system for students interested in detailed comparative taxation and combines well with the **International Tax Law Course** and the **Value Added Tax Law Course**.

Core syllabus: The course examines the principles governing United Kingdom taxation of business enterprises. It deals with companies, partnerships, individuals, and combinations of these persons. The course deals primarily with income tax, capital gains tax, corporation tax and value added tax. The foreign element is covered and tax planning is considered.

Content: General structure of business taxation: income tax, capital gains tax, corporation tax, value added tax, stamp duties and stamp duty reserve tax, inheritance tax (in outline).

Schedule D Cases I and II (and aspects of cases III and VI), focusing on problems of taxation of trading and professional incomes and of intellectual property. Relationship between income tax and corporation tax.

Alternative business structures and taxation: partnerships; corporations and corporate partnerships.

Alternative methods of corporate taxation.

Corporation tax on income: imputation system: ACT and Schedule F. Distributions. Computation of income for tax purposes. Charges on income; management expenses; loan relationships; losses; groups and consortia, close companies; reconstructions, mergers and demergers. Special rules for partnerships.

Value added tax (excluding foreign element).

Anti-avoidance. *Furniss v Dawson* doctrine. Specific anti-avoidance legislation, especially cancellation of tax advantages, migrations, and transactions between associated persons.

Foreign elements. Residence. Location of trading. Controlled foreign companies. Treatment of U.K. branches and agencies and foreign trading income of U.K. entities.

Capital taxation relating to businesses. CGT on the business: special provisions. The business owner and CGT. Aspects of inheritance tax.

Proposals for reform.

Reading list: *Textbooks:* Tiley and Collison, *U.K. Tax Guide* (latest edition); Shipwright and Keeling, *Textbook on Revenue Law* (latest edition).

Detailed reading lists will be provided during the course.

Teaching Arrangements: 27 two hour seminars (LL491). Sessional (weekly).

Assessment: The examination will be by 3-hour written paper.

Candidates will be permitted to take into the examination room unannotated copies of the *Butterworths Yellow Tax Handbook* and *Butterworths Orange Handbook*, or *CCH Tax Statutes and Statutory Instruments* Vols. 1a, 1b, and 2.

LL492

Taxation Principles and Policies

Teachers responsible: Mrs J Freedman, A158 and others

Availability: For LLM degree and MSc in Law and Accounting. The course

is suitable both for those who have not studied taxation before and for those who have studied the subject in a non-theoretical context. Although UK based, this course provides a useful overview of the system for non UK students interested in comparative taxation. It is a pre-requisite for those wishing to take **Taxation of Business Enterprises** and/or **International Tax Law** and some other LLM tax courses and who have not studied taxation previously.

Core syllabus: This course is designed to provide a theoretical survey and analysis both of general problems of taxation as well as of the United Kingdom tax system, in a way that will be suitable for the tax specialist as well as non-specialist. It is composed of two elements: first, an overview of policy objectives and issues and of the legal problems inherent in using taxation to realise those objectives; second, an analysis of aspects of the law of current U.K. taxation and tax administration.

Content:

A. Policy Issues

1. Objectives of taxation and various criteria for evaluating tax systems.
2. Introduction to basic concepts used in the economic analysis of taxation. (eg. neutrality, vertical and horizontal equity, progressivity, etc).
3. Economic analysis of types of taxation – direct/indirect, capital/income/expenditure.
4. Theoretical introduction to income tax and corporation tax and the problem of integration, distinctions between income and capital. Theory of capital taxation, and non-technical introduction to inheritance tax and capital gains tax. Introduction to structure of value added tax.
5. Historical background.
6. Sources of tax law.
7. Interpretation of taxing statutes and introduction to tax avoidance debate.

B. Administration and Enforcement

1. Structure of the Inland Revenue and Customs and Excise.
2. The Court System in relating to tax cases, including Law and Fact.
3. Assessment.
4. Enforcement and Collection (including the Black Economy).
5. Inland Revenue discretion – practice statements and extra-statutory concessions – judicial review and the Inland Revenue.

C. Income Taxation

1. *The Schedular System*.
2. *Personal* allowances, rates of tax, computing personal liability to taxation.
3. *Schedule D*, Cases I and II and Class 4 social security contributions.
4. *Schedule E* and Class 1 social security contributions (omitting profit-sharing schemes and profit-related pay). Including foreign element.
5. *Losses* (in outline).
6. *Capital Expenditure* (in outline).

D. Capital Taxes

Capital gains tax in detail – basic structure – assets; exemptions and reliefs, disposal; computation.

E. Foreign Element

Domicile and Residence of individuals. Relevance to UK taxation.

F. Detailed Discussion of control of tax avoidance

Legislative and judicial treatments. Proposals for Reform.

Teaching: Seminars (LL492) 28 Sessional (weekly)

Reading list: Shipwright & Keeling, *Revenue Law*; Whitehouse, *Revenue Law Principles and Practice*; Tiley & Collison's, *U.K. Tax Guide and Policy Supplement*, current edition; A Easson, *Cases and Materials on Revenue Law*; Kay & King, *The British Tax System*; James & Nobes, *The Economics of Taxation*. Current editions should be used. Detailed reading lists will be provided during the course.

Assessment: The examination will be by 3-hour written paper. Relevant legislation may be taken into the examination room. (*Butterworths Yellow Tax Handbook* and *Butterworths Orange Handbook* or *CCH Tax Legislation* may be used if unannotated.)

LL493

NA 00/010

Tax, Social Security and the Family

Availability: For LLM No previous knowledge of tax, social security or family law is required.

Core syllabus: The course aims to provide an integrated study of family finance from the perspectives of both tax law and social security law.

Content:

1. *Introduction*
 - Purposes of the tax law and social security systems and how they interact.
 - Introduction to the Income Tax System* (in outline only).
2. The schedular system; rates of tax; personal allowances; method of assessment; deduction at source. Introduction to capital taxation.
3. *The Unit of assessment*
 - (a) Husband and wife: taxation of spouses (including capital taxation); aggregation for social security; arguments for and against aggregate systems of taxation and social security disaggregation.
 - (b) Cohabitees: the cohabitation rule for social security; taxation of cohabitees.
 - (c) Dependants: increases in social security benefits; taxation reliefs including arguments for and against the deductibility of child care expenses.
4. *Social Security and the Family*
 - (a) Contribution rules (in outline), credits and home responsibilities provisions.
 - (b) State provision for the family; family credit, child benefit, one-parent benefit, maternity benefits, guardian's allowance.

- (c) The impact of other welfare benefits upon the family; income support and the social fund, housing benefit.
5. *Income Replacement and the Family*
- (a) The impact of "income replacement" benefits on the family; maternity benefits, unemployment benefits for sickness and disability, retirement pensions, widows pensions.
- (b) Taxation of benefits and state pensions.
6. *Marriage Breakdown*
- (a) Support Rights: Between spouses and for children. The impact of the Child Support Act 1991.
- (b) The effect of separation/divorce on benefit entitlement. The effect of benefit entitlement on support rights.
- (c) Taxation effects: tax planning in relation to settlement and Court orders; impact of the reforms in the Finance Act 1988.
- (d) Interaction between taxation and social security on marriage breakdown and proposals for reform.
7. *Impact of EEC Law*
- The application of EEC equal treatment principles to English social security and tax law.
8. *Integration of Tax and Social Security*
- (a) The Poverty and Unemployment Traps.
- (b) Analysis of suggested models of integration (tax credit and negative income schemes).

Teaching: Teaching is by seminar (LL493) held weekly.

Reading list: Students are advised not to buy any particular textbook before attending the first seminar. The following are some of the books and other materials to which students are likely to be referred during the course. *Butterworths Yellow Tax Handbook*; or *CCH British Tax Legislation*; *Butterworths U.K. Tax Guide* (latest edition); O Wylie, *Taxation of Husband and Wife*, 1990; *Butterworths U.K. Tax Guide Policy Supplement* (latest edition); F R Davies, *Introduction to Revenue Law*, 1985; S Mayson, *A Practical Approach to Revenue Law*, 1987; Meade Committee, *The Structure and Reform of Direct Taxation*, 1978; Moores & Rowland, *Tax Guide* (latest edition). CPAG *Social Security Handbooks, Family Law, Child Maintenance under the Child Support Act 1991*, 1993 (latest edition). Students will also be referred to reported decisions of the Social Security Commissioners and articles in the *Journal of Social Welfare Law, Legal Action, British Tax Review, Fiscal Studies*.

Assessment: The course is assessed entirely by way of a formal three-hour examination held in September. The examination is based on the above syllabus as covered by the course of seminars.

LL494

Value Added Tax

Teachers responsible: Dr Ian Roxan, Professor John Avery Jones and others.

Availability: For LLM degree. Students will be assumed to have a general knowledge of the laws and institutions of the EC. They are not required to have prior knowledge of tax law, nor are they required to be taking or to have taken any other specific course.

Core syllabus: The main emphasis in the course will be on VAT as it operates in the United Kingdom. A significant part of the course will be devoted to EC legislation and jurisprudence. Opportunity will be taken to note on a comparative basis variations in the VAT regimes between the member states, and also EC proposals for reform of the system.

Content: The course is in two parts. Section A covers an introduction to VAT and will include forms of VAT; general framework of EC VAT; administrative and judicial framework for implementing the tax; taxable persons; taxable supplies; the value of supplies; exemption; the rate structure; deductibility of input tax; procedural aspects. Section B will examine selected problems both of the theory of the tax and its practical application in the EC (particularly the UK). The precise problems studied will take into account current concerns and developments, but the list will include topics such as VAT and land transactions; VAT and financial and related services; taxation of international transactions and taxation of acquisitions from another member state.

Teaching: One weekly lecture or seminar lasting 2 hours.

Reading list: Students will be expected to acquire either the *Butterworths Orange Tax handbook*, or the *CCH Tax Statutes* for the relevant year. Students will be provided with outlines and reading lists for the course, together with selected materials for further study.

Assessment: Students will be examined by means of a three-hour formal written examination. Candidates will be permitted to take into the examination room an unannotated copy of the *Butterworths Orange Tax Handbook* or *CCH Tax Statutes and Statutory Instruments Vol 2*.

LL495

Theoretical and Comparative Criminal Law

Teachers responsible: Professor I Dennis (UCL), Professor A Norrie (KCL) and Professor N Lacey (LSE)

Availability: For LLM students.

Core syllabus: Theories of substance and form in criminal law; the moral limits of criminal law; theories of responsibility and punishment. General principles of liability, including fault, complicity, group liability, strict and vicarious liability, mental disorder and defences. Case studies, including personal security and the preservation of life; interests in sexual integrity; interests in security of property; endangerment, negligence; driving offences.

Teaching: 27 seminars (LL495). Sessional of 2 hours duration held at IALS.

Selected Bibliography: Law Commission No 177, *A Criminal Code for England and Wales* (1989); Law Reform Commission of Canada,

Recodifying Criminal Law (1986); Fletcher, *Rethinking Criminal Law* (1978); Hart, *Punishment and Responsibility* (1968); Duff, *Trials and Punishments* (1986); Smith, *Justification and Excuse in the Criminal Law* (1989); Dennis (Ed), *Criminal Law and Justice* (1987); Kadish, *Blame and Punishment* (1988); Feinberg, *The Moral Limits of the Criminal Law* (1984-7); Shute *et al*, *Action and Value in Criminal Law* (1994); Alan Norrie, *Crime Reason and History* (1993); Lacey & Wells, *Reconstructing Criminal Law* (2nd edn), (1998).

Assessment: 3-hour paper.

LL496

NA 00/01

Theoretical Criminology

Teachers responsible: Professor R Reiner, A463, Professor R Cotterrell (QMW), Dr W Morrison (QMW) and Dr E Genders (UCL)

Availability: For LLM students.

Core syllabus: This course is given at the IALS with teachers from UCL and QMW.

Content: The origin and development of crime studies; the classical and positivist schools of criminology, and their relation to modern criminology. Individual theories of crime: psychological, psychoanalytic and biological. Sociological factors, area influences, gang studies. Cultural and subcultural theories of crime. The influence of social class and economic factors. The interactionist approach, labelling theory and the social deviance perspective. Radical criminology. Female crime. The facts about crime as derived from official sources and self-report and victim studies. Prediction studies.

Teaching: A weekly seminar (LL496) normally held at IALS lasting one and a half hours in the MT, LT and ST.

Reading list: F Heidensohn, *Crime and Society* (1989); G Vold & T Bernard, *Theoretical Criminology* (1998); D Downes & P Rock, *Understanding Deviance* (1988); P Rock, *A History of British Criminology* (1988); J E Hall Williams, *Criminology and Criminal Justice* (1986); R Hood & R Sparks, *Key Issues in Criminology* (1970); Taylor, Walton & Young, *The New Criminology* (1973); M Maguire, R Morgan & R Reiner (Eds), *The Oxford Handbook of Criminology* (1997); W Morrison, *Theoretical Criminology*.

Supplementary reading list: Will be given during the course.

Assessment: There will be one three-hour examination which will count for 100 per cent of the marks.

LL498

NA 00/01

Urban and Environmental Law in Developing Countries

Availability: For LLM students. No previous knowledge of urbanisation or developing countries is required but some knowledge of planning law and/or administrative law is desirable.

Core syllabus: An introduction to the phenomenon of urbanisation in developing and newly industrialising countries, the uses and limits of law and public administration in the regulation and management of land, the environment and its use in the process of urban development. The course will focus principally but not exclusively on developing countries within the Commonwealth.

Content: The phenomenon of urbanisation; third world cities and their contexts; indigenous and colonial legacies; a diagnosis of the urban policy problem. The role of law in development and social change. The government of cities; local government central governments; the regional dimension; management and participation in urban development; alternatives to local government. Land policy and the law; land tenure in the city; conflicts between statutory and customary law; land registration; land transactions and their control; land use planning and the regulation of land development; compulsory acquisition and compensation; the institutions of planning. Urban services; paying for urban services, taxes and charges; housing, provision and financing; unauthorised urban settlements; building control; the regulation and management of water and sewerage; environmental protection and pollution control.

Teaching: There is a seminar of two hours duration each week (LL498) accompanied by classes (LL498.A) as required.

Reading list: There is no set book that covers the course. Students will receive some handouts of materials and a detailed reading list for each topic. S Angel *et al*, *Land for Housing the Poor*; R W Bahl, *The Taxation of Urban Property in Less Developed Countries*; H U Bijlani & M K Balachandran, *Law and Urban Land*; R Bristow, *Land Use Planning in Hong Kong*; K J Davey, *Financing Regional Government*; W A Doebele (Ed), *Land Readjustment: A different approach to financing urbanisation*; H B Dunkerley, *Urban Land Policies: Issues and Opportunities*; A Gilbert & J Gugler, *Cities, Poverty and Development*; Habitat, *Global Report on Human Settlements* (1986); G W Kanyeihamba & J P W B McAuslan, *Urban Legal Problems in Eastern Africa*.

In addition, students will be referred to articles in appropriate journals.

Assessment: One two hour paper covering the course counting for 60% of the marks in which three out of not less than eight questions must be answered and one essay of between 6,000-8,000 words counting for 40% of the marks. The essay topic must be approved by Professor McAuslan and must be derived from the syllabus for the course.

LL500

Law Department Research Seminar

Teacher responsible: Dr C Beyani, A456

Availability: For MPhil and PhD research students and interested LLM students.

Content: Presentations by currently registered research students on aspects of their own research, focusing on problems of methodology and theory underlying their work. Additional presentations may be made by members of staff and by visiting speakers, upon topics of interest to the research student body of the Department.

Teaching: 15 two-hour seminars (LL500) in MT, LT and ST (subject to number of currently registered research students).

Assessment: There are no examination arrangements. However, each research student is expected to attend regularly and to make periodic presentations.

LL501

H

European Community Law: Economic and Monetary Union

Teachers responsible: Dr C Hadjiemmanuil, A360 and Dr R Lastra (QMW)

Availability: For LLM students.

Core syllabus: This half subject will cover the institutional and private law aspects associated with the transition to, and use of, a common European currency (the euro) and the implementation and mechanisms of European Economic and Monetary Union. The course will begin with an introduction to the legal and institutional background of the establishment of EMU. The implications for the economic policies of the Member States will be examined, focusing on the constraints imposed on their economic policy decision-making, including the central government budgeting, by the relevant Maastricht Treaty provisions. Emphasis will then be placed on the competencies of the European Central Bank (ECB) and its interactions with the Commission and other Community institutions and national authorities. The mechanisms for the formulation and implementation of the single monetary policy will be analysed. Study will be made of banking policies and payments systems, as well as structural aspects. Finally, the course will analyse the potential impact of the transition to a single currency on private parties and their pre-existing legal relationships, including those with non-EC parties. The course is extremely topical and is particularly well-suited for students with an interest in EC law generally, as well as for those with interests in banking, finance and law and economics. Students desiring to pursue the course do not need any special background in EC or banking law.

Content:

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 EMU?
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 and national financing. Macroeconomic coordination and multilateral 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: Fifteen two-hour seminars in the LT and ST. Students will be expected to be familiar with the primary and secondary materials relevant to each class, and to participate as required.

Reading materials: A selection of primary materials will be made available to students. A broad range of additional secondary materials will also be used, covering practically all that the student needs to know for examination purposes. Andenas, Gormley, Hadjiemmanuil & Harden (Eds), *European Economic and Monetary Union: The Institutional Framework* (1997), may also be consulted.

Assessment: The assessment will take the form of a three-hour written examination. Students are expected to answer three questions. There will be approximately eight questions from which students can choose. Students may take an unannotated copy of the primary materials into the examination.

LL502

International Trade Law

Teachers responsible: Dr L Mistelis (QMW), Dr C Hadjiemmanuil (LSE, A360) and Miss Jennifer Mills (QMW)

Availability: For LLM students.

Core syllabus: The objective of the course is to make students familiar with the key contracts in international trading transactions. To achieve this aim, the course covers the fundamental characteristics of international contracts for the sale of goods as well as the key ancillary contracts for the financing of trading activities, transportation of goods to their place of destination and insurance of the cargo. The legal issues addressed by the course arise in a very broad spectrum of common commercial transactions,

whose scale ranges from the modest to the very large. For this reason, the course will prove particularly helpful to students who intend to practice commercial law, whether their future clients will be exporting or importing trading companies, carriers of goods or banking institutions providing finance to the various parties.

Content: When traders sell or buy goods and commodities on the international markets, their transaction is composed not of one, but of several contracts: the goods are sold under a contract of sale, transported under a contract of carriage, insured under a policy of insurance and frequently financed through a letter of credit. The purpose of this course is to examine the law applicable to each of these contracts under both English law and applicable international law and standards, focusing in particular on the practical problems which arise when the various contracts do not mesh together. This area of the law is both challenging and topical, because it constantly tests fundamental principles of private law against the rapid development of international commercial practice. This raises questions of harmonisation of international trade law as well as of private international law, which will be examined in detail during the year. More specifically, Term 1 (10 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 (8 classes) will cover issues relating to the financing of international trade, including: letters of credit and the role of the ICC Uniform Customs and Practice for Documentary Credits (UCP 500); bills of exchange; factoring and forfeiting; counter-trade, and export finance.

Teaching: Twenty-eight two-hour lectures, taught at QMW.

Reading materials: A set of primary materials will be made available to students. While there is no single textbook covering in detail the whole course, Goode, *Commercial Law* (1996) may be consulted. For each specific issue, texts will be recommended, while a number of relevant readings (book chapters and articles) will be included in the course materials.

Assessment: For the final assessment, students must take a three-hour written paper, divided in two parts (case questions and essay questions); students must answer two questions from each part. An unannotated copy of the statutory materials, the UN Sales Convention and UCP 500 may be brought into the final exam.

LL503

Securities Regulation

Teachers responsible: Professor Eva Lomnicka (KCL), Professor J J Norton (QMW) and Dr C Hadjiemmanuil (A360)

Availability: For LLM students.

Core syllabus: The primary focus of the Part I of the course is on the legal and practical aspects of the UK system of securities regulation. Part II focuses on the relevant regulations in force in the EC and the US, with considerable emphasis placed on comparative issues during the third term. (Part I of the course is offered by KCL alone as a half-subject. However, students – especially foreign ones, primarily interested in the subject's non-domestic and comparative aspects – may find more rewarding, and probably more convenient, to take the whole course as a full subject.)

Content: Part I: UK securities regulation:

- (1) Introduction: Traditional theories of corporate securities regulation (in particular the A fraud and Adisclosure philosophies). Statutory regulation and self-regulation. Role of the civil and criminal law. Historical background to the UK regulatory system. The establishment of a single national regulator for the whole financial services area, the Financial Services Authority (FSA). Comparative aspects. Impact of EC law, especially the Investment Services Directive.
- (2) Scope of Regulation. The Financial Services Act 1986 approach. The new approach: Financial Services and Markets Act 2000 (FSMA). The statutory definition of regulated activities. Comparative perspectives.
- (3) The UK regulatory structure. Recent developments. Financial Services Authority. Comparisons with institutional structures elsewhere.
- (4) Authorisation requirements. Modes of obtaining authorisation. Exemptions. Consequences of not being authorised or exempted.
- (5) Regulation of the conduct of investment firms under the FSMA. The main features of the regulation. The making of investment advertisements. Disciplinary powers.
- (6) Collective investment schemes.
- (7) Official listing of securities in the Stock Exchange. The Stock Exchange and the regulation of its markets. Liability for offer documents.
- (8) Unlisted securities. Liability for offer documents.

Part II: EC and UK securities regulation:

- (9) Fundamentals of EC securities law. Right of establishment and freedom of movement of services in the Treaty, and the financial services industry.

- (10) Cross-border provisions of services under the Investment Services Directive (ISD). Access to regulated markets.
- (11) The Capital Adequacy Directive (CAD).
- (12) Investor compensation schemes in the EC.
- (13) Public offering of securities, prospectus and listing requirements in the EC.
- (14) Introduction to US securities laws. Securities Act of 1933. Securities Exchange Act of 1934. Relationship between federal and state securities laws.
- (15) Criminal offences in the context of securities regulation. Insider dealing. Market manipulation. Misleading statements.
- (16) The enforcement of securities regulation. Criminal, civil and self-regulatory forms of enforcement. Investigative institutions and powers. International aspects of enforcement.
- (17) International cooperation in the field of securities regulation. International Organisation of Securities Commissioners (IOSCO).

Teaching: Twenty-seven two-hour lectures taught at KCL.

Reading materials: There is no textbook covering the whole course. For Part I, materials will be handed out in relation to each seminar. The materials will set out the preparatory work to be done for each seminar, especially the reading to be undertaken and itemise. A discussion points and reproduce relevant exam-type questions. For Part II, comprehensive materials relating to EC securities law will be made available to the students, while in relation to US law students will be referred to Steinberg, *Understanding Securities Law* (1996), which they will be able to purchase through QMW.

Assessment: For students taking Securities Regulation as a full subject, the assessment will take the form of one three-hour written examination. The paper will be divided in two parts; students will be required to answer four questions, of which at least one should be from Part I and one from Part II. Students may take specified unannotated primary materials into the examination.

LL504

European Administrative Law

Teachers responsible: Professor C Harlow (LSE) and Mr Richard Rawlings (LSE)

Availability: A knowledge of the structure of European institutions is desirable. Familiarity with the administrative law of another European country will be helpful. The course is open to students with and without a law degree.

Core syllabus: The course is concerned with the development of a system of European Community administrative law. Direct comparison with the administrative law of the Member States is not anticipated.

Content: Part A Governance and Administration

1. Introductory. The comparative law approach. The province of European administrative law. The context of European administrative law. Problems of transnational governance.
2. European Administration. The structure of European administrations. Direct and indirect administration; supervision and enforcement. Concepts of administration. Public service ethos. 'New Public Management'. Representative/ Participatory analysis. Policy analysis and networking theories.
3. The realms of public and private law.

Part B Administrative Functions

4. Powers of imperium. Lawmaking; the hierarchy of rules. Primary, secondary and tertiary rules. 'Hard' and 'Soft' law. Rulemaking procedures: Council and Parliament, Commission and Comitology. Citizen access to rulemaking procedures. Rules and discretion in administrative law.
5. Regulation. Theories and techniques of regulation. The Commission as regulator - European agencies - the role of national administrations and agencies. (Includes casestudies).
6. Powers of dominium. Government contracting and public procurement. Grants and subsidies (structural funds).
7. Implementation and enforcement. The Commission and EC Art 169. National administrations, duties and powers. Problems of effectiveness.

Part C Accountability

8. Political accountability and redress of grievance. The European Parliament (committees, inquiries). The European Ombudsman and the Petitions Committee. Transparency and access to information. Financial accountability and audit culture. The Court of Auditors.

Part D. Courts and the Administrative Process

9. The multiple functions of the ECJ: direct and indirect administration, public and private law, constitutional and administrative law. Access to the Court. Interest-representation. Standing and intervention rights. Remedies
10. General principles of administrative law. Fair procedures. Reasoned decisions. Codification of administrative procedure.
11. Judicial remedies and effectiveness. State liability.

Teaching: There will be one two-hour seminar weekly.

Reading list: No single text is recommended. A full weekly seminar list of appropriate readings will be provided. Either P Craig & G de Burca, *EC Law, Text Cases and Materials* (2nd edn 1998) or D Chalmers & E Szyszczak, *EU Law*, Vol 1, are useful.

Further Suggested Reading: Craig & Harlow (Eds), *Lawmaking in the European Union*, Kluwer, The Hague, 1998; Dehousse (Ed), *Europe After Maastricht, An Ever Closer Union?*, Law Books in Europe, Munich, 1994; Dehousse, *The European Court of Justice*, Macmillan, 1998; Harlow & Rawlings, *Law and Administration*, 2nd edn, Butterworths, 1997; Hayward & Page, *Governing the New Europe*, Polity; Kickert, *Public Management*

and *Administrative Reform in Western Europe*, Edward Elgar, 1997; Majone, *Regulating Europe*, 1996; Marks et al (Eds), *Governance in the European Union*, Sage, 1996; Shaw & More (Eds), *New Legal Dynamics of European Union*, Clarendon, 1995; Ward, *A Critical Introduction to European Law*, Butterworths, 1996.

Casebook: Craig & de Burca (Eds), *EC Law: Cases and Materials*, 2nd edn, Sweet and Maxwell, 1998; Chalmers, *European Union Law*, vol.1 (1998).

Principal Journals: *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.

LL505

Corporate Accountability: Topics in Legal and Accounting Regulation

Teachers responsible: J Freedman, (A158), V Finch, (A540), Professor M Power, (A384) and others

Availability: This is the core compulsory course for students taking the MSc in Law and Accounting and is not available to others except in special circumstances and with the permission of the Course Director.

Core syllabus: The purpose of this course is to acquaint students with the central issues faced by law and accounting in relation to problems of corporate governance and regulation. It will provide an interdisciplinary focus for the Law and Accounting degree, providing students from varying backgrounds with insights from new perspectives and leading to an in depth study by way of dissertation.

Content: Section A. Introduction: Overview of functions of accountants and lawyers in corporate governance and the relation between them. History and models of the corporate form: limited liability of the shareholders and of auditors.

Section B: Regulating and Auditing the Corporation

Regulatory institutions and techniques: statutes, markets, financial reporting. The interrelated functions, rights and duties of directors, auditors, shareholders, creditors, employees and the 'public interest' within the solvent and the insolvent company. Audit committees, internal controls; the audit process and auditor liability. Form, substance and the 'true and fair view' in financial reporting; defining 'profit' and capital maintenance.

Section C: Special Topics in Corporate Accountability

Accounting standards and company law; accounting standards and tax law. Accounting for and regulating corporate groups and networks, SMEs and micro companies. Alternative methods of organising and regulating businesses. Future of regulations and the professions.

Teaching and Written work: 20 sessions comprising of lectures/structured seminars of two hours each plus three meetings with individual's extended essay supervisor. The essay is a compulsory part of the course. The topic for the essay must be selected by the student by the fifth week of LT in consultation with their personal supervisor and the course teachers and be approved by the course director.

Reading list: Detailed reading lists will be provided during the course and will include articles from law, accounting, economics and sociology journals and books. Some illustrative references to texts and primary materials are: Bromwich & Hopwood, *Accounting and Law* (1992); Freedman & Power, *Law and Accountancy: Competition and Cooperation* (1992); Power, *The Audit Society* (1997); Dezalay & Sugarman (Eds), *Professional Competition and Professional Power: Lawyers, Accountants and the Social Construction of Markets* (1995); Zeff & Dharan, *Readings and Notes on Financial Accounting: Issues and Controversies* (1994); Davies, *Gower's Principles of Modern Company Law* (1997); Parkinson, *Corporate Power and Responsibility* (1993); Easterbrook & Fischel, *The Economic Structure of Corporate Law* (1991); McCahery, Piciotto & Scott, *Corporate Control and Accountability* (1993).

Assessment: Essay of up to 10,000 words due by July 31 [30%] and one formal two hour examination [70%] in May/June. The examination will cover all topics taught. Students will be required to answer three questions.

LL900

Issues in Taxation

Teachers responsible: Dr Jonathan Leape, R502, Professor J F Avery Jones, Mrs Judith Freedman, A158 and Dr I Roxan, A460

Availability: For all with an interest in taxation including LLM and MSc students. The aim of the meetings is to discuss tax problems which are of interest to lawyers, economists, accountants and government officials in an interdisciplinary way.

Content: The precise topics for the seminars are chosen each year from subjects of current interest. Discussion is often centred around recent official or semi-official publications and the meetings provide a forum for discussion on taxation involving a wide variety of participants. Those attending the meetings are encouraged to participate but students wishing to observe only are also very welcome.

Teaching: Monthly seminars of 1 1/2 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

Teachers responsible: Dr M Barzelay, G507 and Professor C Hood, L203

Availability: For postgraduate students, mainly as a core course for both the MSc Public Administration/Public Policy and MSc Management (Public Sector). Students from other MSc programmes by arrangement.

Core syllabus: The objective of the course is to explore and evaluate a range of different approaches to doctrinal thought about public sector management, combining historical and contemporary ideas. An examination of different traditions of thought in public management is intended to help students evaluate current doctrines of public sector management in a broader historical and cultural perspective.

Content: Theory, doctrine, and problems in public management. Varieties of doctrine. Doctrinal acceptance. Recurring debates in public management: coordination and joint working 'duty and interest junction', approaches to control; anti-managerial ideas. Reform and change in public organisations; cross-national patterns of reform in public management. Public management as discipline, art, science, or profession.

Teaching: Ten lectures and ten seminars in the MT and 2 seminars in the first and second weeks of the ST.

Reading list: C Hood, *The Art of the State*, 1998; M Barzelay, *The New Public Management*, 2000, M Thompson, R Ellis & A Wildavsky, *Cultural Theory*, 1990, J Friedmann, *Planning in the Public Domain*, 1987, W Niskanen, *Bureaucracy and Representative Government*, 1971; H Mintzberg, *Designing Effective Organizations*, 1983; L Lynn, *Public Management as Art, Science, and Profession*, 1996.

Assessment: Consists of two parts: (i) a two hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay for assessment by the end of Week 1 of LT, accounts for 25% of the marks.

MN402

(GV494)

Contested Issues in Public Management

Teacher responsible: Dr M Barzelay, G507

Availability: Core course for MSc Management (Public Sector). Available to students from other MSc degrees where the regulations permit, including MSc Public Administration/Public Policy. GV483/MN401 **Public Management Theory and Doctrine** is 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 in-depth such topics as strategic management, performance management, business process management, customer service orientation and the accountingization of government.

Teaching: Ten lectures and 10 seminars in the LT and 2 seminars in the third and fourth weeks of the ST.

Reading list: Reading includes journal articles, book chapters, teaching cases, and government documents. Among the works to be read are D Walton, *Plausible Reasoning in Everyday Conversation* (1994); M Moore, *Creating Public Value: Strategic Management in Government* (1995); M Barzelay, *Breaking Through Bureaucracy* (1992); R Simons, *Levers of Control* (1995); H Mintzberg, *Designing Effective Organizations* (1983); B McSweeney, *Management by Accounting* (1994); R Boyle, *Managing Public Sector Performance: A Comparative Study of Performance Monitoring Systems in the Public and Private Sectors* (1989); R Heifetz, *Leadership Without Easy Answers* (1994), and several case studies.

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: To be announced

Availability: Core Course for MSc Management students including those taking the Public Sector and CEMS/IMEX routes.

Core syllabus: The course will adopt an interdisciplinary perspective, covering ideas from economics, psychology and sociology, on the design of organisations.

Content: This course views management from the perspective of negotiation. The lectures attempt to integrate formal economic models with experimental findings from psychology. Beginning with simple two-party, single-issue negotiations, we gradually proceed to more complex settings

with multiple issues and parties. Class negotiation exercises will illustrate management applications and help students develop the ability to negotiate more effectively.

Teaching: Ten 1-hour lectures and ten 2-hour classes in the MT.

Reading list: D A Lax & J K Sebenius, *The Manager as Negotiator*, Free Press (1986); H Raiffa, *The Art and Science of Negotiation*, Harvard (1982); R Fisher & W Ury, *Getting to Yes* (1981).

Assessment: A two-hour written examination.

MN404

Incentives and Governance in Organisations (B)

Teachers responsible: Dr A Faure-Grimaud, G511, Sir Geoffrey Owen, G200 and Dr Diane Reyniers, G510

Availability: Core Course for MSc Management. Students opting for this course should be aware that the material covered will pre-suppose a basic knowledge of statistics and mathematical analysis. Students who are unclear about whether their previous training will prove adequate should consult the course director.

Core syllabus: The course will draw on various disciplines including management science, industrial organisation and microeconomics. The course will include a case study component.

Content: The course uses economic theory to gain insight into issues related to internal organisation and management of firms. A major theme concerns the question of how to provide incentives efficiently in organisations. An economic perspective is used to explain how organisations can be designed to limit self-interested opportunism of the organisation's members. Other important themes include efficiency, coordination, incompleteness of contracts and the use of the market versus internal exchange.

The concepts of transaction costs and relationship-specific assets are developed. A section of the course deals with financial theory. The implications of asymmetric information are examined. Corporate governance is discussed in a principal-agent framework.

The case study component involves an examination of the recent history of a number of major companies, focusing in particular on strategic choices, organisational issues and overall performance. The aim is to use these case studies as a way of illustrating some of the topics dealt with in this and other courses.

Each of the study groups into which the class is divided will be assigned a company, which will form the subject of its case study. Linked to these case studies is a set of talks on strategy and organisation given by outside speakers. Some of these talks will be related to the companies, which form the subject of the case studies. Others will deal more generally with management issues.

Teaching: 10 lectures (MN404) and 8 classes (MN404.A) in the LT. Case study seminars in the MT and LT. Case study presentations in the LT.

Reading list: P Milgrom & J Roberts, *Economics, Organization and Management*, Prentice Hall (1992). Additional materials (articles and case studies) will be made available.

Assessment: Examination of two hours (70%). Case study component (30%).

MN409

Aspects of Human Resource Management

Teacher responsible: Dr R Richardson, G509

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 (ID407) given by Dr R Richardson, and 15 hours of classes.

Reading list: There is no text book covering the range of material presented. However, students are advised to make extensive use of R Steers, L Porter & G Bigley (Eds), *Motivation and Leadership at Work*, McGraw-Hill.

Assessment: Assessment is determined by an essay of no more than 3000 words.

MN413

Marketing & Market Research: An Introduction for Post-Graduates

Teacher responsible: Dr Celia Phillips, B608

Availability: For MSc Management students 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 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

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research topics and techniques. Examples will be taken from students' areas of study interest.

Content: Marketing information systems. Problem formulation and research designs for market and opinion research. Random sampling and statistical inference: stratification, clustering, multistage, multiphase, and area sampling. Sampling frames and non-response. Quota sampling. Data collection methods; interviews, mail questionnaires, observation, panel studies, retail audits and some more qualitative methods. Attitude measurement, Causal designs. Demand forecasting, test marketing, product tests, advertising and public opinion research.

Teaching: Lectures (MN413); 20 hours in MT, 10 hours classes in LT.

Reading list: No one book covers the entire syllabus. Students are however advised to purchase: T C Kinnear & J R Taylor, *Marketing Research: An Applied Approach* (available in paperback).

Books which students may wish to consult include: C A Moser & G Kalton, *Survey Methods in Social Investigation*; P Chisnall, *Marketing Research*; R W Worcester & J Downham (Eds), *Consumer Market Research Handbook*; Jordi Montana (Ed), *Understanding Marketing: A European Casebook*; C Phillips et al (Eds), *Marketing in Europe: Case Studies*, Wiley, 2000; Hanne Hartvig Larsen (Ed), *Cases in Marketing*.

Assessment: Students will be assessed by 2-hour unseen examination in the ST.

MN414

H

Marketing & Market Research Topic

Teacher responsible: Dr Celia Phillips, B608

Availability: For MSc Management students. Students must have previously taken either ST327 **Marketing and Market Research** or MN302 **International Marketing and Market Research**. This course may be taken in conjunction with MN413 by students who do not have these pre-requisites subject to the agreement of Dr Phillips.

Core syllabus: This course is designed for students who have followed an introductory course in the **Marketing and Market Research** area and wish to develop their research skills in this area.

Content: Students will use the techniques they have acquired in previous **Marketing and Market Research** courses to develop their ideas and technical capacity in an area connected with Marketing. They will be expected to demonstrate an understanding of Social Research Methodology and present their work in class in the ST.

Teaching: There will be 20 hours of Workshops in the MT (MN414). Students will also be directed to lectures relevant to the research area they have chosen.

Reading list: No one book covers the entire syllabus. Students are however advised to purchase: T C Kinnear & J R Taylor, *Marketing Research: An Applied Approach* (available in paperback).

Books which students may wish to consult include: C A Moser & G Kalton, *Survey Methods in Social Investigation*; R W Worcester & J Downham (Eds), *Consumer Market Research Handbook*; Jordi Montana (Ed), *Marketing in Europe: Case Studies*.

Assessment: Students will be assessed on a project presentation given in the ST.

MN415

H

The Analysis of Strategy (A)

Teacher responsible: Dr S Datta, G516

Availability: Compulsory course for MSc Management students.

Core syllabus: The objective of the two courses (A and B) is to provide students with a critical appreciation of what it takes to be a strategist – about interactions in the real world, within and outside firms and with other strategists. The critical aspect of being a strategist is to anticipate and prepare in advance for possible reactions of competitors. These two courses will help students to understand how managers in the real world ought to read situations from a strategic angle. The particular emphasis is on the perspective provided by economics on the subject of strategy. Besides applications, stress will also be given to the theoretical underpinnings.

Content: In this course, students will be introduced to ideas of behaving in strategic situations. This is best illustrated with reference to game theory where the stress is on outplaying a competitor who is trying to outplay you. About 4 lectures and classes will be devoted to building up the flavour of game theory and basic equilibrium concepts (Nash). Then students will be introduced to models of negotiations and cooperation. The focus then switches to the costs and benefits of using markets instead of producing the inputs in-house.

We also look at economies of scale and scope, vertical integration and diversification.

Teaching: There will be 10 two-hour lectures and 8 one-hour classes in the MT.

Reading list: D Besanko, D Dranove & M Shanley, *Economics of Strategy*, John Wiley (1996); A Dixit & B Nalebuff, *Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life*, W W Norton and Co. (1991); J Kay, *Foundations of Corporate Success*, Oxford University Press (1993); A Brandenburger & B Nalebuff, *Co-opetition*, Harper Collins (1996); M Porter, *Competitive Strategy*, The Free Press (1980). Additional material (case studies and articles) will be provided later on.

Assessment: The course will be examined by one two-hour unseen paper in the ST.

MN416

H

The Analysis of Strategy (B)

Teacher responsible: Dr Jörn Rothe, G519

Availability: Compulsory course for MSc Management students. Other students may attend subject to numbers, degree regulations, and at the discretion of the teacher responsible. MN415 – **The Analysis of Strategy (A)** – is a pre-requisite.

Core syllabus: In this course we continue, deepen and extend the analysis of strategy as taught in part A. The success of a firm depends on the decisions it makes, and these decisions have to take the behaviour of competitors into account who themselves try to make optimal decisions. Thus the firm faces a problem of strategic interaction, and game theory takes this interaction into account. This course aims at a strategic understanding of the decision situations that a firm faces. We will study the general principles of strategic thinking, the application of these principles to specific problems and the general conclusions we can draw in these situations.

Content: This part of the course focuses more on the strategic aspects of competing against other firms within the same industry. We start by analysing market structure and competition. We will then discuss different aspects of strategic commitment and the commitment aspects of pricing, investment and financing decisions. We then focus on the dynamic aspect of pricing rivalry and will examine market entry and exit decisions. Finally, we examine the limits of our game-theoretic approach, in particular in the light of other approaches to management strategy as well as manifestations of bounded rationality in decision making.

Teaching: There will be 10 two-hour lectures in the LT and 10 one-hour classes in the LT and ST.

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: P Ghemawat, *Games Businesses Play: Cases and Models*, MIT Press (1997); D M Kreps, *Game Theory and Economic Modelling*, Clarendon Press (1990); J Sutton, *Technology and Market Structure*, MIT Press (1998). A detailed reading list will be provided at the beginning of the course.

Assessment: The course will be examined by a two hour unseen paper in the ST.

MN419

H

Systems Thinking and Strategic Modelling

Teacher responsible: Dr David Lane, G412

Availability: Compulsory course for students taking the MSc Management (CEMS Route)/IMEX Programme. Pre-requisites are a sound understanding of algebraic and functional relationships as well as comfort with the use of elementary differential equations and the practical use of computer packages.

Core syllabus: The course provides an introduction to the form of systems thinking called system dynamics. The emphasis is on the creation and use of strategic models which allow the rigorous testing of different policies. This course introduces the causal feedback thinking at the centre of system dynamics and shows how this qualitative modelling approach can add clarity and precision to strategic debates. The benefits of fully specified and parametrised simulation models are then described using a range of examples and students are expected to explore and experiment with quantitative computer models using 'state of the art' simulation software with a graphical interface. This course concentrates on the use of simulation models and the contribution that they can make to management. It therefore complements the course OR431 **System Dynamics Modelling** which gives greater emphasis to the process of model building and which offers a broader range of examples from business, public-policy making, epidemiology/ecology and elsewhere. Non CEMS/IMEX students may take either or both courses, subject to their specific degree requirements, the respective course restrictions, and the approval of the teacher responsible.

Content: The course treats the following subjects: the core concepts of system dynamics and its intended contribution to management thinking, the symbols and conventions of causal loop diagramming, creating causal theories with CLDs, the benefits of simulations models, iconography for strategic modelling, managerial applications of strategic modelling.

Teaching: Two sessions per week (normally alternating lecture then class, some of these classes being held in computer rooms) for the 10 weeks of MT.

Reading list: G P Richardson (Ed), *Modelling for Management*, J A M Vennix, *Group Model Building: facilitating team learning using system dynamics*; J D W Morecroft & J Sterman, *Modelling for Learning Organizations*; J W Forrester, *Industrial Dynamics*; G P Richardson & A L Pugh, *Introduction to Systems Dynamics Modelling with DYNAMO*; P M Senge, *The Fifth Discipline*; various research papers from the LSE Library offprints collection.

Assessment: The course is examined by two pieces of individual course work.

These involve the following general areas and mark weightings: explanation and policy intervention using causal loop diagrams (50%) and analysis of the managerial implications of a simulation model in the form of a management report (50%).

For the first assignment students will be expected to choose their own policy issue to explore with CLDs.

For the second assignment students may use one of the examples on the course or explore some other application of system dynamics. For both assignments the student choices are subject to approval by the teacher responsible.

These pieces of work are made available at the mid-point and then towards the end of the course, with appropriately staged hand-in dates, the last being on the first day of LT.

MATHEMATICS

MA401

H

Computational Learning Theory

Teacher responsible: Dr M Anthony, B409

Availability: For MSc students including those on the MSc in Information Processing and Neural Networks (King's). Students should have a good general knowledge of mathematics, such as might be obtained from a degree course in mathematics, computing, or a scientific subject (including economics).

Core syllabus: Computational Learning Theory may be described as the study of how a machine can acquire knowledge without explicit programming. This course is intended to introduce the main ideas at a level suitable for post-graduate students.

- Content:**
1. Concepts, Hypotheses, Learning Algorithms
 2. Learning Boolean Formulae
 3. Probabilistic Learning
 4. Consistent Algorithms and Learnability
 5. Practical Considerations
 6. Growth Functions and the VC Dimension
 7. VC Dimensions and Learnability
 8. Neural Networks

For further information see <http://www.maths.lse.ac.uk/Courses/MA401/>

Teaching: 20 lectures in the LT.

Reading list: M Anthony & N Biggs, *Computational Learning Theory* (Cambridge, 1992); M Anthony & P Bartlett, *Neural network learning: Theoretical Foundations* (Cambridge University Press, 1999).

Assessment: MSc students will take a written examination paper in the ST.

MA402

H

Game Theory I

Teacher responsible: Dr Bernhard von Stengel, B408

Availability: Students should have basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Further Quantitative Methods** (MA207) and some knowledge of probability.

Core syllabus: The theory of games and its applications in economics.

Content: Basics of noncooperative game theory: extensive and strategic (normal) form of a game.

Game trees with perfect information, backward induction. Von Neumann-Morgenstern utility theory.

Zero sum games, mixed strategies. Minimax theorems and existence of Nash equilibria. Computation of equilibria for two-person games, geometric illustration. Extensive form games with information sets, behaviour strategies.

If time permits, Nash bargaining theory, noncooperative bargaining, and analysis of the Nash threat game.

Teaching: The lecture course MA300.1 **Game Theory I** consisting of 2 lectures a week in the MT. Also about 10 problem classes MA402.1A specifically for postgraduate students.

Written work: Weekly problem sets are given. Written answers will be expected by the class teacher on a regular basis and the problems will be discussed in the class.

Reading list: The text is *Fun and Games* by K G Binmore.

Assessment: MSc students will take a written examination paper in the ST.

OPERATIONAL RESEARCH

OR401

H

Techniques of Operational Research

Teachers responsible: Dr J Howard, B602 and Professor J Rosenhead, G411

Availability: Students must have a knowledge of mathematics and statistics to the level of the undergraduate paper in **Quantitative Methods**.

Core syllabus: The course is compulsory for most MSc Operational Research students and gives an introduction to the theoretical techniques of Operational Research.

Content: **Basic Operational Research Techniques** (OR401.1): An introduction to stock control, scheduling, queueing theory, replacement, critical path analysis, dynamic programming, markov chains, game theory and mathematical programming.

Applied Statistical and Forecasting Techniques for Operational Research (OR401.2): Point and interval estimation. Tests of normal hypotheses. Goodness of fit tests. Linear regression. The moving average and exponential smoothing techniques of forecasting.

Teaching:

OR401.1 9 MT and 9 LT, OR401.1A 18 MT and 18 LT

OR401.2 9 MT, OR401.2A 5 MT

Written work: Written answers to set problems will be expected weekly.

Reading list: Recommended books are: H G Daellenbach & J A George, *Introduction to Operations Research Techniques*, Allyn and Bacon, 1978; A Ravindran, D T Phillips & J J Solberg, *Operations Research*, Wiley & Sons, 1987; T H Wonnacott & R J Wonnacott, *Introductory Statistics for Business and Economics*, Wiley & Sons, 1990.

Students may also wish to consult: R L Ackoff & M W Sasieni, *Fundamentals of Operations Research*; F S Hillier & G J Lieberman,

MA403

H NA 00/01

Theory of Graphs

Teacher responsible: Professor N Biggs, B412

Availability: The course is available to MSc students in Mathematics, Operational Research, Statistics, and related areas. Students are expected to familiarise themselves with the definitions of path, cycle, tree and so in advance.

Core syllabus: An introduction to the theoretical results which form the basis for using graphs and networks in applications.

Content: Basic definitions; degree sequences; Hamiltonian graphs. Trees; counting labelled trees; greedy algorithms for the MST problem. Vertex-colourings; greedy algorithm and its consequences; Brooks theorem. Planar graphs; the five-colour theorem. Chromatic polynomials. Edge-colouring; the bipartite case. Latin squares and rectangles. Matching; Hall's theorem; alternating paths. Digraphs. Flows in networks. Ramsey numbers.

Teaching: 20 lectures (MA308) in the LT, plus classes and additional material for postgraduates.

Written work: Regular sets of examples will be distributed to students, and students' work will be collected and marked.

Reading list: *Introduction to Graph Theory* by R J Wilson; *Graph Theory with Applications* by J A Bondy & U S R Murty; *Graph Theory* by R Diestel.

Assessment: MSc students will take a written examination paper in the ST.

MA406

H

Theory of Algorithms

Teachers responsible: Dr B von Stengel, B408 and Professor N Biggs, B412

Availability: Some familiarity with abstract concepts, as taught in **Introduction to Pure Mathematics** (MA103). Willingness to cope with technical details of computer usage.

Core syllabus: The aim of the course is to provide an introduction to the theory of algorithms, data structures, and computational complexity.

Content: Basics of computer architecture and data representations. Introduction to programming in Java. Sorting and searching. Running times. Hash tables. Linked lists. Graphs and graph traversal algorithms. Polynomial-time algorithms. NP-complete problems.

Teaching: 20 lectures (MA314) and 10 classes (MA406.A) in the MT. Separate classes for postgraduates are provided. Revision lectures will be arranged in the ST.

Written work: Weekly exercises will be set and marked. About half of these will be programming exercises in the programming language Java on school computers. An introduction to Java is given in the course.

Reading list: No required textbook, some notes will be provided. Supplementary reading: T H Cormen, C E Leiserson & R L Rivest, *Introduction to algorithms*, MIT Press (1990); B Eckel, *Thinking in Java*, Prentice-Hall (1998). Background reading: N L Biggs, *Discrete Mathematics*, Clarendon Press (1989); M Sipser, *Introduction to the Theory of Computation*, PWS Publ Co (1997); C H Papadimitriou, *Computational Complexity*, Addison-Wesley (1994); M R Garey & D S Johnson, *Computers and Intractability: A Guide to the Theory of NP-Completeness*, Freeman (1979); C H Papadimitriou & K Steiglitz, *Combinatorial Optimization: Algorithms and Complexity*, Prentice-Hall (1982), [Dover reprint 1998].

Assessment: MSc students will take a written examination paper in the ST.

Operations Research; H M Taylor & S Karlin, *An Introduction to Stochastic Modelling*.

Assessment: A single three-hour examination is held around the middle of the ST. The paper contains at least seven questions, sampled from the two lecture courses. Five of these questions must be attempted. It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five questions. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it.

Operations Research; H M Taylor & S Karlin, *An Introduction to Stochastic Modelling*.

Assessment: A single three-hour examination is held around the middle of the ST. The paper contains at least seven questions, sampled from the two lecture courses. Five of these questions must be attempted. It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five questions. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it.

OR402

H

Operational Research In Context

Teacher responsible: Professor J Rosenhead, G411

Availability: The course is intended for the MSc Operational Research, for which it constitutes a compulsory half-unit paper. Other students will not normally be admitted – but should consider OR416 **Operational Research Techniques and Applications**.

Core syllabus: This course is designed to complement the theoretical emphasis of **Techniques of Operational Research** OR401. The intention is firstly to give students an appreciation of the non-technical factors which enter into the successful execution of an operational research study – by means of case study presentations, a discussion of methodological issues, and an experience of 'practical' project work. Secondly the course provides an introduction to several other disciplines which are very relevant to the practice of Operational Research.

Content: **Operational Research Methodology** (OR402.1): The practice and context of operational research – how they affect each other. Topics covered range from problem formulation and model building through to the

scientific status of OR and to the nature of OR's social responsibility. The course is taught by a mixture of presentations by the lecturer and by groups of students. The approach of the course is critical – students will be encouraged to re-examine cherished assumptions, and debate their validity.

Selected Topics in Operational Research (OR402.2): A series of invited speakers present practical illustrations of OR in business or in public agencies.

Operational Research Tutorial Class (OR402.3): Students will be given an OR problem to be solved in groups of about four students. The problem requires the application of commonsense and the use of some of the skills learnt during the course in order to produce a group report by the end of the first week of the 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.

Financial Reporting and Management (AC491) tba: An overview of management accounting.

Strategic Planning and Management (OR402.4) Mr J Hargreaves: The competitive environment; technological forecasting and futures studies; strategic management; strategic formulation; organizational structure and strategy; implementation of strategy.

Information Systems Issues (OR402.5) Professor F Land: The relationship of OR and information systems (historical review, methodological, professional, practical). The life-cycle of system development, its strength and weaknesses contrasted with OR model based approaches. Changing information technologies (micros, networks, office systems etc.) Alternative view of systems development (participation, experimental techniques, prototyping). Other influences on systems development (human computer interface, databases, AI and expert systems, decision support systems). Information systems management and planning. The politics of computers and the politics of OR.

Economics of Operational Research (OR402.6) Professor B Lockwood: An introduction to economics.

Teaching:

OR402.1 4 x 1 hour MT; 7 x 1.5 hours LT
OR402.2 9 x 2 MT and LT
OR402.3 1 x 6 MT and 2 x 5 LT
AC491 5 x 2 LT
OR402.4 8 x 1.5 LT
OR402.5 4 x 2 MT
OR402.6 5 x 2 MT

Written work: Any requirements in addition to those listed below will be announced by teachers at the start of their courses.

Reading list: Recommended books (for **Operational Research Methodology**) are: P Keys, *Operational Research and Systems*; G Majone & E S Quade (Eds), *Pitfalls of Analysis*; J Rosenhead (Ed), *Rational Analysis for a Problematic World*.

A more extensive reading list will be provided at the start of this lecture course. Useful preliminary reading for Financial Reporting and Management is C T Horngren & G L Sunden, *Introduction to Management Accounting*. Reading for other elements of the course will be recommended by the teachers.

Assessment: There is no formal examination of this course. Assessment weight of 40% is given to a 2 to 3,000 word essay from a list of topics based on the **Operational Research Methodology** course. Another 40% is given to the report and presentation mentioned above under **Operational Research Tutorial class**. Both the essay and the report are evaluated on presentation as well as content. The remaining 20% is allocated to one piece of written work which can be selected from the following lecture courses:

- Financial Reporting and Management;
- Strategic Planning and Management;
- Information Systems Issues;
- Economics for Operational Research.

OR403

Computer Modelling In Operational Research

Teachers responsible: Dr S Powell, G409

Availability: Students must have a knowledge of mathematics and statistics to the level of the undergraduate papers in **Quantitative Methods** and **Elementary Statistical Theory**. Students must be prepared to use computer packages and computer terminals.

Core syllabus: An introduction to simulation, computer software in OR and mathematical programming.

Content:

Basic Operational Research Techniques (OR401.1): Lectures weeks 1 and 2 only. An introduction to mathematical programming.

Basic Mathematical Programming (OR403.1): Formulation of operational problems using linear and non-linear programming models; solution of such problems with available computer programs; interpretation of the solutions; limitations of such models.

Workshop in Simulation (OR403.2): Computer simulation models: design, construction and implementation.

Workshop in Computer Software (OR403.3): Applications of computers in OR

Teaching:

OR401.1 2 MT
OR403.1 9 MT, OR403.1A 9 MT and 10 x 2 computer workshop hours MT
OR403.2 10 MT and OR403.2A 9 MT
OR403.3 5 x 2 MT

Reading list: Recommended are: R Paul & D. W Balmer, *Simulation Modelling*; H P Williams, *Model Building in Mathematical Programming*; Wiley, 1990, (3rd edn), available in paperback.

Students may also wish to consult: A M Law & W D Kelton, *Simulation Modelling and Analysis*; M Pidd, *Computer Simulation in Management Science*; H P Williams, *Model Solving in Mathematical Programming*, Wiley, 1993, available in paperback; D Smith, *Linear Programming Models in Business*; S Vajda, *Readings in Linear Programming*; S Zions, *Linear and Integer Programming*.

Assessment: This course is examined entirely by course work and a project. The course is assessed as follows: 50% for a management report covering the results of a computer simulation program. The problem to be simulated is given during the second half of the MT for completion in the first two weeks of the LT. 50% for mathematical programming based on weekly exercises and/or a final project. Written work is marked on presentation as well as on content.

OR404

Applied Operational Research

Teacher responsible: Professor George Mitchell, G408

Availability: MSc Operational Research only.

Core syllabus: A substantial project as an introduction to practical operational research.

Content: The student will carry out and report upon a substantial practical piece of operational research. The project will either be found by the department or may be suggested by the student, with the approval of the candidate's teachers.

Teaching: Lectures: OR404 Applied Operational Research and Decision Sciences 4 MT, 6 LT.

In addition each student will be assigned an internal supervisor who will monitor their progress on a continuing basis and give tutorial guidance as required.

Reading list: Chapman & Mahon, *Plain Figures*; Margerison, *Managerial Consulting Skills*; Sussams, *How to Write Effective Reports*; Tuft, *The Visual Display of Quantitative Information*. 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 to G407 and a receipt obtained at a date to be set at the beginning of September.

OR406

Mathematical Programming I

Teacher responsible: Dr S Powell, G409

Availability: Students must have a knowledge of linear algebra sufficient to handle matrix inversion and manipulation of partitioned vectors and matrices. It is NOT necessary to have any previous experience of computers and no computer programming will be called for, although students must be prepared to use computer packages and computer terminals.

Core syllabus: To cover the use of mathematical programming models in practice, and an introduction to the theory and computational methods.

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. The paper will contain at least 7 questions of which 4 must be attempted.

OR407

Mathematical Programming II

Teacher responsible: Dr G Appa, G413

Availability: Students must also take **Mathematical Programming I** OR406.

Core syllabus: Theory and computational methods behind successful methods for solving very large mathematical programming problems.

Content: The foundations of mathematical programming; different methods for sparse and dense problems; introduction to large scale unconstrained and constrained non-linear optimization; further ILP methods (strong cuts, heuristic methods); special ILP models (eg location problems).

Teaching: OR407 17 LT OR407A 17 LT.

Reading list: V Chvatal, *Linear Programming*; R Fletcher, *Practical Methods of Optimization*; W Murray, *Numerical Methods for Unconstrained Optimization*; A Schrijver, *Theory of Linear and Integer Programming*; Nemhauser & Wolsey, *Integer and Combinatorial Optimization*; G L Nemhauser, A H G Rinnoy Kan & M J Todd (Eds), *Optimization*; M S Bazaraa, H D Sherali & C M Shetty, *Nonlinear Programming: Theory and*

Algorithms; H P Williams, *Model Solving in Mathematical Programming*; V Rayward-Smith, *Applications of Modern Heuristics*.

Assessment: A formal 3 hour examination. The paper will contain at least 7 questions of which 4 must be attempted.

OR408

Combinatorial Optimization

Teacher responsible: Dr S Powell, G409

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.

Assessment: Students will be assessed by a 3 hour formal examination in the ST.

OR409

Advanced Operational Research Techniques

Teacher responsible: Dr J Howard, B602

Availability: Students must have a knowledge of Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**; Mathematics to the level of **Quantitative Methods** and of Operational Research to the level of **Basic Operational Research Techniques**. Students must be prepared to use micro computers.

Core syllabus: This is an advanced half-unit course in Operational Research Techniques but excluding System Dynamics and Simulation (for which there are specialist companion courses available).

Content: The main techniques covered may include some of: Replacement Theory, Discrete Dynamical Systems, Queueing Theory, Game Theory, Dynamic Programming and other topics which may change from year to year.

Teaching: OR409 18 LT. OR409A 18 LT.

Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following classes (OR409A). The class teacher is usually the lecturer.

Reading list: Recommended books are: N A J Hastings, *Dynamic Programming with Management Applications*; F S Hillier & G J Lieberman, *Operations Research*; D W Jorgenson, J J McCall & R Radner, *Optimal Replacement Policy*; H M Taylor & S Karlin, *An Introduction to Stochastic Modelling*; K Binmore, *Fun and games*; J T Sandefur, *Discrete Dynamical Systems*; H C Tijms, *Stochastic Models*; G Nemhauser & L Wolsey, *Integer and Combinatorial Optimization*.

Assessment: A two-hour formal examination in the ST covering the whole syllabus. The paper usually contains five questions, of which three must be attempted. It is important to attempt three questions: only the best three answers will be counted, and one third of the marks is available for each of these three attempts. On the other hand, it is not necessary to answer fully all parts of the question to obtain a reasonable mark on it.

OR410

Further Simulation

Teacher responsible: To be arranged

Availability: The course is intended primarily for MSc Operational Research students, who must have taken the course **Workshop in Simulation** OR403.2.

Core syllabus: Advanced topics in discrete event simulation – an introduction to research.

Content: Alternative methodologies for simulation studies, diagramming techniques for formal modelling, approaches to validation and verification, software support for simulation modelling, algorithms and data structures, experimental design, variance reduction techniques, statistical approaches to the analysis of simulation output.

Teaching:

OR403.2 See Course Guide for OR403
OR410 10 lectures + 10 classes + 9 seminars.

Reading list: A M Law & W D Kelton, *Simulation Modelling and Analysis*, McGraw-Hill; M Pidd, *Computer Modelling for Discrete Simulation*, J Wiley & Sons; W Kreutzer, *System Simulation – Programming Style and Languages*, Addison-Wesley; *Proceedings of the Winter Simulation Conference*, SCS; plus others to be specified during the lectures.

Assessment: This course will be assessed entirely by project work. Students will be offered three mini-projects. They must complete and hand in reports on at least two of these projects. Subject to prior agreement a student may substitute alternative project work for any or all of the standard projects.

OR411

Problem Structuring Methods

Teacher responsible: Professor J Rosenhead, G411

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 and MSc in Management.

Core syllabus: The course provides an introduction to a range of generally participative methods now available for structuring the understanding of problems situations under conditions of complexity, uncertainty and conflict. The relative advantages and disadvantages of these methods as compared with more conventional and highly formalized techniques will be brought out by a discussion of the debate on planning theory.

Content: Planning Theory (OR411.1) The debate on planning theory (rational comprehensive planning, incrementalism, mixed scanning, transactive planning, political economy school) with special attention to the limitations of holistic and mathematized approaches.

Introduction to Problem Structuring Methods (OR411.2) The classical techniques of operational research provide solutions to well-structured problems. Their applicability is more limited where the primary aim of analysis is to achieve a structuring, perhaps only partial, of recalcitrant problems characterized not only by complexity and uncertainty, but also by multiple interests and perspectives. The course will cover, both descriptively and critically, the variety of approaches which have been developed to structure such situations or aspects of them. These include Soft Systems Methodology, Strategic Choice, Robustness Analysis, Cognitive Mapping and Metagames.

Teaching:

OR411.1 7 LT
OR411.2 9 MT and 13 LT; OR411.2A, 4 MT, 6 LT.

Written work: Students will be expected to produce a short essay in the LT.

Reading list: Students should buy A Faludi (Ed), *A Reader in Planning Theory* and J Rosenhead (Ed), *Rational Analysis for a Problematic World*.

Recommended reading is: M Camhis, *Planning Theory and Philosophy*; P B Checkland, *Systems Thinking, Systems Practice*; C Eden, S Jones & D Sims, *Messing About in Problems*; R Flood & M C Jackson, *Creative Problem Solving: total systems intervention*; J K Friend & A Hickling, *Planning Under Pressure*; C Eden & J Radford (Eds), *Tackling Strategic Problems*.

Details of other relevant reading will be provided at the start of the course. **Assessment:** Examination will be by a three hour paper, normally containing six questions of which three should be answered. Questions will require students to demonstrate knowledge of how the various approaches operate, and an ability to compare and contrast their relative merits and disadvantages. Students will not be expected to 'solve' particular problems.

OR413

Operational Research in Less Developed Countries

Teachers responsible: Professor J Rosenhead, G411

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 the course.

Assessment: The course is assessed by means of the course essay. Topics, which may be particular issues in Operational Research and development, or accounts of the development of OR in a particular third world country, must be agreed with the course teachers. Essays of 4,000 to 7,000 words must be submitted by the end of the first week of the ST.

OR414

Advanced Topics in Operational Research

Teacher responsible: To be announced

Availability: The course is intended for students on the MSc in Operational Research and, depending on the topics covered, students from other degrees may be admitted by agreement.

Core syllabus: An examination of new trends in Operational Research.

Content: The topics selected differ year to year; information is available from the Operational Research office in G407.

Teaching: To be announced.

Written work: Details will be provided at the start of the course.

Reading list: There is no textbook suitable for the course. Detailed suggestions for reading will be given in the sessions.

Assessment: This course is examined entirely by course work and/or project work. The nature of the work will depend on the topics offered.

OR416

Operational Research Techniques and Applications

Teacher responsible: Dr J Howard, B602

Availability: The course is suitable for students on the MSc in Accounting

and Finance, and other students with an adequate quantitative background. A knowledge of mathematics and statistics to the level of the undergraduate papers **Quantitative Methods** and **Elementary Statistical Theory** is required.

Core syllabus: The course gives an introduction to the methodology and techniques of Operational Research.

Content: See separate entries in Operational Research course guides.

Basic Operational Research Techniques (OR401.1)

Applied Statistics and Forecasting Techniques for Operational Research (OR401.2)

Operational Research Methodology (OR402.1)

Selected Topics in Operational Research (OR402.2)

Basic Mathematical Programming (OR403.1)

Operational Research Tutorial Class (OR402.3)

Teaching: See separate entries in Operational Research course guides.

OR401.1 and OR401.1A; OR401.2 and OR401.2A;

OR402.1; OR402.2; OR402.3; OR403.1 and OR403.1A and 10 x 2 computer workshop sessions.

Written work: See separate entries in Operational Research course guides.

Reading list: See separate entries in Operational Research course guides.

Assessment: A single three-hour examination is held around the middle of the ST. The examination covers the syllabus for the two courses, **Basic Operational Research Techniques** and **Applied Statistics and Forecasting Techniques for OR**

The paper contains seven questions, sampled from the two lecture courses. Five of these questions must be attempted. It is important to attempt five questions; only the best five answers will be counted, and one fifth of the marks is available for each of these five questions. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it.

45% of the total assessment of the course is based on the examination paper – the other 55% is awarded as follows:

20% for the report and presentation mentioned above under **Operational Research Tutorial Class**;

20% for an essay on a subject based on the **Operational Research Methodology** lecture course;

15% for written work from the **Mathematical Programming** Course.

Written work is marked on presentation as well as on content. Students should not assume that a bad performance in any part of the written work can necessarily be compensated by good performance in the examination or vice versa.

OR417

Advanced Topics in Decision Analysis

Teacher responsible: Professor L Phillips, G414

Availability: MSc Decision Sciences only.

Core syllabus: This half-unit course is intended to deepen and extend students' understanding of decision analysis, and to show how the theory can be applied.

Content: Topics covered are the theory of decisions with multiple objectives, influence diagrams and belief nets, cascaded Bayesian inference, stratified systems theory and group processes. Teaching will be by lectures and case studies.

Pre-Requisites: Mathematics, Statistics and Probability Theory to be level of the course **Quantitative Methods**.

Teaching: 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: The course is examined by 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

Teachers responsible: Professor G Mitchell, G408 and Professor L D Phillips, G414

Other teachers involved Members of the Operational Research and Statistics groups.

Availability: MSc Decision Sciences only.

Core syllabus: This unit is designed to give the student an introduction to the use of decision sciences in practice. The student will carry out and report upon a substantial practical piece of decision analysis. The projects will either be found by the department or may be suggested by the student, with the approval of the candidate's teachers.

Teaching: 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

Teacher responsible: Dr J Howard, B602

Availability: Pre-requisites are Mathematics, Probability Theory and Statistics to the level of the course **Quantitative Methods**.

Core syllabus: This full unit course covers the fundamentals of the theory of decision analysis, its use in Bayesian statistics, behavioural decision theory, and the application of decision analysis in practice. The course is intended to be genuinely inter-disciplinary.

Content: Topics covered are the foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice. The lecture courses are:

OR201.1 **Elements of Probability** (Lectures only). Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions.

ST331.1 **Fundamentals of Decision Theory** (Dr J Howard) The normative theory of subjective probability and expected utility.

OR304.1 **Behavioural Decision Theory** (Professor L Phillips and Professor C Bana e Costa). 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 and Professor C Bana e Costa). 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,

OR304.2 10 LT, OR304.2B 5 LT,

OR201.1 6 MT.

Written work: Written answers to set problems will be expected weekly. Up to six projects will be set during the year.

Reading list: H Raiffa, *Decision Analysis: Introductory Lectures on Choices Under Uncertainty*; S R Watson & D M Buede, *Decision Synthesis*; P M Lee, *Bayesian Statistics: An Introduction*; P R Goodwin & G Wright, *Decision Analysis for Management Judgment*; D von Winterfeldt & W Edwards, *Decision Analysis and Behavioural Research*; D V Lindley, *Making Decisions* (2nd edn); S French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S J Press, *Bayesian Statistics: Principles, Models, and Applications*; J Baron, *Thinking and Deciding* (2nd edn), Cambridge University Press, 1994; R Dawes, *Rational Choice in an Uncertain World*, Harcourt Brace Jovanovich, 1988; R Clement, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn), Duxbury Press, 1996.

Assessment: The course is examined by an essay or project assignment during the year (20%) and by one three-hour formal examination (80%) in the 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. It is important to attempt five questions: only the best five marks will be counted, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer all parts of a question to obtain a reasonable mark on it.

OR423

Topics in Decision Analysis

Teachers responsible: Dr J Howard, B602 and Professor L Phillips, G414

Availability: Pre-requisites are Mathematics, Probability Theory and Statistics to the level of the course **Quantitative Methods**.

Core syllabus: This half-unit course covers the fundamentals of the theory of decision analysis, and then students may choose to study either Bayesian statistics, or behavioural decision theory, or the application of decision analysis in practice. The course is intended to be genuinely inter-disciplinary.

Content: The foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice. Each student must cover the material in the first lecture course and one of the other three. The courses are as follows:

ST331.1 **Fundamentals of Decision Theory**

OR304.1 **Behavioural Decision Theory** (see course guide OR422)

ST331.2 **Bayesian Statistical Methods**

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 Behavioral Research*; D V Lindley, *Making Decisions* (2nd edn); S French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S J Press, *Bayesian Statistics: Principles,*

Models, and Applications; J Baron, *Thinking and Deciding* (2nd edn), Cambridge University Press, 1994; R Dawes, *Rational Choice in an Uncertain World*, Harcourt Brace Jovanovich, 1988; R Clement, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn), Duxbury Press, 1996.

Assessment: The course is examined by an essay or project assignment during the year (20%) and by one two-hour formal examination (80%) in the 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. It is important to attempt three questions: only the best three marks will be counted, and one third of the marks is available for each of these three attempts. On the other hand, it is not necessary to answer all parts of a question to obtain a reasonable mark on it.

OR424

Analytic Frameworks for Policy Evaluation

Teacher responsible: Mr G Bevan, G406

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 weekly seminars in MT and LT. These seminars last 1.5 hours and are designed to allow discussion in class of material that ought to be read in advance.

Reading list: The recommended text for the MT is D M Hausman & M S McPherson, *Economic Analysis and Moral Philosophy*, Cambridge University Press, 1996. Useful introductory material is provided by W Parsons, *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*, Edward Elgar Publishing, 1997. In addition students will be introduced to classic works of leading scholars including: TS Kuhn, *The Structure of Scientific Revolutions*, University of Chicago Press, second edn, 1972; J Rawls, *A Theory of Justice*, Oxford University Press, 1971; S Lukes, *Power: A Radical View*, Macmillan Press, 1974; T C Schelling, *The Strategy of Conflict*, Oxford University Press, 1973; O E Williamson, *Markets and Hierarchies*, The Free Press, 1975. In the LT students will examine official reports including: Commission on the Third London Airport, *Report*, HMSO, 1971; Department of Health and Social Security, *Sharing Resources for Health in England. Report of the Resource Allocation Working Party* (The RAWP Report), HMSO, 1976; Secretaries of State for Health for 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. Students will be offered a choice of topics, but may also, subject to agreement with the teacher responsible, write on a subject of their choice. Each essay should be about 3,000 words.

OR430

Decision Science Methods

Teacher responsible: Dr J Howard, B602

Availability: The course is an option for the MSc Decision Sciences. It cannot be taken with OR402 **Operational Research in Context**, nor with OR403 **Computer Modelling in Operational Research**, nor with OR416 **Operational Research Techniques and Applications**. Numbers may be restricted.

Core syllabus: The course gives students an introduction to simulation and to strategic planning. It also gives an appreciation of the non-technical factors that enter into the successful execution of projects in Operational Research and Decision Sciences.

Content:

Workshop in Simulation (OR403.2): Computer simulation models: design, construction and implementation.

Operational Research Methodology (OR402.1): The practice and context of OR – how they affect each other. Topics covered range from problem formulation and model building through to the scientific status of OR and to the nature of OR's social responsibility. The course is taught by a mixture of presentations by the lecturer and by groups of students. The approach of the course is critical – students will be encouraged to re-examine cherished assumptions, and debate their validity.

Strategic Planning and Management (OR402.4): Mr J Hargreaves: The competitive environment; technological forecasting and futures studies; strategic management; strategic formulation; organizational structure and strategy; implementation of strategy.

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. The problem to be simulated is given during the second half of the MT for completion in the first two weeks of the LT. 35% weight is given to a 2 to 3,000 word essay from a list of topics based on the Operational Research Methodology course. The essay is evaluated on presentation as well as content. The remaining 20% is allocated to a piece of written work relating to Strategic Planning and Management.

OR431

System Dynamics Modelling

Teacher responsible: Dr D C Lane, G412

Availability: The course is intended for students on the MSc courses in Operational Research and Decision Science. Students from other degrees are most welcome but will only be admitted by agreement. Pre-requisites are a sound understanding of algebraic and functional relationships as well as comfort with the use of differential equations and the practical use of computer packages.

Core syllabus: This course introduces the theory and application of the system dynamics modelling approach as it is used to support strategic decision making in complex social systems. It involves the qualitative and quantitative mapping of the relevant system structure (including physical processes, information links and human decision making) and the simulation of the dynamic consequences of that structure. The aim is both to examine the general modes of behaviour that result so as to gain qualitative insights and also to experiment with alternative policies in order to formulate ones which improve behaviour. It has three distinctive themes: the concept of information feedback, the use of computer simulation models to explore complex behaviour and the need to work with the mental models of relevant system actors (with a view both to drawing on the relevant knowledge and interpretations of the system and to implementing the insights gained from the modelling process). The course deals with all stages of the modelling approach as well as introducing some research topics in the field. Students will use 'state of the art' simulation software with a graphical interface (currently STELLA/Think) and will be expected to work extensively with quantitative computer models. The practical application of system dynamics will be emphasised throughout, using various cases studies from business, public-policy making and elsewhere.

Content: The course is structured primarily around three themes, each with its own topics:

Feedback: Modelling feedback with causal loop diagrams (the concept of feedback, CLDs, conceptualisation exercises, the limits of CLDs).

Simulation Modelling: Simple structures (positive loop, negative loop, coupled loops, loop polarity and shifts in loop dominance), model formulation (rate equations, auxiliary equations, table functions, levels, delays, representation of decision processes, principles of formulation), model testing (understanding model behaviour, sensitivity analysis), policy analysis (general approach, application to inventory management).

Working with Mental Models: Insights and archetypes (necessity and benefits of system dynamics, use and abuse of archetypes, general system insights), system dynamics in organisations (as group decision support tool, as organisational learning tool).

In addition students will be introduced to: critiques of system dynamics, further applications, current research problems.

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 BLPES offprints collection.

Assessment: Examined by three pieces of individual course work. These involve the following general areas and mark weightings: problem conceptualisation using causal loop diagrams (30%), computer model formulation (30%) and analysis of a pre-built simulation model and production of a management report on resulting policy insights (40%). These pieces of work are made available throughout the course and have staged hand-in dates, the last being on the first day of ST.

PHILOSOPHY, LOGIC AND SCIENTIFIC METHOD

In addition to the courses listed here, Master's students are welcome to attend a number of seminars and courses for research students – Course Guides are provided in the Philosophy entry relating to MPhil and PhD degrees.

PH400

Philosophy of Science and Scientific Method

Teacher responsible: Dr Carl Hoefler, A211

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. 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 alleged theory-ladenness of observation; simplicity and *ad hoc*ness. 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. '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*; early chapters of C Howson & P Urbach, *Scientific Reasoning – the Bayesian Approach*; B van Fraassen, *The Scientific Image*.

Assessment: A three-hour written examination in the ST.

PH401

History of Epistemology

Teacher responsible: Dr Carl Hoefler, A211

Availability: The course is primarily intended for MSc Philosophy & History of Science, MSc Philosophy of the Social Sciences.

Core syllabus: Epistemological issues in 17th and 18th century philosophy especially in relation to the natural sciences.

Content: Bacon's reform of traditional philosophy and his inductive methodology; the *Novum Organum*. Descartes: the pursuit of certainty and the mechanical philosophy; the method of the *Principles of Philosophy*. Locke and limits of human knowledge. Leibniz's metaphysics and his debate with the Newtonians. Berkeley and idealism; the instrumentalist natural philosophy of *De Motu*. Hume and inductive scepticism. Kant: the project of the *Critique* and its implications for the natural sciences.

Teaching: Lectures PH215 x 20 (ML); Seminars PH401 20 x 1½hr (ML). Other relevant lectures: Students may also wish to attend the intercollegiate lectures **Philosophy of Kant** (please see the Philosophy Department noticeboard for timetabling details).

Reading list: F Bacon, *The New Organon*; G Berkeley, *The Principles of Human Knowledge and De Motu*; Descartes, *The Discourse on Method and The Principles of Philosophy*; D Hume, *A Treatise of Human Nature and An Enquiry Concerning Human Understanding*; I Kant, *The Critique of Pure Reason*; J Locke, *An Essay Concerning Human Understanding*.

Assessment: A three-hour written examination in the ST.

PH402

Philosophical Logic and Metaphysics

Teacher responsible: Dr Genoveva Marti, A209

Availability: The course is primarily intended for the MSc Philosophy of the Social Sciences.

Core syllabus: Some of the main contemporary philosophical problems in philosophical logic and in metaphysics.

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.

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 PH402 x 30 (ML); Seminars PH402.1 10 x 2hr (ML).

Written work: Students are expected to write at least two essays per term.

Reading list: (a) **Philosophical Logic:** G Evans, *The Varieties of Reference*; S Blackburn, *Spreading the Word*; P Horwich, *Truth*; S Kripke, *Naming and Necessity*; A W Moore (Ed), *Meaning and Reference*; R M

Sainsbury, *Logical Forms*; R Stalnaker, 'Possible Worlds' in Honderich & Burnyeat (Eds), *Philosophy As It Is*. (b) **Metaphysics:** N Block (Ed), *Readings in Philosophy of Psychology Volume 1*; P Churchland, *Matter and Consciousness*; D Davidson, *Actions and Events*; P Horwich, *Asymmetries in Time*; D Lewis, *The Plurality of Worlds*; D H Mellor, *Real Time II*; D H Mellor & A Oliver (Eds), *Properties*; J Perry (Ed), *Personal Identity*; R Le Poidevin & M Macbeath (Eds), *The Philosophy of Time*; S Shoemaker, *Identity, Cause and Mind*; E Sosa & M Tooley (Eds), *Causation*; G Watson (Ed), *Freewill*.

Assessment: A three-hour written examination in the ST.

PH403

Philosophy of Mathematics

Teacher responsible: Dr Genoveva Marti, A209

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.

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. Advanced knowledge of mathematics is not required – the emphasis is mainly on the broad philosophical issues about how the mind can reach out to what might seem to be an abstract realm beyond sense experience.

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 PH403 x 20 (ML). Seminars PH403.1 10 x 2hr (ML).

Written work: Students will be expected to produce at least one essay per term and to give class papers.

Reading list: P Benacerraf & H Putnam (Eds), *Philosophy of Mathematics: Selected Readings*.

Students will also need to consult: W D Hart (Ed), *The Philosophy of Mathematics*; R Allen, *Basic Mathematics*; F Waismann, *Introduction to Mathematical Thinking*; C Parsons, *Foundations of Mathematics in the Encyclopaedia of Philosophy Vol 5*. Further readings will be announced during the course.

Assessment: A three-hour written examination in the ST.

PH404

History of Science

Teacher responsible: Professor John Worrall, M304

Availability: The course is primarily intended for MSc Philosophy of the Social Sciences, MSc Philosophy & History of Science.

Core syllabus: Selected topics from the history of modern science with special emphasis on the rise and subsequent decline of Greek science, the revolutions in astronomy, and developments in optics from the 17th Century onwards; and an investigation of the light such historical episodes can shed on philosophical and methodological issues.

Content: The course consists of 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; Bayesian confirmation theory; background knowledge and 'radical' theory-change; the status of methodological rules – 'naturalised philosophy of science'; reference and theoretical terms. 5. Maxwell's electromagnetic theory and the elastic aether: models, unification, explanation and reduction. 6. The Darwinian Revolution: testability (is 'survival of the fittest' a tautology?); underdetermination (can creationists explain everything that Darwin can?); particular aspects of Darwinian theory and the empirical support for them (altruism, sexual selection and humans as Darwinian animals).

(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 Newtonian Synthesis.

Teaching: Lectures PH213 x 20 (ML), PH404.1 x 20 (ML); Seminars PH404.2 x 20 (ML).

Written work: Students will be expected to write at least two essays per term and give class papers.

Reading list: PH213: T S Kuhn, *The Structure of Scientific Revolutions*; G Holton (revised by S Brush), *Theories and Concepts in Physical Science*. Reading for particular topics including primary material by Galileo, Newton and others will be specified during the course. Darwinism: J Barkow, L Cosmides & J Tooby (Eds), *The Adapted Mind: Evolutionary psychology and the generation of culture*, pp. 3-15; C Darwin, *On the Origin of Species*, chapters 3, 4, 6, 7, 13, 14 (or sixth edition, chapters 3, 4, 6, 7, 8, 14, 15); Martin Daly & Margo Wilson, *Homicide*, chapter 1; R Dawkins, *The Blind Watchmaker*; John Maynard Smith, *On Evolution*, chapters 1, 2, 6, 7; M Ruse, *The Darwinian Revolution*; also H Cronin, *The Ant and the Peacock* (background reading; pick out what is relevant to your interests).

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.

PH405

Philosophy of the Social Sciences

Teacher responsible: Dr Eleonora Montuschi, T203

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. The seminar is also open to research students.

Core syllabus: Some central philosophical questions that arise out of the social sciences.

Content: The nature and alleged limits of explanation in social science: naturalism, hermeneutics, critical theory. The problem of value-freedom and ideology. Relativism and objectivity. Individualism and holism. Problems in understanding social action (what makes an action a social action? can actions have causal explanations? are there, or can there be, natural laws about actions?) Philosophical problems related to some social sciences (eg, is anthropology an interpretive science? Is historical explanation nomological? Is sociology an empirical science?)

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 give seminar papers.

Reading list: Detailed readings will be specified during the course – useful background and general reading: Selected articles from D Little, *Varieties of Social Explanation*; M Martin & L McIntyre (Eds), *Readings in the Philosophy of Social Science*; M Hollis & S Lukes (Eds), *Rationality and Relativism*.

Assessment: A three-hour written examination in the ST.

PH407

Foundations of Probability

Teacher responsible: Professor Colin Howson, A201

Availability: The course is primarily intended for MSc in Philosophy & History of Science, MSc in Philosophy of Social Sciences, MSc Economics & Philosophy. No previous knowledge of probability is assumed.

Core syllabus: The course covers the various interpretations of probability, and examines how the concept is used in science, economics, artificial intelligence, and philosophy of science.

Content: The classical, logical, subjective, frequency, and propensity interpretations of probability. The use of probability in the natural sciences compared and contrasted with its use in economics. The problem of representing uncertainty in expert systems – particularly those for medical diagnosis. No previous knowledge of probability is assumed. The mathematical side of the course requires only simple algebraic manipulations.

Teaching: Lectures PH407 x 20 (ML); Seminars PH407.2 x 20 (ML).

Written work: Students are expected to write at least two essays per term.

Reading list: P Laplace, *Philosophical Essay on Probabilities*; J M Keynes, *A Treatise on Probability*; H E Kyburg & H E Smokler (Eds), *Studies in Subjective Probability*; R von Mises, *Probability, Statistics and Truth*; K R Popper, *Realism and the Aim of Science*; D A Gillies, *An Objective Theory of Probability*; C Howson & P Urbach, *Scientific Reasoning: The Bayesian Approach*.

Assessment: A three-hour written examination in the ST.

PH408

Mathematical Logic

Teacher responsible: Professor Colin Howson, A201

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 x 20 (ML).

Reading list: The texts for the course are M. Machover, *Set Theory, Logic and their Limitations*; J Bell & M Machover, *A Course in Mathematical Logic*. Also recommended: G S Boolos & R C Jeffrey, *Computability and Logic*.

Assessment: A three-hour written examination in the ST.

PH409

Philosophical Foundations of Physics

Teacher responsible: Dr Carl Hoefler, A211

Availability: The course is primarily intended for MSc Philosophy & History of Science. Although others may benefit from the course, it will be aimed at students with either mathematics or physics at least to 'A' level or the equivalent. The seminar is also open to research students.

Core syllabus: The philosophical analysis of selected topics from the major revolutions in twentieth century physics: quantum theory, special and general relativity, and statistical mechanics.

Content: Issues concerning quantum theory; eg the mathematical formulation of the theory; the measurement problem; the EPR thought-experiment; the Kochen-Specker and Bell theorems; interpretations of quantum mechanics, such as GRW and Bohm's theory; the experimental disconfirmation of the Bell inequalities and the tension between special relativity and quantum mechanics. Issues concerning relativity theory; eg the mathematical formulation of special and general relativity; physics, philosophy and non-Euclidean space; absolute vs relational conceptions of space, time and spacetime; Machianism; causal theories of time; epistemology of local and global spacetime structure; gravity, the big bang, and the entropy asymmetry. Issues concerning statistical mechanics: the problem of the direction of time; approaches to justifying assumptions in equilibrium and nonequilibrium theory, such as the ergodic approach; Boltzmann's versus Gibbs' approach; probability and explanation in statistical mechanics.

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*; L Sklar, *Space, Time and Spacetime*; H Reichenbach, *The Philosophy of Space and Time*; D Albert, *Quantum Mechanics and Experience*; R I G Hughes, *The Structure and Interpretation of Quantum Mechanics*; M Redhead, *Incompleteness, Nonlocality and Realism*; T Maudlin, *Quantum Nonlocality and Realism*; 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, M304

Availability: The course is primarily intended for MSc in Philosophy & History of Science, MSc Philosophy of the Social Sciences.

Core syllabus: The course covers the philosophy of cognitive psychology and biology and includes a series of lectures on special topics. Darwinism.

Content: The biological and cognitive sciences have given rise to a number of important conceptual problems. In this course we examine the logic of evolutionary explanations; adaptationism; the relationship between psychoanalytic and folk psychological explanations; the debate between simulation theory and theory theory; the connectionist challenge to classical computational models of the mind; and recent work on the emotions. The last topic focuses especially on evolutionary theories of the emotions, and in general there is an emphasis on empirical approaches to philosophical issues in psychology and biology. The Darwinian Revolution: testability (is 'survival of the fittest' a tautology?); underdetermination (can creationists explain everything that Darwin can?); particular aspects of Darwinian theory and the empirical support for them (altruism, sexual selection and humans as Darwinian animals).

Teaching: The main teaching for this course is a seminar given at King's College PH411.2 20 x 2hrs (ML). Students must also attend the intercollegiate **Philosophy of Psychology** lectures (Birkbeck) PH411 20 x 1hr (ML), and the last five lectures in the LT of PH213 (**The Darwinian Revolution**) 5 x 1hr (L).

Reading list: PH411: Detailed reading lists are provided for each part of the course; the following should provide a useful introduction to some of the themes discussed: J. Hopkins, 'Psychoanalytic and scientific reasoning' in *The British Journal of Psychotherapy*, October 1996; S. Stich & S. Nichols, 'Folk psychology: Simulation or tacit theory?' in *Mind and Language*, 7, 1992; P. S. Churchland & T. Sejnowski, 'Neural representation and neural computation' in W. Lycan (Ed), *Mind and Cognition*, second edition (Blackwell, 1999); W. Bechtel, 'The case for connectionism' in W. Lycan (Ed), *Mind and Cognition*, second edition (Blackwell, 1999); P. Griffiths, *What Emotions Really Are*, especially Ch. 1 (Chicago University Press, 1997); E Sober, *Philosophy of Biology*, (Oxford University Press, 1987). PH213: J Barkow, L Cosmides & J Tooby (Eds), *The Adapted Mind: Evolutionary Psychology and the Generation of Culture*; C Darwin, *On the Origin of Species*, chapters 3, 4, 6, 7, 13, 14 (or sixth edition chapters 3, 4, 6, 7, 8, 14, 15); M Daly & M Wilson, *Homicide*, chapter 1; R Dawkins, *The Blind Watchmaker*; J Maynard Smith, *On Evolution*, chapters 1, 2, 6, 7; M Ruse, *The Darwinian Revolution*; also H Cronin, *The Ant and the Peacock*. **Assessment:** A three-hour written examination in the ST.

PH413

Philosophy of Economics

Teacher responsible: Dr Richard Bradley, A208

Availability: The course is primarily intended for students taking MSc Philosophy of the Social Sciences, MSc Philosophy & History of Science, MSc Economics & Philosophy and MSc Philosophy, Policy & Social Value. The seminar is also open to research students.

Core syllabus: Philosophical issues in economics.

Content: Methodological issues in economics: the status of economic theories and laws, explanation and idealisation in economics, theory assessment, methodological individualism, value-freedom and ideology. The nature of rationality and the behavioural postulates of economics. Social judgements and social choice. Consequentialism, welfarism and utilitarianism. Interpersonal comparisons of utility. Distributive justice and the economics of redistribution.

Teaching: Lectures PH211 x 20 (ML); Seminars PH413 20 x 1½hr (ML).

Written work: Students will be expected to write at least two essays per term.

Reading list: D Hausman, *The Inexact and Separate Science of Economics*; D Hausman (Ed), *The Philosophy of Economics*; L C 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 K Sen & B Williams (Eds), *Utilitarianism and Beyond*. Additional reading suggestions, particularly of articles, will be made in the lectures and the classes.

Assessment: A three-hour written examination in the ST.

PH415

Philosophy and Public Policy

Teacher responsible: Professor Edward McClennen, M305

Availability: The course is primarily intended for MSc Philosophy, Policy & Social Value.

Core syllabus: Foundational, philosophical reflections on the methods and goals of public policy and the role of values and knowledge in policy decision-making.

Content: The nature of practical reasoning. The aims of public policy and the scope of rational social choice. Ethics and scientific advance, and the application of knowledge to decision making. Decision-making under conditions of value conflict and under uncertainty. Interactive decision-making: bargaining, consensus formation and information pooling. Normative considerations in medicine, genetics, and the environment. Considerations of justice in global economic relations.

Teaching: Lectures PH415 10 x 1hr (M); Seminars PH415.2 15 x 1½ hr (ML – beg wk 6 MT).

Written work: Students will be required to give seminar presentations and to write 2 extended essays per term.

Reading list: D Brock, *Life and Death*; J Howie, *Ethical Principles for Social Policy*; P Kitcher, *The Lives to Come*; A Margalit, *The Decent Society*; N Noddings, *Caring, a Feminine Approach to Ethics and Moral Education*; L Pojman, *Environmental Ethics*; A Sen, *Hunger in the Contemporary World*; M Walzer, *Just and Unjust Wars*.

Detailed reading lists, including specific articles from relevant journals, will be supplied throughout the course.

Assessment: A three-hour written examination in the ST.

PH416

Philosophy, Morals and Politics

Teacher responsible: Professor Edward McClennen, M305

Availability: This course is primarily intended for MSc Philosophy, Policy & Social Value and MSc Philosophy of the Social Sciences.

Core syllabus: An advanced discussion of some problems and topics in contemporary normative philosophy.

Content: 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.

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: C Gilligan, *In a Different Voice*; S Hampshire, *Justice is Strife*; C Korsgaard, *The Sources of Normativity*; R Nozick, *Anarchy, State and Utopia*; J Rawls, *Political Liberalism*; A Sen, *On Ethics and Economics*; M Walzer, *Spheres of Justice*; B Williams, *Ethics & the Limits of Philosophy*.

Assessment: A three-hour written examination in the ST.

PH417

Logic: Formal and Philosophical

Teacher responsible: Dr Genoveva Marti, A209

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 syntactic and semantic methods to evaluate validity. General considerations on the scope of formal logic. Plus some of the main contemporary philosophical problems in philosophical logic.

Content: **Logic:** The syntax and semantics of propositional and predicate logic. The semantic characterisation of validity. A system of derivation. The soundness and completeness of the system of derivation.

Philosophical Logic: reference, names and descriptions, validity, truth, logical truth, conditionals, necessity and modality, existence and quantification, vagueness and non-classical logics.

Teaching: Lectures PH101 x 30 (ML); 15 intercollegiate lectures which form **Part (a)** of PH402 **Philosophical Logic and Metaphysics** (ML); Seminar PH417 10 x 2hr (ML).

Reading list: **Logic:** M Bergmann, J Moor & J Nelson, *The Logic Book*.

Philosophical Logic: S Blackburn, *Spreading the Word*; G Evans, *The Varieties of Reference*; P Geach, *Reference and Generality*; P Horwich, *Truth*; S Kripke, *Naming and Necessity*; R M Sainsbury, *Logical Forms*; R Stalnaker, 'Possible Worlds' in Honderich & Burnyeat (Eds), *Philosophy As It Is*.

Seminar Reading: As for the lectures plus – G Boolos & R Jeffrey, *Computability and Logic*; A C Grayling, *An Introduction to Philosophical Logic*; S Haack, *Philosophy of Logics*.

Assessment: A three-hour written examination in the ST.

PH418

Philosophical Research and Writing

Teacher responsible: Mr Max Steuer, S183

Availability: The course is restricted to students taking the MSc in Economics & Philosophy.

Core syllabus: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation.

Content: Among the substantive issues covered may be some of the following: Methodological issues in economics – what counts as a successful economic theory?; When is one rival theory inferior to another?; Are economic theories falsifiable?; The status of assumptions of economic rationality.

Teaching: Seminar PH418 5 x 2hr (LT).

Assessment: A dissertation of not more than 10,000 words submitted by 15 September.

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.

Epidemiology and Control of Communicable Diseases – Four perspectives on the epidemiology of communicable diseases: basic concepts and methods; epidemiological aspects of vaccination; surveillance and outbreak investigation; and detailed discussion of the epidemiology of important representative infectious diseases.

Teaching: This course consists of 10 lectures (SA400.1) in the MT 10 x 1½ hour seminars/practicals (SA400.2); plus one study unit (occupying 2½ days a week for 5 weeks) in the LT or ST. Students will be expected to participate in seminars and practicals and will be required to produce at least one seminar paper each term. Some of the lectures and seminars will be given by specialists in the particular topics. This course will be given at the LSHTM.

Written work: As well as seminar papers and practical work, the students will be expected to produce two pieces of written work (an essay or practical exercise).

Reading list: The following is a basic reading list for the course; C H Hennekens & J E Buring, *Epidemiology in medicine*; J N Morris, *Uses of*

Epidemiology; R J Donaldson & L J Donaldson, *Essential Community Medicine*; D J P Barker & G Rose, *Epidemiology in Medical Practice*.

Supplementary reading list: This is given at the beginning of the course and covers specialised texts and articles on each subject covered within the course.

Assessment: Assessment includes one unseen three-hour paper written in June (60%) plus one piece of continuous assessment taken within the study unit of the course (40%).

SA401

Building Studies

Teacher responsible: Ms G Beckett

Availability: For MSc/Diploma in 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 repairs 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.

A field studies notebook is an essential ingredient of the course and counts for 20% of the examination marks; the written examination counts for 80% of the marks.

Teaching: 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: There is a two hour written examination in June. The Building Studies Fieldwork Notebook must be submitted by the end of the LT and non-submission will lead to candidates being excluded from examinations.

SA402

Social Policies for Ageing Populations

Teacher responsible: Dr G Wilson, A270

Availability: For postgraduates mainly on the MSc in Social Policy and Planning, MSc in Health and Social Services; MSc in Gender.

Core syllabus: The course will examine the policy response to ageing and ageing populations from different theoretical perspectives taking into account the fact that women make up the great majority of the older population. The aim will be to consider the experience of ageing and to analyse the options available in different societies, taking cultural, demographic, economic, social and political conditions into consideration.

Content: Attitudes to old age, positive and negative; demography, sex, gender and cohort in old age; policy formulation; political power in later life; structural adjustment and the economics of ageing; pensions policies; family care and self care; health and social care in later life; NGOs and elders; policies for collective living; service delivery with special attention to accountability, participation and user empowerment.

Teaching: 10 x 1 hour lectures and 10 x 1½ hour seminars, MT.

Written work: Students will write a course work essay of 1,500-2,000 words which must be submitted by 9 January 2001.

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 will be examined by a two hour unseen examination paper in June. Candidates must answer two questions on subjects other than their coursework essays. The examination will count for 60% of the total mark. The course work essay will count for 40% of the total mark.

SA403

Criminal Justice Policy

Teacher responsible: Dr J Peay, A462

Availability: Compulsory course for MSc Criminal Justice Policy; available to other Master's students by agreement, and as permitted by regulation. First degrees in the Social Sciences or Law are preferable though not essential.

Core syllabus: The course will address major theories, issues and methods in the analysis of criminal justice practice and policy.

Content: Policy processes will be examined in relation to the principal elements in the criminal justice system: law making, crime prevention, victim support, policing, prosecution, sentencing, non-custodial and institutional penalties and their aftermath. Trends in criminal justice will be examined in relation to major theories of punishment: eg functionalist, Marxist and structuralist. The course has a distinct comparative emphasis, both historically and in relation to criminal justice systems and policies, particularly in 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 introductory paper per term is expected in seminar.

Reading list: There is no set text for the course, but most topics are covered by M Maguire, R Morgan & R Reiner (Eds), *The Oxford Handbook of Criminology*, 1994. A full reading list covering all seminars, is provided at the first seminar.

The following is a basic reading list: S Cohen, *Visions of Social Control*; P E Rock (Ed), *A History of British Criminology*; D M Downes, *Contrasts in Tolerance*; D Garland, *Punishment and Modern Society*; R Reiner & M Cross (Eds), *Beyond Law and Order: Criminal Justice Policy and Politics into the 1990's*; T P Morris, *Crime and Criminal Justice Since 1945*; R Reiner, *The Politics of the Police*; P E Rock, *A View from the Shadows*; M Zander, *A Matter of Justice*.

Assessment: Students sit one three-hour examination in the ST. Three questions must be answered from a total of circa 15.

SA404

Education and Social Planning

Teacher responsible: Dr A Hall, A119

Availability: For MSc in Social Policy and Planning in Developing Countries. Students in other Master's degrees may also take this paper by agreement with their supervisors and as permitted by the regulations. Work experience in education is desirable, but not essential.

Core syllabus: The course is designed to consider the role of education in national development and its relation to human resource needs, with particular reference to the situation in developing countries.

Content: Education and development: the current crisis, education and social theory. Educational access and policy-making; social class, ethnicity and religion bias, gender issues. Educational planning and reform: cost-benefit analysis, funding mechanisms for education, training provision and financing issues, curriculum development (primary and secondary, vocational, university), education for literacy and basic needs, distance education, environmental education, the politics and the role of foreign aid, the impact of economic recession and structural adjustment on the education sector.

Teaching: Four introductory lectures (SA404) in the MT, followed by weekly seminars, MLS.

For the seminar, SA404, a detailed programme is handed out at the beginning of the session. Students are required to present papers for group discussion, and must provide an outline on the blackboard or by handouts. Extensive reading is an essential part of the course and students are encouraged to discuss seminar presentations with their supervisors or course teachers. During the MT, Dr Chris Dougherty (Economics Department) will conduct four sessions on the planning of education and training from an economics perspective.

Written work: In addition to seminar presentations, students write essays for their supervisors.

Reading list: A detailed reading list is included in the seminar programme. The following is an introductory list of books: W Gould, *People and Education in the Third World*, 1993; K King, *Aid and Education in the Developing World*, 1991; S Graham-Brown, *Education in the Developing World*, 1991; S Forjalla, *Educational Planning for Development*, 1993; World Bank, *Priorities and Strategies for Education*, 1995; G Psacharopoulos & M Woodhall, *Education for Development: An Analysis of Investment Choices*, 1985; K Lillis (Ed), *School and Community in Less Developed Areas*, 1985; 'Adjusting Education to Economic Crisis', *IDS Bulletin*, January 1989.

Assessment: There is a three-hour written examination paper in June which accounts for 75% of the total marks. Students are required to answer three questions from a choice of 10 to 12 questions. In addition, students are required to write an extended elective essay, of 3000 words, which accounts for 25% of the marks.

SA405

European Social Policy

Teachers responsible: Dr M Zulauf, A261 and Dr S Mangen, A261

Availability: Compulsory for MSc European Social Policy; available as an option in other Master's degrees as permitted by the regulations.

Core syllabus: The course reviews the development of welfare states and contemporary social policies in Western Europe, focusing particularly on member states of the European Union. Social policy-making at the EU level also forms an important component.

Content: The comparative study of the development of Western European welfare states in their political, social and economic contexts. The first part of the course traces the emergence of collective provisions of welfare from the last quarter of the nineteenth century. In the second part seminars focus on present processes of policy-making and implementation, and these are discussed in the context of contemporary issues in social policy; demographic trends and the planning of welfare; privatisation and decentralisation of welfare states; the fiscal crisis and problems of funding social security; employment issues; social exclusion; urban problems; policies for priority groups; 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 5 of the MT.

Written work: In-session assessment is via a two-hour mock examination held in February. Students are expected to work in small groups to prepare presentations for the weekly seminar.

Reading list: Some introductory texts are: P Baldwin, *The Politics of Social Solidarity*; P Flora & A J Heidenheimer, *The Development of Welfare States in Europe and America*; A J Heidenheimer et al, *Comparative Public Policy* (3rd edn); L Hantrais, *Social Policy in the EU*, Macmillan; R Mishra, *The Welfare State in Capitalist Society*; Esping-Andersen, *The Three Worlds of Welfare Capitalism*, Polity; C Pierson, *Beyond the Welfare State*, Polity. A full list will be handed out with the seminar programme.

Assessment: There is a three-hour formal written examination in June. Three questions must be answered. The examination forms 100% of the final mark.

SA406

The Jean Monnet Module in European and Comparative Health Policy

Teachers responsible: Mr P Kanavos, J310 and Dr E Mossialos, J413
Availability: For graduate students as core course for the MSc International Health Policy and as an optional paper for Master's degrees (where regulations permit), in particular the MSc in Health Policy Planning and Financing, MSc in Health and Social Services, MSc in European Social Policy, MSc in Social Policy and Planning, MSc in European Studies.

Core syllabus: A comparative approach to the development of health systems in developed countries emphasising present and future policy options and problems. Emphasis is also given to the development of health policies in the European Union institutions.

Content: Health systems: an analysis of existing and suggested models of finance and provision, cross-national comparisons limitations, the state's role in health, setting the policy agenda, choices in health policy, priority setting in health systems, the role of the international organisations, policy-making in the European Commission, pharmaceutical policies in the EU, the pharmaceutical industry, private health insurance, cost containment policies, assessing health care reforms, long-term care, mental health, dental public health, health care reforms in Eastern Europe.

Teaching: 22 lectures and 12 two-hour seminars, sessional.

Reading list: E Mossialos & J Le Grand (Eds), *Health Care and Cost Containment in the EU*, Ashgate, 1999;

B Abel-Smith, J Figueras, W Holland et al, *Choices in Health Policy: An Agenda for the European Union*, Dartmouth and the Office for Official Publications of the European Communities, 1995; H Glennerster, *Paying for Welfare*, Harvester, 1997; R Robinson & J Le Grand (Eds), *Evaluating the NHS Reforms*, King's Fund Institute, 1994; J Hurst, *The Reform of Health Care: A Comparative Analysis of Seven OECD Countries*, OECD, 1992; OECD, *The Reform of Health Care Systems: A Review of Seventeen OECD Countries*, OECD, 1994; B Saltman & C Von Otter, *Implementing Planned Markets in Health Care*, Open University Press, 1995; C Ham (Ed), *Health Care Reform: Learning from international experience*, OU Press, 1997; R Saltman, J Figueras, C Sakellariades (Eds), *Critical Challenges for Health Care Reform in Europe*, OUP, 1998.

Assessment: The course will be examined by a three hour written paper (60%). Candidates must answer four questions. In addition students will be required to submit one essay (40%) at the end of LT.

SA407

The Jean Monnet Module in European and Comparative Health Policy

Teachers responsible: Mr P Kanavos, J310 and Dr E Mossialos, J413
Availability: For graduate students as an optional paper for Master's degrees (where regulations permit), in particular the MSc in Health Policy Planning and Financing, MSc in Health and Social Services, MSc in European Social Policy, MSc in Social Policy and Planning, MSc in European Studies.

Core syllabus: A comparative approach to the development of health systems in developed countries emphasising present and future policy options and problems.

Content: Health systems: an analysis of existing and suggested models of finance and provision, cross-national comparisons limitations, the state's role in health, setting the policy agenda, choices in health policy, pharmaceutical policies in the EU, the pharmaceutical industry, private health insurance, cost containment policies, assessing health care reforms.

Teaching: 10 lectures and 5 two-hour seminars, MT.

Reading list: E Mossialos & J Le Grand (Eds), *Health Care and Cost Containment in the EU*, Ashgate, 1999; B Abel-Smith, J Figueras, W Holland et al, *Choices in Health Policy: An Agenda for the European Union*, Dartmouth and the Office for Official Publications of the European Communities, 1995; H Glennerster, *Paying for Welfare*, Harvester, 1997; R Robinson & J Le Grand (Eds), *Evaluating the NHS Reforms*, King's Fund Institute, 1994; OECD, *The Reform of Health Care Systems: A Review of Seventeen OECD Countries*, OECD, 1994; J Hurst, *The Reform of Health Care: A Comparative Analysis Seven OECD Countries*, OECD, 1992; B Saltman & C Von Otter, *Implementing Planned Markets in Health Care*, Open University Press, 1995; R Saltman, J Figueras & C Sakellariades (Eds), *Critical Challenges for Health Care Reform in Europe*, OUP, 1998.

Assessment: The course will be examined by a two hour written paper. Candidates must answer two questions.

SA408

Health Economics

Teachers responsible: Professor C Normand, London School of Hygiene & Tropical Medicine and Professor J Le Grand, A244

Availability: For MSc Health Policy, Planning and Financing and, subject to agreement, other Master's students registered in the Department of

Social Policy and at the London School of Hygiene & Tropical Medicine.

Core syllabus: This course develops basic economic concepts as they are applied to the health sector, and provides for specialisation in health economics.

Content: Distinction between health and health care. Nature of health care as an economic commodity. Opportunity costs and problems of rationing health care. Definitions of technical and allocative efficiency, and of various types of equity. How markets and insurance markets work, and how they can fail for health care. The economics of financing health care and different approaches taken by governments in different countries. Containing costs and efficiency. Costs: fixed, marginal and average costs. The measurement of hospital case-mix and risk in populations. The economics of paying providers and different approaches taken by governments in different countries. The measurement of health and utility. Discounting and risk aversion. Deriving Quality-Adjusted Life Years (QALYs) and Disability-Adjusted Life Years (DALYs). Using cost-utility analysis to set priorities.

Teaching: The course consists of 10 lectures (SA414.1) and 10 seminars (SA414.2) held at LSE in the MT.

Reading list: The following is a basic reading list for the course: N Barr, *Economics of the Welfare State*, OUP, 1998; G Mooney, *Key Issues in Health Economics*, Wheatsheaf, 1994; A J Culyer (Ed), *Competition in Health Care*, Macmillan, 1991; M F Drummond et al, *Methods for the Economic Evaluation of Health Care Programmes*, OUP, 1997; A McGuire et al, *The Economics of Health Care*, Routledge, 1988; A Mills & L Gilson, *Health Economics for Developing Countries*, a Survival Kit EPC Publication, LSHTM, 1988; A Mills & K Lee, *Health Economics Research in Developing Countries*, OUP, 1992.

Supplementary reading list: This is given at the beginning of the course and covers specialised texts and articles on each subject covered within the course.

Assessment: A two-hour paper in which two questions have to be answered.

SA411

Foundations of Health Policy

Teachers responsible: Professor J Le Grand, A244, Professor A Mills, Department of Public Health Policy, London School of Hygiene & Tropical Medicine.

Availability: For MSc Health Policy, Planning and Financing, MSc International Health Policy, MSc Social Policy and Planning, MSc Social Policy and Planning in Developing Countries, MSc European Social Policy, MSc Demography, MSc Population and Development, MSc Development Studies, and other appropriate MScs. This course is most suitable for students with a background in the health professions or health management. Non-medical graduates should have a good honours degree in one of the social sciences.

Core syllabus: The course provides the basic concepts, methods and techniques for health policy, planning and financing for countries at all levels of development.

Content: Topics covered will include: The current problems facing health care systems (demographic change, new technology, rising public expectations, the spread of new diseases and behaviours); policy options and what we know of their effectiveness (eg, the effectiveness of different kinds of curative medical care, options for preventive action); systems for providing and financing health care (informal and self care, private markets, state provision, planned and quasi-markets). The market vs the state: theories of market failure; theories of state failure; the new public management and its relevance; the merits of key elements of the health reform agenda which affect the core roles of government (regulation, financing, resource allocation, provision) in countries at different levels of development; the roles of interest groups in reform design and implementation; the capacities governments require to manage the new arrangements and how such capacities can be strengthened.

Teaching: 22 lectures and 12 seminars.

Students will be expected to participate in seminars and make at least one seminar presentation per term.

Written work: Students will be expected to produce at least one essay each term.

Reading list: B Abel-Smith, *An Introduction to Health Policy, Planning and Financing*, Longmans, 1994; A Green, *An Introduction to Health Planning in Developing Countries*, Oxford Medical Publications, OUP, 1992; J Le Grand & W Bartlett, *Quasi-Markets and Social Policy*, Macmillan, 1993; World Bank, *Investing in Health*, 1993; F E Ashburner, L Fitzgerald & L Pettigrew, *The New Public Management in Action*, OUP, 1998; M S Grindle (Ed), *Getting Good Government: capacity building in the public sector of developing countries*, Harvard Institute for International Development, 1997; A Mills (Ed), *Reforming Health Sectors*, Kegan Paul, (in press); A Mills, S Bennett & S Russell, *The Challenge of Health Sector Reform: what must governments do?*, Macmillan (in press); K Walsh, *Public Services and Market Mechanisms: competition, contracting and the new public management*, Macmillan, 1995; World Bank, *Bureaucrats in Business: the economics and politics of government ownership*, 1995.

Supplementary reading list: This is given out at the beginning of the course.

Assessment: 1. An assessed essay, to be submitted in the last week of LT (40%). 2. A three-hour written paper in June (60%).

SA414

Health Economics

Teachers responsible: Professor C Normand, London School of Hygiene & Tropical Medicine, Professor J Le Grand, A244, Professor M Knapp, A137 and Dr J Roberts, Department of Public Health Policy, London School of Hygiene & Tropical Medicine.

Availability: For MSc Health Policy, Planning and Financing and, subject to agreement, other Master's students registered in the Department of Social Policy and at London School of Hygiene.

Core syllabus: This course develops basic economic concepts as they are applied to the health sector, and provides for specialisation in health economics.

Content: Distinction between health and health care. Nature of health care as an economic commodity. Opportunity costs and problems of rationing health care. Definitions of technical and allocative efficiency, and of various types of equity. How markets and insurance markets work, and how they can fail for health care. The economics of financing health care and different approaches taken by governments in different countries. Containing costs and efficiency. Costs: fixed, marginal and average costs. The measurement of hospital case-mix and risk in populations. The economics of paying providers and different approaches taken by governments in different countries. The measurement of health and utility. Discounting and risk aversion. Deriving Quality-Adjusted Life Years (QALYs) and Disability-Adjusted Life Years (DALYs). Using cost-utility analysis to set priorities. The theoretical foundations of economic evaluation. The design of a cost-effectiveness analysis and interpretation of cost-effectiveness ratios. Methods for measuring costs and outcomes of health interventions. Issues of generalisability of cost-effectiveness evidence. Sensitivity analysis. The impact of economic evaluation on decision making in health care.

Teaching: The course consists of 10 lectures (SA414.1) and 10 seminars (SA414.2) held at LSE in the first term followed in the second and third terms by a series of 14 lectures (SA414.1) and 10 seminars (SA414.2) held at the LSE. (Advanced cost-effectiveness analysis in healthcare), or a study unit at the LSHTM (Advanced Health Economics for Management and Planning) occupying two days a week for five weeks in the LT.

Written work: As well as seminar papers and practical work, the students will be expected to produce one piece of written work for assessment.

Reading list: The following is a basic reading list for the course: N Barr, *Economics of the Welfare State*, OUP, 1998; G Mooney, *Key Issues in Health Economics*, Wheatsheaf, 1994; A J Culyer (Ed), *Competition in Health Care*, Macmillan, 1991; M F Drummond et al, *Methods for the Economic Evaluation of Health Care Programmes*, OUP, 1997; A McGuire et al, *The Economics of Health Care*, Routledge, 1988; A Mills & L Gilson, *Health Economics for Developing Countries*, a Survival Kit EPC Publication, LSHTM, 1988; A Mills & K Lee, *Health Economics Research in Developing Countries*, OUP, 1992; M R Gold et al (Eds), *Cost-effectiveness in health and medicine*, New York, OUP, 1996; F Sloan (Ed), *Valuing health care*, CUP, 1995; S Curry & J Weiss, *Project Analysis in Developing Countries*, Macmillan, 1994; C Dinwiddie & F Teal, *Principles of Cost-Benefit Analysis for Developing Countries*, CUP, 1996.

Supplementary reading list: This is given at the beginning of the course and covers specialised texts and articles on each subject covered within the course.

Assessment: 1. An assessed essay, to be submitted in the LT (40%). 2. A three hour written paper in June (60%).

SA422

Housing Economics and Finance

Teacher responsible: Professor C Whitehead, S377

Availability: MSc Housing; MSc Housing (International). Other students may attend where regulations permit.

Core syllabus: The course provides an introduction to the use of economic and financial analysis in the context of housing and their application to particular problems and policies.

Content: The course provides an introduction to financing, pricing, investment and allocation decisions in both private and social housing and to how they are affected by government policy. Topics include: the special attributes of housing and housing markets. The determinants of demand for housing. Forecasting housing demand and assessing the need for social housing. The determinants of investment in new and existing stock. The supply of new housing and its relation to land availability. Price determination in the short and long run. The economic rationale of government intervention; mechanisms of government intervention and regulation, taxation and subsidy; income versus price subsidies; direct provision. The financing and subsidy systems as they apply to owner-occupation, private renting and the social sector. Paying for investment in social housing. The introduction of private finance into social housing; financing housing as part of urban regeneration and neighbourhood renewal. Examples will be drawn mainly from British housing policy, but with comparisons from other industrialised countries.

Teaching: 20 lectures MT and LT. 10 classes MT and LT (start Week 4); 10 seminars LT and ST.

Reading list: A detailed reading list will be provided at the beginning of the course. Relevant texts include: R Muth & A Goodman, *The Economics of Housing Markets*; G Fallis, *Housing Economics*; D MacLennan, *Housing Economics*; J Hills, *Unravelling Housing Finance*; K Gibb & M Munro, *Housing Finance in the UK*; G 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*.

Assessment: There is a three-hour formal written examination in June.

SA425

Income Maintenance and Social Security Policies

Teachers responsible: Professor D Piachaud, A281, Professor P Townsend, M209 and others

Availability: For MSc Social Policy and Planning. This course is also open

to students taking the MSc in European Social Policy, MSc in Social Policy and Planning in Developing Countries and other MScs. This course will be offered if there is a sufficient number of students.

Content: The course analyses income maintenance and social security policies defined broadly to include not only national insurance and social assistance provisions but also fiscal, occupational and private provisions that maintain incomes. Definitions and measurements of need and poverty are reviewed. Economic and financial aspects of social security are considered, as is the impact of social security (including its redistributive potential) on social and economic behaviour. A comparative approach is adopted.

Teaching: Teaching comprises lectures and seminars.

Lectures: There are 15 lectures **Social Security Policy** (SA425.1) in the MT and LT that cover: approaches to income maintenance; poverty; redistribution; provisions for the elderly, children and unemployed people; universal, selective, occupational and fiscal approaches to income support. **Seminar:** The seminar (SA425.2) will hold 25 weekly meetings spread over the three terms. In the first term the seminar will pursue the same topics as the lectures. In the second and third terms the seminar will cover (subject to meeting the interests of members as far as possible): political and economic dimensions of income maintenance; the inter-relationship of tax and benefit systems; alternative forms of benefit finance; the role of funded insurance systems; problems of equity and discretion; work incentives; manpower policies; provisions for a wide range of contingencies; comparative income maintenance systems; public/private delivery systems. **Written work:** Seminar members will be expected to make regular presentations to the seminar, and submit a written paper at the end of the first term.

Reading list: Basic reading for the course includes: A B Atkinson, *The Economics of Inequality*, 2nd edn, Oxford, 1983; S Baldwin, G Parker & R Walker, *Social Security and Community Care*, Avebury, 1988; S Baldwin & J Falkingham (Eds), *Social Security and Social Change*, Harvester Wheatsheaf, 1994; N Barr, *Economics of the Welfare State*, 2nd edn, Weidenfeld, 1993; A Deacon & J Bradshaw, *Reserved for the Poor*, Blackwell, 1983; E Kingdon & J Schulz, *Social Security in the 21st Century*, Oxford, 1997; J Hills & J Ditch (Eds), *Beveridge and Social Security*, Oxford, 1994; P Townsend, *Poverty in the United Kingdom*, Allen Lane, 1979.

A wide range of reading for specific topics will be given at the start of the course.

Assessment: The examination in the ST consists of a three-hour paper in which three questions have to be answered.

SA426

Hospital Economics and Management

Teachers responsible: Mr P Kanavos, J310, Mr G Bevan, G406, and Dr D Hughes

Availability: An optional course for the MSc International Health Policy.

Core syllabus: A thorough understanding of the hospital as an economic unit. Students will be exposed to key issues of economic and managerial decision-making within a modern hospital organisation.

Content: The course is comparative in nature and builds on economic and managerial theories. The course material comprises: Economic theory of the firm, Quality of outcomes; Hospital reimbursement methods, role of the physician; Resource management; Hospital organization and structure (management agencies, performance measurement, organization development, management of professionals); Business planning, contracting and financial management for contracting; Quality assurance; Efficiency and effectiveness; Information systems for hospitals; Benchmarking. The above course material is supplemented with case studies from the international literature.

Teaching: 11 x 1-hour lectures and 5 x 2-hour seminars, MT; plus one revision seminar, ST.

Reading list: S E Berki, *Hospital Economics*, Lexington, 1972; R G Evans, 'Behavioural cost functions for hospitals', *Canadian Journal of Economics*, Vol 4, 1971, pp 198-215; T Packwood, J Keen & M Buxton, *Hospitals in Transition: The Resource management experiment*, Open UP, 1991; M Burrows et al, *Management for Hospital Doctors*, Oxford, 1994; R Stewart, *The reality of Organisations: a Guide for Managers*, London, 1991; M F Drummond, A Maynard & N Wells, *Purchasing and Providing Cost-effective Health Care*, London, 1993; M M Wiley & R B Fetter, *Measuring Activity and Costs in Irish Hospitals: A Study of Hospital Case Mix*, ESRI General Research Series, No 147, Dublin, 1990; Ch D Shaw, *Introducing Quality Assurance*, King's Fund, 1986.

Assessment: A 2-hour written examination in the ST (60%); candidates must answer two questions. One assessed essay of no more than 3000 words (40%) to be submitted by the last day of the MT.

SA427

Pharmaceutical Economics

Teachers responsible: Mr P Kanavos, J310 and Dr E Mossialos, J413

Availability: An optional course for the MSc International Health Policy. Students must have an understanding of basic Health Economics principles

Core syllabus: A rigorous analysis of the economics of pharmaceuticals comprising pricing, financing and reimbursement decisions, the health versus industrial policy dilemma and a course on economic evaluation of pharmaceuticals

Content: The course analyses the following areas: theories of industrial organization relating to high technology industries; structure of and competition in the international pharmaceutical industry; systems of pricing and financing of pharmaceuticals in OECD countries; supply-, demand- and

proxy-demand-side cost containment measures. Industrial policy in the pharmaceutical sector and the economics of patents. Economic evaluation of medicinal products, in particular, methodologies and empirical implementation, cost-benefit analysis, cost-utility analysis, cost-effectiveness analysis, and how to perform economic evaluations. The above course material is supplemented by case studies from the international literature.

Teaching: 10 x 1-hour lectures and 5 x 2-hour seminars, LT; plus one revision seminar, ST.

Reading list: S O Schweitzer, *Pharmaceutical Economics and Policy*, OUP, 1997; P M Danzon, *Pharmaceutical Price Regulation*, AEI Press, 1997; B Abel-Smith & E Mossialos, 'Cost containment and health care reform: a study of the European Union', *Health Policy*, Vol 28, No 2, 1994; M Vandergrift & P Kanavos, 'Health Policy v. Industrial Policy in the Pharmaceutical Sector: The Case of Canada', *Health Policy*, September 1997; R E Evenson, 'Patents, R&D, and Invention Potential', *Proceedings of the American Economic Association*, Vol 83, No 2, 1993, pp 463-471; F A Sloan (Ed), *Valuing Health Care: Costs, Benefits, and Effectiveness of Pharmaceuticals and Other Medical Technologies*, CUP 1996; W C Bogner, *Drugs to Market*, Pergamon, 1996.

Assessment: A 2-hour written examination in the ST (60%) candidates must answer two questions. One assessed essay of no more than 3000 words (40%) to be submitted by the last day of the LT.

SA428

NA 00/01

Theory and Policy in Child Care

Teachers responsible: Dr E Munro, A272 and Dr G Bridge, A256

Availability: For MSc in Child Care Policy and Practice. Students must have a professional social work qualification.

Core syllabus: The purpose of this course is to teach theories and evaluative research in the areas of child care and parenting.

Content: Developments, policy and research relating to children and parents; assessment skills; family functioning; child development; child observation; multidisciplinary perspectives.

Teaching: 23 x weekly lectures and 23 x weekly seminars, sessional (SA459).

Written work: Students will be expected to prepare work for seminars.

Reading list: Audit Commission, *Seen but not Heard: Co-ordinating Community Child Health and Social Services for Children in Need*, HMSO, 1994; B Beresford, *Positively Parents: Caring for a Severely Disabled Child*, JRF, HMSO, 1994; D Berridge & D Brodie, *Children's Homes Revisited*, JKP, 1997; D Howe, *Attachment Theory for Social Work Practice*, Macmillan, 1995; J Trowell & M Bower (Eds), *The Emotional Needs of Young Children and Their Families*, Routledge, 1995; Social Services Inspectorate, *Getting Family Support Right: Inspection of the Delivery of Family Support Services*, DH, 1998; J Gibbons (Ed), *The Children Act 1989 and Family Support*, HMSO, 1992.

Assessment: This course is examined by a two hour exam (50%) in the ST and two items of course work, one submitted at the beginning of the ST (25%) and one at the end of the ST (25%).

SA429

H

Social Exclusion, Inequality and the 'Underclass' Debate

Teachers responsible: Dr M Kleinman, A259 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 growth in inequality, the emergence of social exclusion as a key concept in social policy and the theoretical and empirical issues provoked by the 'underclass' debate. There is an emphasis on relating concepts to empirical evidence. Evidence and literature from Britain, the USA and Europe are examined.

Content: The 'underclass' debate: theory and evidence; the growth in 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 formal two-hour examination in the ST: two questions from a choice of five.

SA431

H

Housing Law

Teachers responsible: To be announced and Mr R Campbell, Visiting Lecturer c/o A255

Availability: For MSc/Diploma in Housing and for other Master's students where regulations permit.

Course syllabus: To provide an introduction to the English Legal system and relate it to housing policy in both public and private sectors.

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, managements, rents, sales. (4) Homelessness; responsibilities of local housing authorities. (5) Housing conditions, repairs, unfit, statutory nuisances, over-crowding, clearance, improvement.

Teaching: Students without an adequate background in the law must attend the 10 lectures in MT (SA431) There will be an additional 10 lectures (SA431) in the LT. Classes x 20 (SA431.A and SA431.B) in MT and LT to relate the law to housing issues and practice.

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: There is a two-hour formal written examination in June. Students must answer three questions.

SA433

Strategic Management and Management Skills

Teacher responsible: Professor A Power, A239

Availability: For MSc/Diploma in Housing and MSc/Diploma Housing (International) students and other MSc students where regulations permit.

Core syllabus: The course is in two parts, Management Studies and Management Skills. It covers organisational management and the management of change with a focus on social housing management.

Content: *Management Studies* – Linking management theory, including strategic management, organisational structure, managing people and managing change, to current issues and practice in social housing.

Management Skills – The development of key skills including team work, negotiation, leadership, motivation, stress management and self-assessment.

Teaching arrangements:

Management Studies – Eight one-hour workshops, MT and eight in the Lent term, with prominent housing policymakers and managers.

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: Two essays of not more than 2,500 words, drawing on literature and workplace experience. One to be submitted by the first Friday of the LT and one to be submitted by the last Friday of LT.

SA434

H

Foundations of Urban Studies

Teacher responsible: Professor R Sennett, Y314

Availability: Compulsory for MSc City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Core syllabus: This course seeks to introduce students to key issues relating architectural and urban design to the sociology, politics, and economics of cities. The emphasis is not on a literature review of urban studies, but rather on major problems and difficulties which arise when we seek to connect physical design to social realities.

Content: The course explores the following problems:

1. The city as a place on the map and as a moral order
2. What makes a building 'urban'?
3. Movement and object.
4. What density does to the way we see.
5. Public space and the sociability of strangers
6. Tactile experience: bodies and buildings
7. The intensity of street life
8. Working spaces and the changing nature of work
9. The design of intimacy: housing and family life
10. Political space

Teaching: 10 weekly lectures and 8 weekly 1½-hour seminars, MT.

Reading list: M Weber (tr D Martindale & G Neuwirth), *The City*, London, 1966; S Giedion, *Space, Time and Architecture*, Cambridge Mass, 1949; L Mumford, *The City in History*, London, 1961; H Lefebvre, *The Production of Space*, Oxford, 1991; H Lefebvre, *Le Droit à la Ville*, Paris, 1968; D Harvey, *Social Justice and the City*, London, 1973; M Castells, *The Informational City*, Oxford, 1989; S Sassen, *Cities in a World Economy*, Thousand Oaks, CA, 1994; R Koolhaas, S, M, L, XL, New York, 1995; R Sennett, *The Fall of Public Man*, Cambridge, 1977; R Sennett, *Flesh and Stone*, London, 1994; S Kostof, *The City Shaped*, London, 1991; L Benevolo (tr G Culverwell), *The History of the City*, London, 1980; J Rykwert, *The Idea of a Town*, London, 1976; C Calhoun (Ed), *Habermas and the Public Sphere*, Cambridge, Mass, 1992; Selected writings of Michel Foucault, Georg Simmel & Jane Jacobs.

Assessment: A course essay of not more than 3,000 words (100%) on an approved topic to be submitted at the beginning of the LT.

SA435

NGO Management, Policy and Administration

Teachers responsible: Dr D Lewis, N12c and Dr H Seckinlgin, N13d

Availability: For MSc in NGO Management. This course is compulsory for students on this degree. Students are expected to have some practical experience working in or with NGOs in the South.

Core syllabus: The course will provide an introduction to recent research on NGOs and the management of development. Students will be introduced to a broad range of concepts and theories to develop their understanding of

the organisation and management of NGOs. The course will enable them to analyse organisational and management problems and concerns and to set them within broader policy issues.

Content: Major themes considered during the course include: the role of Northern and Southern NGOs in development; typologies of NGOs and NGO activity; the political and economic context within which NGOs have become popular; NGO performance, efficiency and sustainability; NGO activities in political advocacy, policy change and development education; fundraising and income-generation strategies and practices; NGO relations with donor agencies; NGO relations with communities and grassroots organisations; NGO relations with government; NGO strategies for growth; NGO accountability to donors, governments and beneficiaries.

Teaching: Lectures (SA435.1). Weekly, MLS. Seminars (SA435.2). Weekly, MLS.

Written work: Students will be expected to produce three course essays of not more than 1,500 words each on titles supplied by the course teachers.

Reading list: The following publications are some of the key texts. Much of the relevant literature is contained in pamphlets and journal articles. Additional references will be provided at the start of the course and in the lectures.

D Billis & J MacKeith, *Organising NGOs: Challenges and Trends in the Management of Overseas Aid*; T Carroll, *Intermediary NGOs: The Supporting Link in Grassroots Development*; J Clark, *Democratizing Development: The Role of Voluntary Agencies*; M Edwards & D Hulme (Eds), *Making a Difference*; J Farrington & A Bebbington with K Wellard & D Lewis, *Reluctant Partners? Non-governmental Organizations, the State and Sustainable Agricultural Development*; A Fowler, *Striking a Balance: a guide to enhancing the effectiveness of NGOs in international development*; L Salamon & H K Anheier, *Defining the Nonprofit Sector: a cross-national analysis*; D Lewis (Ed), *International Perspectives on Voluntary Action*.

Assessment: There is a written formal three-hour examination in June which carries a maximum of 50% of the marks for this course. The average marks of the two best of three essays submitted during the MT and LT also carry a maximum 50% of the marks.

SA436

H

Planning and Regeneration

Teacher responsible: Miss R Tunstall, A240

Availability: Intended primarily for MSc in Housing; MSc Housing (International); MSc City Design and Social Science. Other students may attend where regulations permit.

Core syllabus: The course is intended to help students understand the British planning system and regeneration policy, with particular emphasis on their impact on housing.

Content: The rationale for a planning system, its aims, its elements of the system from national policy level through to local authority plans, to the factors affecting a development control decision. The impact of the planning system on the existing housing stock and planning to meet housing need. Public participation in planning. The planning and design of social housing. The development of urban regeneration. The impact of community regeneration and estate regeneration.

Teaching: 10 x 1½ hour lectures; 10 x 1 hour seminars; LT. There will be outside speakers and at least one field trip.

Reading list: B Cullingworth & V Nadin, *Town and Country Planning in Britain*, 1994; M Elson et al, *Green Belts and Affordable Housing: can we have both?*, 1996; A Coleman, *Utopia on Trial: vision and reality in planned housing*, 1985; S Muthesias & M Glendenning, *Tower Block*, 1995; B Robson et al, *Assessing the Impact of Urban Policy*, 1994; Urban Task Force, *Towards an Urban Renaissance*, 1999; Social Exclusion Unit, *Bringing Britain Together: a national strategy for neighbourhood renewal*, 1998; M Stewart & M Taylor, *Empowerment and Estate Regeneration*, 1995; J Foster, *Docklands: cultures in conflict, communities in transition*, 1998.

Assessment: 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 ST.

SA437

H

Urban Morphologies

Teacher responsible: Mr R Burdett, Y308

Availability: Compulsory for MSc City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Core syllabus: A review of 20th century urban design theories and methodologies of spatial analysis. Comparative case studies of the contemporary city. Identification of physical issues affecting social and economic performance. Analysis of the spatial and social organisation of public and private institutions, complex buildings and civic spaces and their relationship to urban form.

Content: The course will cover the following areas:

a) Techniques of spatial analysis of complex building and urban form and their application to current design practice; review of contemporary theories of urban space.

b) Comparative urban case studies focusing on: metropolitan and community issues; housing; public and private transport; compact and dispersed cities; real estate development, planning constraints; inner city regeneration and out-of-town development.

Teaching: 10 weekly lectures and weekly 1½-hour seminars, LT.

Reading list: P Hall, *Cities of Tomorrow*, Oxford, 1996; J Jacobs, *The*

Death and Life of the Great American City, New York, 1961; A Rossi, *The Architecture of the City*, MIT Press, 1998; B Hillier, *Space is the Machine*, Cambridge, 1996; W H Whyte, *City, Rediscovering the Centre*, New York, 1988; Report of the Urban Task Force, *Towards an Urban Renaissance*, London, 1999.

Assessment: A 2-hour written paper (50%). 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.

SA438

H

Urban Infrastructure

Teacher responsible: Professor T Ridley, Imperial College

Availability: Compulsory for MSc City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Core syllabus: To develop a critical understanding of strategic design and implementation issues, and evaluation techniques that have a direct impact on the design of the urban environment and the socio-economic performance of cities.

Content: Infrastructure and sustainable development. Demand and supply. Relation between land use and transport. Management of the design process. Infrastructure project implementation. Economic aspects of urban growth. Land and real estate economics. Cost/benefit analysis. Case studies in implementation of large-scale infrastructure projects.

Teaching: 10 weekly lectures and 10 weekly 2-hour seminars in LT.

Reading list: A more comprehensive list will be issued at the beginning of LT. Key texts include:

C Buchanan et al, *Traffic in Towns: A Study of the Long Term Problems of Traffic in Urban Areas (The Buchanan Report)*, London, 1963; Chartered Institute of Transport, *Transport Infrastructure – Mobilising Private Investment*, London, 1993; Institution of Civil Engineering, *Sustainability and Acceptability in Infrastructure Development*, London, 1996; P W G Morris, *The Management of Projects*, London, 1994; E Noam, *Telecommunications in Europe*, Oxford, 1992; C Weinhaus & A Oettinger, *Behind the Telephone Debates*, Ablex Publishing Corp, 1993.

Assessment: A 2-hour written paper (50%) and a course essay of not more than 3,000 words (50%) on an approved topic to be submitted at the beginning of the ST.

SA439

Managing Risk in Mental Health Care

Teachers responsible: Dr E Munro, A272 and Dr J Rumgay, A258

Availability: For postgraduate students in Health and Social Services, Criminal Justice Policy, Social Policy and Planning and, subject to agreement, other MSc courses in the Department of Social Policy. The course is intended primarily for students with professional experience in the areas of mental health and criminal justice.

Core syllabus: The course examines policy, research and practice in the field of mental health, with an emphasis on community support of mentally disordered offenders and the vulnerable mentally ill. Issues in risk management within integrated care strategies are given particular attention.

Content: Developments in law, policy and research concerning treatment of the mentally ill and personality disordered; the interface between mental health and criminal justice systems; relationships between mental disorder and crime; institutional and community care; issues in risk identification and management – vulnerability, relapse and offending; involvement and support of carers; effectiveness in multi-disciplinary work.

Teaching: Lectures: 23 weekly; Seminars: 23 weekly, sessional.

Written work: Students will be expected to prepare work for seminars.

Reading list: L Beutler & J Clarkin, *Systematic Treatment Selection*, 1990; L Blom-Cooper, H Hally & E Murphy, *The Falling Shadow: One Patient's Mental Health Care*, 1995; S Hodgins (Ed), *Mental Disorder and Crime*, 1993; J Monahan & H Steadman (Eds), *Violence and Mental Disorder: developments in risk assessment*, 1994; J Ogloff (Ed), *Law and Psychology: the broadening of the discipline*, 1992; J Ritchie, D Dick & R Lingham, *The Report of the Inquiry into the Care and Treatment of Christopher Clunis*, 1994; T Szasz, *Cruel Compassion: Psychiatric Control of Society's Unwanted*, 1994; D Wexler & B Winick (Eds), *Law in a Therapeutic Key: developments in therapeutic jurisprudence*, 1996; B Sales & S Shah (Eds), *Mental Health and Law: research, policy and services*, 1996.

Assessment: This course is examined by a two-hour examination (50%) in the ST and two items of course work, one submitted at the beginning of the LT (25%) and one at the beginning of the ST (25%).

SA440

Planning of Personal Social Services

Teacher responsible: Miss S Sainsbury, A250

Availability: There are no pre-requisites. This course will be offered only if there is a sufficient number of students.

Core syllabus: The course will focus primarily on personal social services in Britain, although there is a comparative component.

Content: The evolution of the local authority social services departments. Problems of policy, organisation, staffing, and inter-agency co-ordination. Needs, demand and supply; theories about their determinants and inter-relationship. Social deviance and concepts of community welfare. Aims, objectives and evaluation in personal social services. The application of planning to personal social services provision.

Teaching: Weekly seminars accompanied by an optional lecture course. Seminars (SA440) 25 x 1½ hours, MLS; with optional Lectures, (SA205), 10 x 1 hour, MT.

Written work: Students are expected to prepare 2 papers for discussion in seminars and to write one essay before the end of MT.

Reading list: The following are useful introductory texts.
P Townsend, *The Last Refuge*, RKP, 1962; *Report of the Committee on Local Authority and Allied Personal Social Services* (Seeborn), Cmnd 3703, 1968; G Wistow, *Social Care in the Mixed Economy*, Open University Press, 1994; S Sainsbury, *Regulating Residential Care*, Avebury, 1989; K Jones, *Asylums and After: A Revised History of the Mental Health Services*, 1993; M Parry (Ed), *The Children Act 1989: Conflict and Compromise*, 1992. Full bibliographies will be provided with the programme of seminar topics.

Assessment: There is a three-hour formal examination in June. Three questions must be answered.

SA441

Planning Studies

Teacher responsible: Miss R Tunstall, A240

Availability: Compulsory for MSc Housing/Diploma and MSc Housing (International)/Diploma students where the half-unit course **Planning and Regeneration** is not a chosen option.

Core syllabus: The course is intended to help students understand the British planning system and regeneration policy, with particular emphasis on their impact on housing.

Content: The rationale for a planning system, its aims, its elements of the system from national policy level through to local authority plans, to the factors affecting a development control decision. The impact of the planning system on the existing housing stock and planning to meet housing need. Public participation in planning. The planning and design of social housing. The development of urban regeneration. The impact of community regeneration and estate regeneration.

Teaching: 10 x 1½ hour lectures (SA436 **Planning & Regeneration**); 10 x 1 hour seminars, LT.

There will be outside speakers and at least one field trip.

Reading list: B Cullingworth & V Nadin, *Town and Country Planning in Britain*, 1994; M Elson et al, *Green Belts and Affordable Housing: can we have both?*, 1996; A Coleman, *Utopia on Trial: vision and reality in planned housing*, 1985; S Muthesias & M Glendenning, *Tower Block*, 1995; B Robson et al, *Assessing the Impact of Urban Policy*, 1994; Urban Task Force, *Towards an Urban Renaissance*, 1999; Social Exclusion Unit, *Bringing Britain Together: a national strategy for neighbourhood renewal*, 1998; M Stewart & M Taylor, *Empowerment and Estate Regeneration*, 1995; J Foster, *Docklands: cultures in conflict, communities in transition*, 1998.

Assessment: A planning project of no more than 3,000 words to be submitted by the first Friday of the ST.

SA442

Social Welfare and Social Development

Teachers responsible: Miss L Bonnerjea, c/o A253 and Dr G Bridge, A256
Availability: For MSc in Social Policy and Planning in Developing Countries mainly. This paper is one of the options available to MSc students. Work experience in social welfare, social work, or social development in developing countries is desirable, but not essential.

Core syllabus: The course examines current debates and issues in social welfare and social development in developing countries and seeks to debate the use of research in policy making and service planning.

Content: The role of government, non-government organisations, international organisations in welfare planning and social development; the concept of good governance in relation to social welfare in policy and practice; traditional and community based social welfare systems; planning for the welfare of children, including street children; planning for the welfare of elderly in developing countries; social welfare planning for people with disabilities; operationalising normalisation and examining institutions; social exclusion; planning for AIDS-affected communities; welfare and social development planning in wars, conflict situations and natural disasters; the privatisation of welfare including cost recovery and user charges; issues of accountability, evaluation and value for money; and ways of paying for welfare and techniques of income support.

Teaching: Teaching is provided through preliminary lectures and then by seminars which are held weekly throughout the academic session. The course uses case study material from current social development issues and students are encouraged to bring with them information about welfare from a developing country.

Written work: All students prepare presentations during the year, and are expected to read widely and participate in seminar discussions. In addition to seminar presentations students write essays on social welfare for their tutors.

Reading list: A detailed reading list is included in the seminar programme. The following is an introductory list of books.

J Midgely, *Social Development*; J Midgely, *Professional Imperialism*; J Midgely & J MacPherson, *Comparative Social Policy and the Third World*; H Jones, *Social Welfare in Third World Development*; Werner, *Disabled Village Children*. Students are also encouraged to consult the following journals: *International Social Work*; *International Social Security Review*; *Refugee Studies*.

Assessment: There is a three-hour written examination paper in June, which accounts for 75% of the total marks. Students are required to answer three questions from a choice of twelve. In addition, students are required to write an extended elective essay, which accounts for 25% of the marks.

SA443

Race and Housing

This is a one day training session for Diploma in Housing students in their final year. The Race and Housing module helps students understand and learn to deal with issues of equality, discrimination and participation in housing.

SA444

Rehabilitation of Offenders

Teachers responsible: Dr J Rungay, A258 and Mr D Cornish, A118

Availability: For MSc Criminal Justice Policy; MSc Criminology; LLM. This course is also open to other MSc students in consultation with their supervisors.

Core syllabus: The aim of the course is to provide a critical analysis of the historical, contemporary and future role of offender rehabilitation policies within the criminal justice system.

Content: Rehabilitation of offenders: the ideal, the model, the critiques and the reformation of the approach. Criminal justice process; intervention points and service agencies, juvenile justice, custodial, probation and after-care services, problems of coercion, accountability and multi-agency co-ordination, services for the mentally disordered, unemployed and homeless. Rehabilitation research: historical and contemporary perspectives. Methodological issues: planning, implementing and evaluating interventions; Rehabilitation methods: group work and milieu therapy; behavioural, social skills and cognitive-behavioural techniques. Foundations for new approaches to rehabilitation: social interactional models of delinquent development; studying crime events and criminal decision-making; criminal lifestyles and desistance.

Teaching: 20 weekly lectures MT & LT. 23 x 1½ hour weekly seminars, MT, LT & ST.

Written work: Critical evaluation of a rehabilitation project within the student's area of interest.

Reading list: C R Hollin, *Cognitive-behavioural Interventions with Young Offenders*, 1990; 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.

Assessment: There is a three-hour formal written examination in the ST in which three questions must be answered.

SA445

Social Planning for Rural Development

Teacher responsible: Dr A. Hall, A119

Availability: For MSc in Social Policy and Planning in Developing Countries. This paper is one of the options available to MSc students. Knowledge of rural areas and relevant work experience is desirable but not essential.

Core syllabus: The course is designed to introduce students to the problems of rural development in the Third World, to consider alternative strategies for improving levels of living in rural areas, and to increase the contribution of the rural sector to national development.

Content: The rural sector in national development, the agrarian transition, the concept of sustainable rural livelihoods, theories of peasant decision-making, land tenure and agrarian reform. Tools and strategies of rural development: resettlement, community development, integrated rural development, the green revolution, appropriate technology, co-operatives. Environmental aspects, management and community participation, the role of foreign aid and impact of structural adjustment policies on the rural sector, biotechnology, agricultural research and extension, micro-credit, management of rural development and participation, social diversity, food security, roles of government and NGOs.

Teaching: Introductory lectures are given. A detailed programme is handed out at the beginning of the Session. Students are required to present papers for group discussion and must provide an outline on the blackboard or by handouts. Extensive reading is an essential part of the course and students are encouraged to discuss seminar presentations with their supervisors or with the course teachers.

Written work: In addition to seminar presentations students write essays on this subject for their supervisors.

Reading list: A detailed reading list is included in the seminar programme. The following is an introductory list of books: A Shepherd, *Sustainable Rural Development*, 1998; B Crow & H Bernstein (Eds), *Rural Lives: Crises and Responses*, 1992; C Dixon, *Rural Development in the Third World*, 1990; I Jazairy, *The State of World Rural Poverty*, 1992; J Harris (Ed), *Rural Development*, 1982; A Pearce, *Seeds of Plenty, Seeds of Want*, 1980; R Chambers, *Rural Development: Putting the Last First*, 1983; C K Eicher & J M Staatz (Eds), *Agricultural Development in the Third World*, 1990.

Assessment: There is a three-hour written examination paper in June which accounts for 75% of the total marks. Students are required to answer three questions from a choice of 10-12 questions. In addition, students are required to write an extended elective essay of 3000 words, which accounts for 25% of the marks.

SA446

Psychology and Crime

Teachers responsible: Mr D Cornish, A118 and Dr J Rungay, A258

Availability: This one-unit course is available as an option for MSc Criminal Justice Policy, MSc Criminology, LLM students, and for other Master's students by agreement with their supervisors and as permitted by regulation.

Core syllabus: The aim of the course is to introduce students to a selection of theory and research from key areas of criminological psychology. The course critically evaluates the range of contributions made by psychology to the theory, prevention and treatment of criminal behaviour, the prevention and investigation of crime, and the understanding of criminal justice processes.

Content: Grouped into five areas:

The Development of Criminal Behaviour; crime and individual differences; developmental theories; criminal career research.

Preventing Criminality and Rehabilitating Offenders: early prevention; later prevention; rehabilitation.

Varieties of Criminal Behaviour: violent offending; drugs and crime; alcohol and crime; sex offending; mental disorder, psychopathy and crime.

Courtroom Processes: juror decision-making; sentencing decision-making. *Crime Prevention and Investigation*: victims and lifestyles; procedural analysis of crime; situational crime prevention; profiling of serial offenders.

Teaching: 20 lectures and 22 seminars (including revision)

Written work: Students will be expected to make a number of class presentations and write two essays.

Reading list: D A Andrews & J Bonta, *The Psychology of Criminal Conduct*, 1994; R Blackburn, *The Psychology of Criminal Conduct: Theory, Research and Practice*, 1993; J C Campbell (Ed), *Assessing Dangerousness: violence by sexual offenders, batterers and child abusers*, 1995; D B Cornish & R Clarke (Eds), *The Reasoning Criminal: rational choice perspectives on offending*, 1986; P Feldman, *The Psychology of Crime: a social science textbook*, 1993; S Hodgins (Ed), *Mental Disorder and Crime*, 1993; C Hollin & K Howells, *Clinical Approaches to Sex Offenders and their Victims*, 1991; S Lloyd-Bostock, *Law in Practice: applications of psychology to legal decision making and legal skills*, 1988; L N Robins & M Rutter (Eds), *Straight and Devious Pathways from Childhood to Adulthood*, 1990; J Rungay, *Crime, Punishment and the Addicted Offender*, 1998; R Stephens, *The Street Addict Role: a theory of heroin addiction*, 1991; G M Stephenson, *The Psychology of Criminal Justice*, 1992; N L Weiner & M Wolfgang (Eds), *Pathways to Criminal Violence*, 1989; J Q Wilson & R J Herrnstein, *Crime and Human Nature*, 1985.

Assessment: There will be a three-hour unseen examination in the ST. Students will be required to answer three questions.

SA447

Foundations of Health Policy

Teacher responsible: Professor J Le Grand, A244

Availability: For postgraduate students mainly as a compulsory option paper for the MSc in Health and Social Services.

Core syllabus: A comparative approach to the development of health care systems in high, middle and low income countries, emphasising present and future policy options and problems.

Content: The current problems facing health care systems (demographic change, new technology, rising public expectations, the spread of new diseases and behaviours); policy options and what we know of their effectiveness (eg the effectiveness of different kinds of curative medical care, options for preventive action); systems for providing and financing health care (informal and self care, private markets, state provision, planned and quasi-markets)

Teaching: The course consists of 10 lectures and 5 seminars in the MT. Students will participate in presenting at least one seminar paper.

Written work: Students will write one essay and present one piece of course work during the course.

Reading list: B Abel-Smith, *An Introduction to Health Policy, Planning and Financing*, Longmans, 1994; A Green, *An Introduction to Health Planning in Developing Countries*, Oxford Medical Publications, OUP, 1992; J Le Grand & W Bartlett, *Quasi-Markets and Social Policy*, Macmillan, 1993; World Bank, *Investing in Health*, 1993.

Assessment: The course will be examined by a coursework essay of not more than 2,000 words to be submitted at the end of the MT and a two hour written examination in June. Students must answer two questions. The examination will count for 60% of the total mark and the course work essay for 40%.

SA448

Foundations of Social Service Policy

Teachers responsible: Miss S Sainsbury, A250 and others

Availability: For postgraduate students mainly as a compulsory option paper for the MSc in Health and Social Services.

Core syllabus: A comparative approach to the development of social care systems in advanced countries, emphasising present and future policy options and problems.

Content: The current problems facing social care systems (demographic change, rising public expectations, social polarisation, changing social values, fiscal constraints); policy options and what we know of their effectiveness (eg the effectiveness of different kinds of social work action, options for preventive activity); systems for providing and financing social care (informal and self care, private markets, state provision, planned and quasi-markets).

Teaching: The course consists of 10 lectures and 10 seminars in the LT and 3 seminars in the ST. Students will participate in presenting at least one seminar paper.

Written work: Students will write one essay and present one piece of course work during the course.

Reading list: H Brown & H Smith, *Normalisation: a reader for the nineties*, 1992; N Carter, R Klein & P Day, *How Organisations Measure Success*, 1992; K Jones, *Asylums and After: a revised history of the mental health services*, 1993; A Netten & J Beecham, *Costing Community Care*, 1993; M Knapp et al, *Care in the Community*, 1992; M Parry (Ed), *The Children Act 1989: Conflict and Compromise*, 1992; S Sainsbury, *Regulating Residential Care*, 1989; A Schorr, *The Personal Social Services: an outside view*, 1992; G Wistow et al, *Social Care in the Mixed Economy*, 1994.

Assessment: The course will be examined by a coursework essay of not more than 2,000 words to be submitted at the end of the LT and by a two hour written examination in June. Students must answer two questions. The examination will count for 60% of the total mark and the course work essay for 40%.

SA449

Management in Health and Human Services

Teacher responsible: Professor H Glennerster, A243

Availability: For postgraduate students mainly as a compulsory option paper for the MSc in Health and Social Services.

Core syllabus: The course analyses the nature of human service organisations: the management of professionals; the measurement of performance; the nature of the market for human services; governance and control; accountability and probity; efficiency and operability; financial and strategic planning; the high technology organisation.

Content: A multi-disciplinary approach to management issues in public and voluntary agencies.

Teaching: The course consists of 10 lectures and 10 seminars though the time will be used flexibly for role play and case study work. Students will be expected to lead discussions drawing on their own organisational experience.

Written work: Students will write one essay and present one piece of course work during the course.

Reading list: R Hall, *Organisations: structures, processes and outcomes* (6th edn); D Billis, *Organising Public and Voluntary Organisations*, 1993; P Day & R Klein, *Accountabilities*, 1987; R Hadley & D Forster, *Doctors as Managers*, 1993; C Handy, *Understanding Organisations*; Y Hasenfeld (Ed), *Human Services as Complex Organisations*, 1992; R Stewart, *The Reality of Organisations: a Guide for Managers*, 1993.

Assessment: The course will be examined by a coursework essay of not more than 1,500 words to be submitted by 5pm on the Friday of the first week of the ST. There will be a two hour written examination in June. Students must answer two questions. The examination will count for 60% of the total mark and the course work essay for 40%.

SA450

Social Policy and Administration

Teachers responsible: Dr M Kleinman, A259 and others

Availability: For MSc in Social Policy and Planning; MSc Voluntary Sector Organisation. Also open to students taking the MSc in Criminal Justice Policy, the MSc in Health Planning and Financing, the MSc in Health and Social Services and the MSc in European Social Policy and other MScs. Not available to any MSc/Diploma Housing students.

Core syllabus: Broad themes affecting social policy in Britain and other advanced industrial societies; administrative and policy implementation issues largely focusing on Britain as an example.

Content: This course will be concerned in general terms with social policy and with welfare services. It will take account of historical developments and include, where appropriate, comparative developments in other countries, and focus on current policy questions.

The course is divided into two parts, dealing with policy formation in the first part and policy implementation in the second.

Part One: growth and achievement of social policy; the political economy of social policy; demographic trends and their implications; the European dimension; the role of law in social policy; gender and social policy; poverty, unemployment and social exclusion.

Part Two: policy implementation: the mixed economy of welfare; organisational problems and front-line delivery; turning theory into practice; coping with conflicting goals; multi-culturalism and equal opportunities; informal care and self-help; user involvement and participation.

Teaching: 20 weekly lectures (SA450.1) **Analysis of Social Policy and Administration**. 25 weekly seminars, sessional. Lecture course SA305, **Principles of Social Policy** is also relevant for students.

Reading list: Some introductory texts are: M Bulmer, J Lewis & D Piachaud (Eds), *The Goals of Social Policy*, Unwin Hyman, 1989; H Glennerster, *Paying for Welfare: the 1990s*, Harvester Wheatsheaf, 1997; M Hudson, *Managing without Profit*, Penguin, 1995; H Glennerster & J Hills, *The State of Welfare* (2nd edn), 1997; J Hills, *The Future of Welfare*, JR Foundation, 1993; R M Titmuss, *Essays on the Welfare State* (3rd edn), Allen & Unwin, 1976; H Glennerster, *British Social Policy since 1945*; E Esping-Andersen, *The Three-Worlds of Welfare Capitalism*.

A full bibliography will be handed out with the programme of seminar topics. Study packs will be available.

Assessment: There is a written formal three-hour examination in June.

SA451

Social Policy Research

Teacher responsible: Professor J Hills, Q230 (with colleagues)

Availability: For MSc Social Research Methods (Social Policy), MSc Social Policy and Planning, MSc Health and Social Services and MSc European Social Policy.

Core syllabus: The course reviews applications of a wide variety of research methods to the study of social policy questions.

Content: The varied traditions and approaches to social policy research. Historical methods and archive research. Field studies: participatory research; understanding organisations at work; interviewing users, clients and policy-makers. Analysis of policy and of policy reform. Social experiments and pilots. Geographical methods. Social surveys and the analysis of large datasets. Longitudinal analysis. Microsimulation techniques. Comparative research. Research strategies and choices. Research programmes. The impact of social policy research.

Teaching: 20 lectures and 20 seminars (SA451). The lectures will be given by a member of staff expert in that particular method or topic and are followed by a seminar examining research exemplifying the approach and issues raised. Students will make at least one seminar presentation per term.

Written work: In addition to written versions of their seminar presentations, students will write at least two essays for the course.

Reading list: P Alcock *et al* (Eds), *The Student's Companion to Social Policy*; M Bulmer *et al*, *The Goals of Social Policy*; M Bulmer, *The Uses of Social Research*; C Hakim, *Research Design: strategies and choices in the design of social policy*; H Glennerster & J Hills (Eds), *The State of Welfare* (2nd edn), 1997; C Robson, *Real World Research*; C Wenger, *The Research Relationship: Practice and Policy in Social Policy Research*.

Additional references will be supplied at the start of the course and in lectures.

Assessment: Three hours unseen paper taken in June.

SA452

Social Policy, Planning and Participation in Developing Countries

Teachers responsible: Dr A Hall, A119 and Dr J Beall, A267

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: Major theoretical approaches to development and their implications for social policy; contextual sociological and economic development issues important for social policy: poverty and income distribution, social capital; social exclusion; migration, gender, the social dimensions of the debt crisis and structural adjustment programmes, approaches to social planning and implications for planning methodology and community participation; national level social policy issues relating to population, aid, famine and food security, refugees, the environment; the role of government, international organisations, and non-government organisations in implementing social policy; basic development economics for social planning: markets and command economies, poverty and income distribution, economics of state intervention, trade and development, privatisation and planning, economic growth; social planning methods and planning techniques: qualitative and quantitative data collection, surveys, censuses, social indicators, use of computing in social planning, forecasting, cost-benefit analysis, social impact assessment, project appraisal, monitoring and evaluation; the organisation and management of social planning, centralisation and decentralisation, the role of community participation in social planning practice, operational community participation methodologies such as Participatory Rural Appraisal and Development Planning for Real; gender planning methodology.

Teaching: Teaching is by two x 1½ hour lectures, one seminar and one workshop per week in the MT, LT and half the STs. These are:

SA452.2: **The Theory of Social Policy, Planning and Participation** (lecture and seminar series).

SA452.3: **The Methodology of Social Policy, Planning and Participation in Developing Countries** (lecture and workshop series)

Written work: In addition to the preparation of papers, workshop exercises and a project-planning exercise for the seminars, students will write essays for their tutors on the subject matter of the course.

Reading list: No one book covers the entire syllabus so that specialist lists for each topic will be provided. The following books are recommended:

M Hardiman & J Midgley, *The Social Dimensions of Development: Social Policy and Planning in the Third World*; J Brohman, *Popular Development: Rethinking the Theory and Practice of Development*; D Booth (Ed), *Rethinking Social Development*; J Toye, *Dilemmas of Development*; D Hulme & M Turner, *Sociology and Development: Theories, Policies and Practices*; 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: Assessment will be in two parts. Work covered in SA452.2 will be by a three-hour written examination in June which accounts for 75% of the marks. Students are required to answer three questions from a choice of 10-12 questions. SA452.3 will be evaluated through group work and a written report produced as part of the project planning exercise which accounts for 25% of the marks. SA452.3 will also form a useful foundation for the elective papers and some questions in those papers will require an understanding of the methodological issues covered in this core seminar.

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 eight short sessions lasting 20 minutes and covering basic study skills. Each session has a practice exercise of 10 minutes. The course is particularly helpful for students not experienced in LSE's formal lecture and examination structure.

SA457

Managing Change in Health and Social Services

Teacher responsible: Dr G Wilson, A270

Availability: For postgraduate students mainly as a compulsory option paper for the MSc in Health and Social Services.

Core syllabus: A multi-disciplinary approach to management in agencies where the risk of staff burn out is high and inter-agency co-ordination and user participation are key aspects of service quality. The course covers issues relevant to service design and delivery in public, private and voluntary agencies. The approach is critical, comparative and historical.

Content: The course analyses the nature of service organisations providing health and social care; value dilemmas in public management; the management of professionals; motivation, incentives and rewards; control and ownership; emotions in organisations; service design and marketing; user choice and empowerment; mechanisms of co-ordination and control; management innovation, leadership and organisational learning; strategic management.

Teaching: 10 Lectures MT. 10 x 1½ hour Seminars MT.

Students will participate in presenting at least one seminar paper.

Written work: Students will write one essay and present one piece of course work to be handed in on 12 January 2001.

Reading list: N Flynn, *Public Sector Management*, 1993; L Metcalfe & S Richards, *Improving Public Management*, 1990; H Mintzberg, *Structure in Fives*, 1983; R Normann, *Service Management*, 1991; C Perrow, *Complex Organisations*, 1986; C Pollitt, *Decentralising Public Service Management*, 1998; S Ranson & J Stewart, *Management for the Public Domain*, 1994; L Willcocks & J Harrow (Eds), *Rediscovering Public Sector Management*, 1992.

Assessment: The course will be examined by a course work essay of not more than 2000 words to be submitted at the beginning of the LT. There will be a two hour written examination in June. Students must answer two questions on subjects other than their coursework essays. The examination will count for 60% of the total mark and the course work essay for 40%.

SA458

Child Protection: Risk Assessment and Decision Making

Teacher responsible: Dr E Munro, A272

Availability: For postgraduate students in Health and Social Services, and, subject to agreement, other MSc courses in the Department of Social Policy. It is intended primarily for students with experience in child protection work.

Core syllabus: The course examines the content and the structure of risk assessment and decision making in child protection work.

Content: Developments in law and policy relating to child protection; how the system is working. Definitions of child abuse. Theories and research on the incidence, causes and recognition of child abuse. Investigation methods and skills. Risk assessment: formal models; current empirical findings; use of assessment instruments. Decision theory; common errors of reasoning. Lessons from child abuse inquiries.

Teaching: 23 x weekly lectures, sessional. Seminars 23 weekly, sessional.

Written work: Students will be expected to prepare work for seminars.

Reading list: E Farmer & M Owen, *Child Protection Practice: Private Risks and Public Remedies*, 1995; J Gibbons, S. Conroy & C Bell (Eds), *Operating the Child Protection System*, 1995; National Research Council, *Understanding Child Abuse and Neglect*, 1993; D Gough, *Child Abuse Interventions: A review of the research literature*, 1993; D Thorpe, *Evaluating Child Protection*, 1994; E Gambrell, *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: This course is examined by a 2 hour examination (50%) in the ST, and two items of course work, one submitted at the beginning of the LT (25%) and one at the beginning of the ST (25%).

SA459

Children in Need: Developing Preventive and Supportive Services

Teacher responsible: Dr G Bridge, A256

Availability: Mainly for part-time students, MSc in Health and Social

Services, who are experienced professionals working in child welfare services.

Core syllabus: This course examines policy, research and a range of service options for children in need.

Content: Developments in law and policy relating to children in need; current implementation of policy. Assessment skills; family functioning, child development, service provision.

Teaching: 23 x weekly lectures and 23 x weekly seminars, sessional.

Written work: Students will be expected to prepare work for seminars.

Reading list: Audit Commission, *Seen but not Heard: Co-ordinating Community Child Health and Social Services for Children in Need*, HMSO, 1994; J Gibbons (Ed), *The Children Act 1989 and Family Support*, HMSO, 1992; J Gibbons, S Conroy & C Bell (Eds), *Operating the Child Protection System*, 1995; M Hill, R Kirk, & D Part (Eds), *Supporting Families*, HMSO, 1995; D Neville, L King & D Beak (Eds), *Promoting Positive Parenting*, Arena, 1995; P Reder & C Lucey (Eds), *Assessment of Parenting, psychiatric and psychological contributions*, Routledge, 1995; K Stalker (Ed), *Developments in Short-Term Care*, Jessica Kingsley, 1996; G Bridge, *Parents as Care Managers*, Ashgate, 1999.

Examination arrangements: This course is examined by a two-hour exam (50%) in the ST and two items of course work, one submitted at the beginning of the LT (25%) and one at the beginning of the ST (25%).

SA460

Urbanisation and Social Planning

Teacher responsible: Dr S Kumar, A226

Availability: For MSc with an interest in urban social policy in developing countries. Knowledge of economic and social aspects of urban development and urban work experience in developing countries is desirable.

Core syllabus: The course examines the contextual, social, economic and spatial problems associated with urbanisation in developing countries, and the different policies and planning practices designed to solve them.

Content: The course is divided into four parts. The first part explores different conceptual approaches to Third World development and their implications for the analysis of urbanisation and the city. The second part examines the urbanisation process and national urban planning: rural to urban migration; urban growth; national urbanisation strategies; regional planning. The third part of the course discusses theories and policy prescriptions concerning social problems within developing cities: poverty and unequal income distribution; individual and community level survival strategies; gender roles and needs; urban social movements; employment and the informal sector; access to land; squatter settlements and housing; health and the environment; street children. The final part covers the management of planned intervention in the urban context: decentralised planning and urban management; community participation in urban projects; and the social impact of structural adjustment policies in cities.

Teaching: Six lectures (SA460) and 14 seminars (SA460) over the MT, LT and ST.

Written work: All students prepare presentations during the year, and are expected to read widely and participate in seminar discussions. In addition to seminar and workshop presentations students write essays on this subject for their tutors.

Reading list: A detailed reading list will be included in the seminar programme. The following is an introductory list of books: J Gugler (Ed), *Cities in the Developing World: issues, theory and policy*; J Hardoy & D Satterthwaite, *Squatter Citizen*; J Seabrook, *In the Cities of the South: scenes from a developing world*; C Moser & L Peake (Eds), *Women, Human Settlements and Housing*; J Hardoy *et al*, *Environmental Problems in Third World Cities*; T Harpham *et al*, *In the Shadow of the City: Community Health and the Urban Poor*; N Devas & C Rakodi (Eds), *Managing Fast Growing Cities*; J Beall (Ed), *A City for All: valuing difference and working with diversity*; UNHCS, *An Urbanising World: global report in human settlements*.

Assessment: There is a three-hour written examination paper in June which accounts for 75% of the total marks. Students are required to answer three questions from a choice of 10 to 12 questions. In addition, students are required to write an extended 3000-word essay, which accounts for 25% of the marks.

SA461

Voluntary Sector Policy and Administration

Teachers responsible: Dr H Anheier, N13b and Dr S Morris, N13c

Availability: Compulsory for students taking the MSc in Voluntary Sector Organisation. The course is intended for students interested in the study, policy analysis and management of the voluntary, non-profit or third sector in the UK and abroad. Other students may attend where regulations and place availability permit.

Core syllabus: The course is concerned with the development, role, contribution, policy and management of voluntary, non-governmental and non-profit organisations. It covers theoretical and applied approaches, focuses on service delivery and advocacy functions and draws on experiences from the UK, other EU countries and the United States.

Content: Approaches to the study of the voluntary sector; historical development, role and functions; economic, political and sociological theories; size, scope and structure of the voluntary sector in the UK and abroad; contributions and contemporary functions; organisational behavior; management approaches, models and practices; funding; state-sector relations; current policy issues.

Teaching: Twenty-two weekly 1½ hour lectures; and twenty-two weekly 1½ hour seminars, 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 hand-outs.

M Hudson, *Managing Without Profit*; D Billis & M Harris (Eds.), *Voluntary Agencies: Challenges of Organisation and Management*; L Salamon & H Anheier, *The Emerging Nonprofit Sector*; J Kendall & M Knapp, *The Nonprofit Sector in the United Kingdom*; W Powell (Ed), *The Nonprofit Sector: A Research Handbook*; J Davis Smith, C Rochester & R Hedley (Eds), *An Introduction to the Voluntary Sector*.

Assessment: A written formal three-hour examination in June accounts for 50% of the mark for the course. The average mark of the two best of the three course essays submitted during the MT and LT makes up the balance or 50% of the course mark.

SA462

Welfare Rights

This is a one day training session for Diploma in Housing students in their final year. Welfare Rights familiarises students with how to advise and help low income tenants with benefits and other income support, introducing the agencies, services and structure of the income support system.

SA464

Housing Organisation and Management

Teacher responsible: Professor A Power, A239

Availability: Primarily for MSc/Diploma in Housing and optional for MSc Housing (International). Other students may attend where regulations permit.

Core syllabus: The changing organisation of housing in Britain, and other countries, with a focus on social housing.

Content: Different models of housing tenure; organisation and management of housing, alternative landlords, privatisation, tenant participation and control. Homelessness, access and affordability. Urban regeneration and brownfield development.

Teaching: 10 Lectures, LT. 10 Classes, 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*.

Assessment: There is a two-hour written examination in June in which two questions must be answered.

SA465

Criminal Justice Policy – Long Essay

Teacher responsible: Dr J Rungay, A258

Availability: For MSc Criminal Justice Policy

Those taking the course part-time must submit the essay in their second year. The course is compulsory for all students taking the MSc in Criminal Justice Policy.

Core syllabus: The objective of the Long Essay is to write an original dissertation on an approved topic in the field.

Selection of topic: The selection of the topic is a matter primarily for the student, though the approval of the supervisor is needed for topic registration.

Arrangements for supervision: The tutor or other designated supervisor should discuss the selection of the topic and its title with the student, advise about preliminary reading, methods and broad analytical approach; and comment on the draft version. At their discretion, supervisors may give additional advice and comments.

Assessment: The date for submission of the Long Essay is September. Essays should be no more than 10,000 words in length, excluding notes and appendices and should be typed. Formal titles should be registered with the Course Director by the end of January.

SA466

European Social Policy – Long Essay

Teacher responsible: Dr E Mossalios, J413

Availability: For MSc European Social Policy. The long essay is compulsory.

Core syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject: often these essays involve original perspectives or research.

Selection of topic: The general subject area of the Long Essay should be approved by the course convenor and tutor by the sixth week of the MT and the final title of the Long Essay should be submitted to the course convenor by the end of the MT.

Arrangements for supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the Long Essay.

Assessment: The completed essay, which should be typewritten, must be submitted by 21 June in the year of the examination. It must not exceed 10,000 words – bibliography and tables will not be included in this total.

SA467

Health and Social Services Dissertation

Teacher responsible: Dr G Wilson, A270

Availability: Compulsory for MSc Health and Social Services

Core syllabus: The purpose of the dissertation is to allow students to make

an in-depth examination of an aspect of theory or practice. The aim is to link theory to practice or to develop theory. Workplace based field work is usual but not essential.

Selection of topic: The general subject area should be approved by the sixth week of the MT in the final year and the title should be submitted to the Course Administrator by the end of the MT.

Arrangements for supervision: An appropriate tutor will be allocated to the student at the end of the first year.

Assessment: The completed essay should be typewritten and must be submitted by 21 June in the final year of the course.

SA468

Health Policy, Planning and Financing – Report

Teachers responsible: Dr M Bhatia, A225 and Dr H-R Douglas, London School of Hygiene and Tropical Medicine.

Availability: This course is intended for students studying on the MSc Health Policy, Planning and Financing who have extensive experience in that area.

Core syllabus: The purpose is to allow students to explore, in depth, health policy topics, applying analysis and techniques studied in other parts of the course.

Selection of topic: The general subject area of the report should be approved by the course convenor and tutor, and the final title of the Report should be submitted to the course convenor by the end of the MT.

Arrangements for supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the Report.

Assessment: The completed Report, which should be typewritten, must be submitted by 1 June in the year of the examination. It should not exceed 10,000 words - bibliography and tables will not be included in this total.

SA469

Housing Dissertation

Teacher responsible: Professor A Power, A239

Availability: For MSc in Housing and MSc Housing (International).

Core syllabus: A dissertation of not more than 10,000 words on a housing topic to be approved by the candidate's teachers. The dissertation offers the opportunity for a detailed and thorough exploration of an area of special interest to the student. It involves original research.

Supervision and teaching: Students will pursue their dissertations under the supervision of a member of the Department who will offer advice on choice and scope of subject, methodology, reading and construction of the work. Comments will be provided on an initial draft.

Assessment: The dissertation must be submitted to the Course Director by 1 June. It should be typewritten. Precise details on format and presentation will be issued by the Department. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the dissertation is the candidate's own work.

SA470

NGO Management – Dissertation

Teachers responsible: Dr D Lewis, N12c and Dr H Seckinelgin, N13d

Availability: For MSc in NGO Management. This course is compulsory for students on this degree.

Core syllabus and objective: A dissertation on a topic related to NGO Management and approved by the candidate's teachers. The dissertation offers the opportunity for detailed exploration, under supervision, of an area of special interest to the student. It may involve original field work or the analysis, appraisal and application of existing literature.

Supervision and teaching: Students will pursue their dissertations under the supervision of one of their course teachers who will offer advice on the choice and scope of subject, methodology, reading, construction and presentation of the work. Comments will be provided on an initial draft. There will be weekly seminars, beginning in the LT, to enable students to explore their proposals and plans as a group.

Assessment: The dissertation must be submitted to a course teacher by the last week in August. It should be not more than 10,000 words and typewritten.

SA471

Social Policy and Planning – Long Essay

Teachers responsible: Dr M Kleinman, A259 and tutor

Availability: For MSc Social Policy and Planning. The Long Essay is compulsory.

Core syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject: often these essays involve original perspectives or research and some have been subsequently published.

Selection of topic: The general subject area of the Long Essay should be approved by the course convenor and tutor by the sixth week of the MT and the final title of the Long Essay should be submitted to the course convenor by the end of the MT.

Arrangements for supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the Long Essay.

Assessment: The completed essay, which should be typewritten, must be submitted by Friday, 15 June in the year of the examination. It must not exceed 10,000 words.

SA472

Social Policy and Planning in Developing Countries – Dissertation

Teacher responsible: Dr A Hall, A119

Availability: The dissertation is a course requirement for all those taking the MSc in Social Policy and Planning in Developing Countries.

Core syllabus: The 10,000 word dissertation enables students to analyse in greater depth a topic of relevance to social policy and planning.

Selection of topic: The area of study is defined by the student, in consultation with the supervisor. An outline proposal must be presented during the LT.

Arrangements for supervision: The supervisor will provide regular supervision and provide feedback.

Assessment: The dissertation must be submitted to the Course Administrator by the last Friday in August. Dissertations should be no more than 10,000 words in length, excluding notes and appendices. Students are strongly recommended to acquire word processing skills and type their own dissertations.

SA475

Voluntary Sector Dissertation

Teacher responsible: Dr H Anheier, N13b

Availability: Compulsory for students taking the MSc in Voluntary Sector Organisation.

Core syllabus: A dissertation on a topic related to the voluntary sector and approved by the candidate's teachers. The dissertation offers the opportunity for detailed exploration, under supervision, of an area of special interest to the student. It may involve empirical research (case studies, policy analysis, surveys), or the analysis and appraisal of existing literature.

Supervision and teaching: Students will pursue their dissertations under the supervision of one of the course teachers who will offer advice on choice and scope of subject, methodology, reading, analysis and presentation of the work. Comments will be provided on an initial draft. There will be five 1½ hour seminars (SA475) in both MT and LT, to review research skills and methodology, and to enable students to explore their proposal as a group.

Assessment: The dissertation must be submitted to a course teacher by 15 June. It should be not more than 10,000 words, be typewritten and conform to standard social science style in presentation and citation.

SA476

Financial Aspects of Service Development and Provision

Teachers responsible: Dr T Ahrens, Y209 and Dr G Wilson, A272

Availability: An optional course for students on the MSc Health and Social Services and other relevant MSc courses.

Core syllabus: The course provides an introduction to management accounting, corporate financial reporting and investment capital appraisal. Emphasis will be put on both the technical aspects of these subjects and their use in a managerial context.

Content: Basic accounting concepts; the use of accounting in management; financial planning and control; company accounts. The application of these concepts to health and social services whether public, private or voluntary.

Teaching: The course consists of 5 meetings of two hours, with optional workshops of one hour each in the first five weeks of the MT. This part of the course follows the lectures for AC490. The next five meetings will consist of case studies presented by practitioners from health and social services and leading accountancy firms. Students will participate in the accompanying discussions.

Written work: Students are required to attempt exercises and written assignments involving management accounting problems during the course.

Reading list: Students should buy B Jones, *Financial Management in the Public Sector* (1996). A detailed reading list will be handed out at the beginning of the course. The following texts are illustrative. C T Hongren and G L Sundem, *Introduction to Management Accounting* (latest edition), M T Pendlebury & R Groves, *Company Accounts: Analysis, interpretation and Understanding* (latest edition).

Assessment: A two hour formal written examination in June.

SA477

Legal Aspects of Service Development and Provision

Teacher responsible: Dr J Carrier, A238

Availability: An optional course for students on the MSc Health and Social Services.

Core syllabus: To provide an introduction to the major legal ideas, cases, and practices which affect Health and Social Services provision.

Content: The course is in two parts.

Part I will cover the major legal concepts and jurisprudence which structure legal decision making.

Part II will cover key social policy areas which are structured by legal decisions:

(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 Classes (1½ hours), LT.

Written work: Prepared papers will be expected for class discussion.

Reading list: H L A Hart, *The Concept of Law*; R Dworkin, *Law's Empire*; M Zander, *The Law Making Process* (4th edn); R Cranston, *The Legal Foundations of the Welfare State*; J Driscoll, *The Housing Act, 1996*; C Newdick, *Who Shall We Treat*; J W Harris & R Cross, *Precedent in English Law*; R Cross, *Statutory Interpretation* (3rd edn), 1995; J A G Griffith, *The Politics of the Judiciary* (5th edn), 1997; various law reports to be recommended.

Assessment: A two hour formal written examination in June. Students must answer three questions.

SA478

International Housing and Social Change

Teacher responsible: Professor A Power, A239

Availability: For MSc Housing (International) and MSc/Diploma Housing (International). Other students may attend where regulations permit.

Core syllabus: Key housing issues facing developed and developing countries.

Content: Urbanisation and rapid urban growth, informal settlements, owner-occupied and rented housing, housing finance and affordability, government intervention and housing provision, community development, self-help and participation. 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 Classes, MT and LT. There will be 5 revision classes 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*; Sathenthwaite & Hardy, *Squatter Settlements*; Van Vliet, *International Housing Policy*; Basrah, *Our Urban Future*.

Assessment: There is a three-hour written examination in June in which four questions must be answered.

SA479

Housing Policy and Development

Teacher responsible: Professor A Power, A239

Availability: For MSc/Diploma in Housing and MSc Housing (International). Other students may attend where regulations permit.

Core syllabus: The development of housing policy from the late nineteenth century to the present day, with a focus on social housing. Content: the development of social housing, the post-war drive for mass house building, the growth of owner-occupation and the decline of the private rented sector, the emergence of problems within social housing, and the restructuring of social housing since the 1980s.

Teaching: 10 lectures, MT. 10 classes, MT. There will be revision classes in the ST.

Written work: Each student will prepare two 2,000 word essays and make accompanying class presentations.

Reading list: J Burnett, *A Social History of Housing*; Wohl, *The Eternal Slum*; P Dunleavy, *The Politics of Mass Housing in Britain 1945-75*; M Burbidge et al, *Investigation of Difficult to Let Housing*; A Coleman, *Utopia on Trial*; A Power, *Property Before People*; *Hovels to High Rise*.

Assessment: There is a two-hour written examination in June in which two questions must be answered.

SA480

Advanced Population Analysis

Teacher responsible: Professor J Hobcraft, A251

Availability: For MSc in Demography. Also available to students taking MSc in Population and Development. Students must take **Basic Population Analysis** (SA481) or equivalent and must have a familiarity with personal computers.

Core syllabus: This course provides a computer-based introduction to techniques of indirect demographic estimation; the tabular analysis of large-scale demographic survey data; and multivariate analysis of such demographic data.

Content: The course comprises three blocks:

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 the LT (SA480).

Assessment: The course will be assessed on the basis of three assignments.

SA481

Basic Population Analysis

Teacher responsible: Dr A Gjonca, A229

Availability: For MSc Demography and MSc Population and Development. Also available to other MSc students. Beyond a basic numeracy, there are no pre-requisites.

Core syllabus: This course covers the basic principles and techniques of population analysis. Topics covered include the analysis of mortality, fertility, nuptiality, and migration, as well as the basic principles of population projection.

Content: The construction, interpretation, and uses of life tables. The measurement and analysis of fertility and birth intervals. Natural fertility and the proximate determinants of fertility, including Bongaarts' framework. Cohort and period approaches to measurement. Nuptiality and reproductivity. The basic measurement of migration. Component population projections. The use of models in demography.

Teaching: 10 x 1½ hour lectures and 10 x 1½ seminars (SA481), MT.

Written work: Students will be expected to complete exercises and write a number of essays.

Reading list: A detailed reading list will be provided at the start of the course. A useful basic text is *Methods and Models in Demography* by C. Newell, 1988; or, alternatively, *Demographic Techniques* by A H Pollard, F Yusuf & G N Pollard, 1990.

Assessment: A two-hour examination paper.

SA482

Demographic Data Collection, Sampling and Surveys

Teacher responsible: Miss E Coast, A232

Availability: For MSc in Demography. Also available as an optional course for MSc in Population and Development and other MSc students where regulations permit.

Core syllabus: The course deals with the main qualitative and quantitative methods of collecting demographic data. Problems associated with both the data collection and the data themselves are addressed, in developed and less developed societies.

Content: The course addresses key question such as:

Why is demographic data collected?

What are the main sources of demographic data?

How might qualitative demographic data be collected?

What are the key elements of questionnaire design?

How might demographic data quality be improved?

What are the problems associated with data collection in less developed countries?

What factors should be taken into consideration when designing a sample survey?

The course covers a range of topics, including: the uses of demographic data; sources of demographic data, including censuses, vital registration and retrospective surveys; the historical development of demographic data; basic survey design; sampling strategies; questionnaire design; issues of data collection in less developed societies; the use of qualitative techniques for the collection of data, including focus group discussions; data errors and quality; census design and execution; major demographic sample surveys (including the World Fertility Surveys and Demographic and Health Surveys) and government social surveys (with specific reference to Britain).
Teaching: Lectures: 10 x SA482, MT. Seminars: 10 x SA482, MT.

Written work: Students are expected to prepare a seminar presentation and an essay (circa 1500 words) during the term.

Reading list: Reading lists are provided at the beginning of each term along with topics for class presentations. Some key overview texts include: D Lucas & P Kane, *Asking demographic questions*; M Bulmer & D Warwick (Eds), *Social research in developing countries*; A Basu & P Aaby, *The methods and uses of anthropological demography*; C Moser & G Kalton, *Survey methods in Social Investigation*; D J Casley & D A Lury, *Data Collection in Developing Countries*; J C Caldwell, *Micro approaches to demographic research*.

Assessment: A two-hour written examination in the ST.

SA483

Advanced Professional Practice

Teachers responsible: Dr E Munro, A272 and Dr G Bridge, A256

Availability: For MSc in Child Care Policy and Practice. Students must have a professional social work qualification.

Core syllabus: The course examines theories of intervention and evaluative research on working with parents and children in social work.

Content: Direct work with families: parenting skills, child management, family conferences; direct work with children; service provision: day care, respite care, family centres; findings of evaluative research; methods of practice evaluation.

Teaching: 23 lectures and 23 seminars, weekly MLS.

Written work: Students will be expected to prepare work for seminars.

Reading list: J Aldgate & Simmonds, *Direct Work With Children*, Batsford, 1988; G Egan, *The Skilled Helper*, Pacific Grove: Brooks Publishing Co, 6th edn, 1998; D Howe, *Patterns of Adoption*, Blackwell, 1997; J McLeod, *An Introduction to Counselling*, OUP, 1993; E Sainsbury (Ed), *Working with Children in Need. Studies in Complexity and Challenge*, JKP, 1994; O Stephenson, *Neglected children: Issues and Dilemmas*, Blackwell, 1998; J

Tresiliotis, C. Sellick & R Short, *Foster Care: Theories & Practice*, Batsford, 1995; J W Wilson, P Kendrick & V Ryan, *Play Therapy*, Baillière Tindall, 1992. **Assessment:** This course is examined by a two-hour examination (50%) in the Summer Term and two items of course work, one submitted at the beginning of the Spring Term (25%) and one at the beginning of the Summer Term (25%).

SA484**Demography of Developed Societies**

Teacher responsible: Dr A Gjonca, A229

Availability: For MSc in Demography.

Core syllabus: The course provides an overview of recent demographic trends in developed societies, and an up-to-date critical evaluation of some of the main explanations which have been advanced. It covers the areas of fertility, marriage, cohabitation, divorce, household and family living arrangements, mortality and morbidity, internal and international migration and population prospects.

Content: Fertility trends in developed societies; similarities and divergences. The changing pattern of socio-economic fertility differentials. Discussion and evaluation of alternative explanations. Family structure, including the rise of cohabitation, extra-marital childbearing and divorce: the prospects of further convergence in developed countries in these areas. The role of ideational change and the labour market in these developments. The implications of these trends for parenting. The decrease in household size and complexity, and the changing pattern of intergenerational relations. Evolving patterns of international migration from non-Western societies; contrasting patterns among ethnic groups. Geographic population distribution and the implications of urbanisation and counter-urbanisation. Recent mortality improvements and the changing pattern of mortality by cause of death: explanations for the divergent trends in Western and East European Societies. Socio-economic differentials in mortality. Levels and trends in morbidity and the relationship between mortality and morbidity. The likely future patterns of mortality, fertility and migration: population projections. Population policies in a cross-national context. The implications for family and state care of these evolving forms.

Teaching: Ten one and a half hour lectures and ten corresponding seminars (SA484) in the LT.

Reading list: A detailed list will be provided at the start of the course.

Assessment: Two-hour examination.

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.

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 use of the UN programs for the integration of population into the planning process.

The construction, quality and application of projections produced by international agencies.

Methods for assessing the impact on demographic trends of external factors: the cases of AIDS and incorporation of such factors into national planning; the use of AIM (AIDS Impact Model), and ones for assessing the effects of family planning programmes. Formal and contextual evaluation and monitoring of programmes.

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. In the first instance, see *Methods for integrating population in the development process*, United Nations, SER/R/90.

Assessment: Assessment will be by two coursework assignments, which will involve the formulation, execution and writing up of a project concerned with a model for population planning.

SA488**Development of Social Policy**

Teachers responsible: Dr M Kleinman, A259 and others

Availability: For MSc/Diploma in Housing and MSc/Diploma Housing (International) only.

Core syllabus: Broad themes affecting social policy in Britain and other advanced industrial societies.

Content: This course will deal with social policy formation: growth and achievement of social policy; the political economy of social policy; demographic trends and their implications; the European dimension; the role of law in social policy; gender and social policy; poverty, unemployment and social exclusion.

Teaching: 10 weekly lectures (SA450.1) **Analysis of Social Policy and Administration**, MT. 10 weekly seminars (SA488) MT.

Reading list: Some introductory texts are: M Bulmer, J Lewis & D Piachaud (Eds), *The Goals of Social Policy*, Unwin Hyman, 1989; H Glennerster, *British Social Policy since 1945*; H Glennerster, *Paying for Welfare: the 1990s*, Harvester Wheatsheaf, 1997; M Hudson, *Managing without Profit*, Penguin, 1995; J Hills & others, *The State of Welfare*, Oxford, 1990; J Hills, *The Future of Welfare*, JR Foundation, 1993; R M Titmuss, *Essays on the Welfare State* (3rd edn), Allen & Unwin, 1976.

A full bibliography will be handed out with the programme of seminar topics. Study packs will be available.

Assessment: There is a written formal two-hour examination in June.

SA489**Assessment and Decision Making in Child Care**

Teachers responsible: Dr E Munro, A272 and Dr G Bridge, A256

Availability: For MSc in Child Care Policy and Practice. Students must have a professional social work qualification.

Core syllabus: This course examines the content and the structure of assessment and decision making in child care work.

Content: Developments in law and policy relating to child care and child protection. Definitions of child abuse. Theories and research on the incidence, causes and recognition of child abuse. Investigation methods and skills. Assessment of risk and need: 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 and 23 x weekly seminars, sessional (SA458)

Written work: Students will be expected to prepare work for seminars.

Reading list: Dept of Health, *Child Protection: Messages from Research*, 1995; K Wilson & A James (Eds), *The Child Protection Handbook*, 1995; National Research Council, *Understanding Child Abuse and Neglect*, 1993; D Gough, *Child Abuse Interventions: A review of the research literature*, 1993; E Gambrell, *Critical Thinking in Clinical Practice*, 1990; J Dowie & A Elstein (Eds), *Professional judgement: a reader in clinical decision-making*, 1988; D Kahneman, P Slovic & A Tversky (Eds), *Judgement under uncertainty: Heuristics and biases*, 1982; D Lindley, *Making Decisions*, 1971.

Assessment: This course is examined by a two hour examination (50%) in September and two items of course work, one submitted at the beginning of the Summer Term (25%) and one on 3 July (25%).

SA490**Population and Development: An Analytic Approach**

Teacher responsible: Professor T Dyson, A224

Availability: For MSc in Population and Development. Also available to other MSc students where regulations permit.

Core syllabus: This course critically examines the different analytic approaches to the main interrelationships between population and socio-economic development. The course draws on a variety of theoretical and historical experiences to address and explore these interconnections and the principal debates concerning them. In so doing it aims to provide balance between theoretical understanding, knowledge of empirical processes, and implications for policy analysis.

Content: The course begins by providing an overview of the world's current demographic situation at both the global and regional levels. It then addresses the Malthusian and contrasting Populationist perspectives to the basic relationships linking population and economic growth. These contrasting perspectives are considered in the context of both historical and contemporary experience. The course then proceeds to assess demographic transition theories and their relationships to theories and processes of economic development, urbanisation and structural change. The sectoral implications of population growth for issues of labour markets, savings and investment are considered. Education, health, and food security are examined, as well as the family and international migration. Contemporary neo-Malthusian arguments, with their environmental components are also considered.

Teaching: Ten x 1½ hour lectures and ten x 1½ hour classes (SA490), MT.

Reading list: A detailed reading list will be provided. Some essential sources are: T Dyson, *Population and Food: global trends and future prospects*, Routledge, 1996; R H Cassen (Ed), *Population and Development: Old Debates, New Conclusions*, Overseas Development Council, Washington DC, 1994; World Bank, *Population Change and Economic Development*, Washington DC, 1985; and *Population and Development Review*, a Journal published quarterly by the Population Council, New York.

Assessment: Two-hour unseen written examination.

SA491**Population Policies: Evolution and Impact**

Teacher responsible: Professor J Hobcraft, A251

Availability: For MSc in Population and Development.

Core syllabus: This course examines the evolution of population policies and programmes at both the international and national levels. It is thus concerned with the interplay between politics and demography in shaping policies and programmes on health, fertility and family planning, population distribution, and population size.

Content: The international context; the role of the United Nations and other international agencies; the role of USAID and other major donors. How have priorities changed over time and what forces have shaped these changes? What impact do these external forces have in determining policies and programmes at the national level? What are the benefits and

distortions involved in the interplay between the donor community and recipient countries? What role is played by international NGOs? What are the broad regional differences in approaches to these issues and how do these differences arise? The role of broader scientific and political contexts: sustained economic growth and sustainable development; colonial heritage; small is beautiful; the Club of Rome and zero population growth movement; the politics of the new right and the Reagan administration; the women's movement; and organised religion, especially the Vatican and Islam.

The national context: the shaping of policies and programmes in individual countries and their consequences for programmes in other countries. Examples of influential policies and programmes will include China's health and family planning programmes; and Indonesia and Bangladesh as shapers of international policy on the management of family planning programmes. How policies and programmes respond to differing circumstances: the role of religion and tradition; the public/private mix; strong and weak states; levels of development; democracy and human rights; coercion and choice; experiments and demonstration effects; political will; and the role of NGOs.

During the course the policies and programmes of a wide range of societies and agencies will be examined, including examples of successful and unsuccessful programmes. Lessons about good practice will be drawn.

Teaching: Ten x 1½ hour lectures and ten x 1½ hour seminars (SA491), 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 examination paper.

SA492**Reproductive Health Programmes: Design, Implementation and Evaluation**

Teacher responsible: Ms E Coast, A232

Availability: For MSc in Population and Development and MSc Demography. Also available for other MSc students where regulations permit.

Core syllabus: This course is primarily concerned with the effectiveness and efficiency of reproductive health programmes, especially those that deliver services. The key issues addressed are: the design of programmes, their effective implementation, and their evaluation.

Content: The course addresses key questions such as:

What role can the mass media play in communicating reproductive health messages?

What are the key elements of a reproductive health programme?

What special sexual and reproductive needs do adolescents have?

Should violence against women be considered a reproductive health issue?

How appropriate is social marketing as a means of increasing contraceptive use in developing countries?

What are the main causes of maternal death in the less developed world?

The course covers a wide range of topics, including: the organisation of programmes; issues of strategic management; personnel training; logistics and commodity supply; the tools of management and evaluation, including management information systems; information, education and communication, including the role of the mass media; innovative approaches to reproductive health education, including an examination of the role of formal education and curriculum content; violence against women as a reproductive health issue; meeting the reproductive health needs of "special" groups, including adolescents and refugees; the use of social marketing; issues of quality in service delivery; techniques for evaluating programme effectiveness.

Teaching: Lectures: 10 x SA492, LT. Seminars: 10 x SA492, LT.

Written work: Students are expected to prepare a seminar presentation and an essay (circa 1500 words) during the term.

Reading list: Reading lists are provided at the beginning of each term along with topics for class presentations. There is no single key text. The following journals are of key importance: *Studies in Family Planning*, *Population Reports*, *International Family Planning Perspectives*, *Population Council Working Papers*, *Health Transition Review*, *Social Science and Medicine*.

Assessment: A two-hour written examination in the ST.

SA493**Population Trends and Processes in the Developing World**

Teacher responsible: Miss E Coast, A232

Availability: For MSc in Population and Development. Also available to other MSc students where the regulations permit.

Core syllabus: The course provides an up-to-date and comprehensive account of the population trends in less developed societies. The course is substantive in content, and examines population size, distribution, rates of growth, fertility, mortality, disease and migration. The main determinants of these variables and their principal consequences are also examined.

Content: The course addresses key questions such as:

How important is economic development for mortality decline?

Why does the educational level of the mother appear to be such a powerful factor in accounting for differences in child mortality in many developing countries?

What are the consequences of famine for levels of fertility, mortality and migration?

What are the demographic consequences of HIV/AIDS?

What are the socio-economic implications of population ageing in Asia?

How is malnutrition defined and measured?

The course covers a wide range of topics, including: the distribution of the world's population between major countries and regions; differentials in population age and sex composition; variation in rates and patterns of fertility, mortality and population growth; levels and trends of urbanisation; the extent of national and international migration flows; determinants of fertility – marriage patterns, breastfeeding, contraception, abortion; the relationships between fertility and mortality and socio-economic variables such as income and education; major disease profiles, including malaria, diarrhoea and HIV/AIDS; famine demography; the consequences of rapid fertility decline, including population ageing and issues of old age care.

Teaching: Lectures: 10 x SA493. Seminars: 10 x SA493

Written work: Students are expected to prepare a seminar presentation and an essay (circa 1500 words) during the term.

Reading list: Reading lists are provided at the beginning of the course along with topics for seminar presentations. Some key overview texts include:

M Livi-Bacci, *A concise history of world population*; W Lutz, *The Future Population of the World*; United Nations *World Population Prospects*.

Assessment: A two-hour written examination in the ST.

SA495**Statistics and Computing for Demographers**

Teacher responsible: Professor M Murphy, A234

Availability: MSc Demography.

Core syllabus: The course is a practical introduction to statistics and computing for demographic analysis. It does not presume any prior familiarity with computers. It includes: the importance of statistical approaches in demography; principles of sampling and practical problems; fitting and interpretation of statistical models; the use of micro computers in general; input and output of data; operating systems and editors; the use of statistical packages and special programs for demographic estimation.

Content: Types of data and their presentation; principles of sampling and estimation of standard errors; stratified and clustered designs; practical problems in demographic sampling; questionnaire design and wording; measures of association; correlation and regression; use of computers in demography; spreadsheet packages; use of statistical packages; programs for population projections and indirect estimation of demographic parameters; and word processing packages.

Teaching: SA495 10 x 2 hours MT.

Written work: Students will undertake exercises.

Reading list: C A Moser & G Kalton, *Survey Methods in Social Investigation*, 1971; P Armitage & G Berry, *Statistical Methods in Medical Research*, 1987; United Nations, *Mortpak-Lite*, 1988.

Assessment: Non-examinable.

SA496**Fertility and Mortality in Their Socio-Economic Context: Research Seminars**

Teacher responsible: To be announced

Availability: Mainly for MSc and PhD students in Demography and Population and Development.

Content: Seminar presentations of work in progress or complete, by researchers inside and outside the School.

Assessment: Non-examinable.

SA497**Research Methods for Graduate Students (SPDPC)**

Teacher responsible: Dr G Wilson, A270

Availability: Compulsory for MSc in Social Policy and Planning in Developing Countries, optional for other relevant MSc courses.

Core syllabus: The course provides an overview of commonly used research methods sited in the context of policy development and organisational reality.

Content: Basic knowledge of quantitative and qualitative research methods as applied to social policy issues; the importance of politics, ethics and values in social policy research; understanding and implementing the processes involved in designing and executing a research project.

Pre-requisites: None.

Teaching: The course consists of 10 x 1½ hour workshops, MT.

Written work: Students are required to produce short weekly assignments for discussion in the following workshops and to submit four worksheets.

Reading List: C Robson, *Real World Research*; M Bulmer & D Warwick (Eds), *Social Research in Developing Countries*, 1993; S Devereux & J Hoddinott, *Fieldwork in Developing Countries*, 1992; B Pratt & P Loizos, *Choosing Research Methods*, 1992; A Thomas, J Chataway & M Wuyts, *Finding out Fast: investigative skills for policy & development*, 1998.

Assessment: The course is not examined but satisfactory attendance and completion of coursework are conditions of final examination entry for the MSc in Social Policy and Planning in Developing Countries

SA498**Demography – Dissertation**

Teacher responsible: MSc Convenor and personal supervisor

Availability: This course is intended for students taking the MSc in Demography.

Core syllabus: The purpose is to allow students to explore a particular research topic in depth.

Selection of topic: The topic of the dissertation is selected in consultation with the student's personal supervisor.

Arrangements for supervision: An appropriate dissertation tutor will be appointed to advise each student as the work proceeds. In addition, students are given a class on research and dissertation writing.

Assessment: The completed dissertation must be submitted by 1 September in the year of examination.

SA499 NA 00/01

Child Care Policy and Practice – Dissertation

Teacher responsible: Dr E Munro, A272

Availability: Compulsory for MSc Child Care Policy and Practice

Core syllabus: The purpose of the dissertation is to allow students to make an in-depth examination of an aspect of theory or practice. The aim is to link theory to practice or to develop theory. Workplace based field work is usual but not essential.

Selection of topic: The general subject area should be approved by the sixth week of the LT in the final year and the title should be submitted to the Course Tutor by the end of the LT.

Arrangements for supervision: An appropriate tutor will be allocated to the student at the end of the first year.

Assessment: The completed essay should be typewritten and must be submitted by 4 September in the final year of the course.

SA499 NA 00/01

Population and Development – Dissertation

Teacher responsible: MSc Convenor and personal supervisor

Availability: This course is intended for students taking the MSc in Population and Development.

Core syllabus: The purpose is to allow students to explore a particular research topic in depth.

Selection of topic: The topic of the dissertation is selected in consultation with the student's personal supervisor.

Arrangements for supervision: An appropriate dissertation tutor will be appointed to advise each student as the work proceeds. In addition, students are given a class on research and dissertation writing.

Assessment: The completed dissertation must be submitted by 1 September in the year of examination.

SA4A1 NA 00/01

Critical Studies of Cities and Regions

Teacher responsible: Professor E Soja

Availability: For MSc City Design and Social Science and MSc Regional & Urban Planning students. Also available to other MSc students where regulations permit.

Core syllabus: This course aims to introduce students in the various spatially-oriented disciplines (architecture, urban and regional planning, geography, sociology) to recently developed approaches to the critical study of cities and regions. The primary emphasis will be on the interplay between urban culture and the geopolitical economy both in terms of an empirical understanding of contemporary urbanisation processes and as a field of inquiry that combines urban and regional analysis with critical cultural studies (post-structuralism, post-colonial critiques, post-modern feminism). Integrating the historical and contemporary discussions is a critical rethinking of the concepts of space and the social spatiality of urbanism. Comparisons will be drawn mainly from Los Angeles and London.

Content: Lectures will cover the following topics

1. New developments in spatial theory and urban studies
2. Rethinking the origins of cities: the three Urban Revolutions
3. Modernity and the Industrial Capitalist Metropolis
4. Postmodernity and the New Urbanisation Processes
5. Industrial restructuring and the Postfordist metropolis
6. Globalisation processes: capital, labour, culture
7. Exopolis and the Fractal City: social and spatial polarisations
8. Controlling the Postmetropolis: police vs. polis
9. Simcities: restructuring the urban imaginary
10. Spatial justice and regional democracy

Teaching: 10 x 2-hour lectures in the MT.

Reading list: E Soja, *Thirdspace: Journeys to Los Angeles and Other Real-and-Imagined Places*, and *Postmetropolis: Critical Studies of Cities and Regions*; M Storper, *The Regional World*; A Scott, *Regions and the World Economy*; D Harvey, *Social Justice and the City*; J Jacobs, *The Economy of Cities*; Watson & Gibson (Eds), *Postmodern Cities and Spaces*; Syngedouw & Merrifield, *The Urbanization of Injustice*; Dear, *The Postmodern Urban Condition*.

Assessment: There will be two assessed essays of 2500 words each (100%) to be handed in during the MT.

SA4A2 NA 00/01

Health, Population and Society

Teacher responsible: Professor M Murphy, A234

Availability: For MSc in Health Population and Society, MSc in Demography. Also available to other MSc students where regulations permit. There are no pre-requisites.

Core syllabus: This course brings together the main issues in health, population and society in developed and developing countries. It covers basic techniques and measurements of health, mortality, and morbidity. Issues such as determinants of health, societal and health changes, as well as policy responses to health and population changes will be dealt with in detail.

Content: Global health and population trends. Determinants of health and mortality in developed and developing societies. Health and societal changes: family changes and health, unemployment and health, poverty disadvantages and health, disability and health, health of the elderly and coping with ageing in the 21st century. Prospects for health and mortality in decades to come. Techniques of mortality analysis: life-table analyses, standardisation, and other mortality indicators. Measurements of health: self-reported measurements, 'objective' measurements of morbidity and health service use indicators. Key issues in public health in developed and developing countries. Policy responses to health, population and societal changes: Reform of welfare state and its impact on health, setting priorities for health improvements – international and national context. Special cases of health policies: UK-Health of the Nation policy, The Canadian experience, WHO – Health for All policy and others.

Teaching: 24 lectures and 12 seminars.

Reading list: A detailed reading list will be provided at the beginning of the term.

Assessment: A three-hour written examination in the ST.

SA4A5 NA 00/01

Gender and Social Policy – Dissertation

Teachers responsible: Dr J Beall, A267 and Dr K Rake, A262

Availability: Compulsory for MSc Gender and Social Policy.

Core syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject: often these essays involve original perspectives or research.

Selection of Topic: The area of study is defined by the student, with the supervisor's assistance if necessary. The final title of the dissertation should be submitted to the course tutor by the end of the MT.

Arrangements for 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.

SA4A7 NA 00/01

Gender and Social Policy: Theory and Practice

Teachers responsible: Dr K Rake, A262 and Dr J Beall, A267

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: There will be a two-hour written examination in the ST.

SA4A8 NA 00/01

Gender, International Social Policy and Development

Teacher responsible: Dr J Beall, A267

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 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 international and national economic restructuring, anti-poverty strategies and key sectoral policies affecting gender relations such as sexual and reproductive health. The course also pays attention to public action and policy processes. It reviews the role of a wide range of institutions concerned with women's rights and gender issues in development.

Teaching: 10 x 1-hour lectures and 10 x 1½ hour seminars, LT.

Reading list: H Afshar (Ed), *Women and Politics in the Third World*; A Basu (Ed), *The Challenge of Local Feminisms, Women's Movements in a Global Perspective*; B Einhorn, *Cinderella goes to Market*, 1993; D Elson, *Male Bias in the Development Process*, 1995; C Jackson & R Pearson (Eds), *Feminist Visions of Development: gender analysis and poverty*; N

Kabeer, *Reversed Realities: gender hierarchies in development thought*, 1994; N Visvanathan, *The Women, Gender and Development Reader*, 1997.

Assessment: There will be a two-hour written examination in the ST.

SA4A9 NA 00/01

Gender and European Welfare States

Teacher responsible: Dr K Rake, A262

Availability: Optional for MSc Gender and Social Policy on completion of SA4A7 **Gender and Social Policy: Theory and Practice**; optional for other MSc degrees.

Core syllabus: The study of gender and social policy from a European perspective will allow students to analyse the different ways in which gender is incorporated into national welfare states and the impact this incorporation has on particular, national structures of gender inequalities.

Content: The course will examine the theory and methodology of comparative studies and the applicability of existing comparative theories/methods to the analysis of gender. Consideration will be given, to how well existing typologies of welfare states fare when gender is the focus of analysis. A number of key areas will then be studied, including: citizenship and the bases of entitlements across welfare states; the organisation of caring services including child care; family policy; provision for lone parents; the labour market and labour market policies; social security and income distribution. In looking at these areas students will be encouraged to contrast the approach of different families of nations (eg, Bismarckian regimes versus Scandinavia) as well as looking at the particularism of certain national approaches.

Teaching: 10 x 1 hour lectures and 10 x 1½ hour seminars, LT.

Reading list: 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; M D Garcia-Ramon & J Monk, *Women of the European Union: the politics of work and daily life*, 1996.

Assessment: There will be a two-hour written examination in the ST.

SA4B1 NA 00/01

Long Essay and Research Methods

Teachers responsible: Dr A West, Q138, Dr E Munro, A272 and others

Availability: For all MSc Social Policy programmes (as listed in the Calendar) involving a dissertation or long essay. Exemptions at the discretion of the course tutor (eg for students taking SA451 or equivalent). Lecture notes will be available electronically via Social Policy public folders (for part-time students).

Core syllabus: The course aims to provide an understanding of the variety of methods used in social policy research. It outlines the ways in which different methods are used in social policy, with a focus on the choice, limitations and strengths of different methods in the context of students' long essays/dissertations.

Content: Research methods used in social policy: official statistics, documentary evidence, surveys, questionnaires, interviews, participatory research, cross-national research. Strengths and weaknesses of different research methods. Types of data analysis: quantitative and qualitative. Values and ethics. Relationship between research methods and research questions in the context of a dissertation/long essay.

Teaching: 10 lectures in MT.

Written work: An assignment (typed) of between 2000 and 3000 words to be completed at the end of the MT and discussed with supervisor in the LT. This will focus on research methods in the context of the student's own proposed dissertation.

Reading list: Three useful texts are: M Denscombe, *The Good Research Guide*, Open University Press, 1998; T May, *Social Research: Issues, methods and processes*, Open University Press, 1997; C Robson, *Real World Research: a resource for social scientists and practitioner-researchers*, Oxford University Press, 1993. Additional references will be provided at the start of the course.

Assessment: Non-examinable. It is expected that the student's dissertation will be informed by the course and appropriate discussion of methodological issues will be incorporated in all dissertations.

HPPF Study Units NA 00/01

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 students. HPPF students can take a maximum of 4 independent study units at the London School of Hygiene and Tropical Medicine. These are mostly assessed by assignments and there are usually no examinations. Students are advised to refer to the London School of Hygiene course handbook for details.

HPPF Linear Unit Papers NA 00/01

SA4H5 Linear Unit Paper

SA4H6 Linear Unit Paper

Availability: Restricted to MSc Health Policy, Planning and Financing students. HPPF students taking Linear Units at the London School of

Hygiene and Tropical Medicine (LSHTM) are required to sit for this examination. Students taking SA4H5 will be assessed by a one and a half hour written examination in the ST. Students taking SA4H6 will be assessed by a three hour written examination in the ST. A maximum of two LSHTM linear units may be taken.

SA513 NA 00/01

Housing Management Practice

Teacher responsible: Ms M Pitt, c/o A257

Availability: For full-time MSc /Diploma in Housing and MSc/Diploma Housing (International).

This course takes place every week for ten weeks during the Summer placements for first year full-time students. It comprises five field trips and five 2-hour classes on applied housing management subjects. Students complete written reports as part of the course.

SA530 NA 00/01

Introduction to City Design Issues

Teachers responsible: Mr R Burdett, Y308 and Ms K Firth, Y310

Availability: For MSc City Design and Social Science students and for other graduate students only with the permission of the Programme Director. It is compulsory for students going on to the MSc, unless waived by the Programme Director.

Core syllabus: The aim of this short course is to provide a practical introduction to architecture and urban design for students from a non-design background.

Content: The course will introduce techniques of architectural representation - plans, sections, models, 3D images - and methods of mapping cities and urban systems. It will review basic concepts and issues in contemporary urban design, including public space, sustainable development, conservation, zoning and urban regeneration. There will be training sessions in basic computer aided design (CAD).

Teaching: 6 x 2-hour lectures and 6 x 1½-hour tutorial/training sessions in September. Three half-day site visits in September.

Written work: Students are expected to complete 2-3 analytical drawing exercises.

Reading list: A reading list, selected articles and project descriptions will be made available at the beginning of the course.

SA531 NA 00/01

Social Science for Designers

Teacher responsible: Mr M Steuer, S183

Availability: This course provides an introduction to the MSc in City Design and Social Science. Graduate students from other MSc courses may attend, but only with the permission of Max Steuer.

Core syllabus: The aim of the course is to provide a hands-on introduction to Anthropology, Economics, Political Science, Social Psychology and Sociology, as currently practised.

Content: This course provides an intellectual map of the social sciences, and discusses what it means to address social issues in a scientific way. The interface between social science and design of the physical environment is explored. It is intended to help students with their option choices.

Teaching: 10 Lectures/Discussions in September.

Written work: A variety of exercises are assigned in each session to provide practice and opportunity for innovative applications.

Reading list: Comprehensive lecture handouts will be made available during the course of the lectures.

SA532 NA 00/01

City Design Studio

Teachers responsible: Mr R Burdett, Y308 and Ms K Firth, Y310

Availability: Compulsory for MSc City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Core syllabus: 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: Dr Sandra Jovchelovitch, S307

Availability: This is the core course for the MSc Degree in Social Psychology. Students without a prior degree in psychology (or its equivalent) may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. Students on the MSc Degree in Organisational and Social Psychology who are exempt from taking PS443 may enrol.

Core syllabus: Selected topics in modern social psychology.

Content: Modern social psychology in its historical context; differences between Cartesian and Hegelian paradigms in psychology and social psychology; sociological as well as psychological forms of social psychology; social constructionism and the sociology of knowledge; the theory of social representations and its critics; attitudes and their relation to behaviour; forms of expressive behaviour and their relationship to impressions forming in the minds of observing others; attribution theory and the ideology of success and failure; social identity theory and self categorisation theory; stereotypes, the study of widespread beliefs and of crowds; the relationships between culture and psychology; new media and children.

Teaching: Lecture (PS400) (2 hours) x 20 MT; Class (PS400.A) (1 hour) x 5MT.

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*, Cambridge University Press, 1981; C Fraser & G Gaskell, *The Social Psychological Study of Widespread Beliefs*, Clarendon Press, 1990; R M Farr & S Moscovici (Eds), *Social Representations*, Cambridge University Press, 1984; S Livingstone, *Making Sense of Television*, Pergamon, 1990; 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*, Cambridge University Press, 1987.

Assessment:

1. A formal three-hour examination in the ST: 3 questions from a choice of 10 [50%]
2. 1 written assignment of not more than 5,000 words [50%]

PS404

Organisational Social Psychology

Teacher responsible: Professor Patrick Humphreys, S303

Availability: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. It comprises the core course for the MSc Degree in Organisational and Social Psychology.

Core syllabus: The course addresses both the social psychology of organisations and social psychological processes within organisations. It also provides multidisciplinary coverage of the organisational contexts in which social psychologists may work in a variety of professional domains. A basic familiarity with social psychological methods is assumed but their application within organisational processes and contexts will be examined in detail within the course. Issues and techniques in organisational investigation, discourse, decision-making and change management are covered with emphasis on their social psychological aspects.

Content: Lectures/seminars in the MT: These will cover key social psychological concepts and theories and their application to the understanding of organisations and the implementation of change processes. The specific topics covered include: Introduction: critique of the tradition and logic underlying organisational psychology; history and frameworks in organisational analysis; "Scientific" management; Taylorism and Fordism; the Human Relations movement and the Socio-Technical approach; understanding and aiding the creative transformation of organisations on work: a social psychological perspective; organisational representations; social processes in organisations; the cultural image of organisations; cultural processes in organisations; evolutionary perspective on organisations; group dynamics and organisational change; job design, action, stress and motivation; frameworks for understanding organisational decision-making; discourses underpinning decision making and support, organisational transformation; management of change; resistance to change and organisational learning; management fads; implications in practice.

Seminars in the LT: These will centre on discussion of practical and research applications in domains where organisational social psychological investigation and analysis may play a leading role. Each topic will be presented by a member of LSE staff or invited external expert working in the domain.

Teaching: Lecture (PS404) (1.5 hours) x 20 MT; Seminar (PS404) (1.5 hour) x 10 LT. Class (PS404.A) (1 hour) x 5 fortnightly MT devoted to the further analysis of specific organisational issues.

Written work: 1 written assignment of not more than 5,000 words.

Reading list: Reading lists on specific topics will be distributed during the course. Texts which are recommended for general use throughout the course are: E H Schein, *Organisational Psychology* (3rd edn), Prentice Hall, 1988; G Morgan, *Images of Organisation* (2nd edn), Sage, 1997; E Jaques, *Requisite Organisation*, Casson Hall, 1989; A Bryman (Ed), *Doing*

Research in Organisations, Routledge, 1988; D Hoskins & I Morley, *A social psychology of organising*, Simon and Schuster, 1992; K E Weick, *Sense making in organisation*, Addison Wesley, 1995; P Humphreys et al (Eds), *Decision Support in Organizational Transformation*, Chapman & Hall, 1997.

Assessment:

1. A formal three-hour examination in the ST: 3 questions from a choice of 10 [50%]
2. 1 written assignment of not more than 5,000 words [50%]

PS405

Theories and Concepts in Media and Communications

Teachers responsible: Dr Margaret Scammell S487, Professor Sonia Livingstone S364, Dr Tehri Rantanen, S482, Professor R Silverstone S486 and others

Availability: Students on degrees other than the MSc Media and Communications, MSc Global Media and Communications, MSc Gender and the Media, MSc Media and Communications Regulation and MSc New Media Information and Society may only attend subject to numbers, their own degree regulations and only with the permission of the teachers responsible.

Core syllabus: This course is the core theoretical and conceptual course for students studying media and communications and it takes a social science perspective on a range of issues in media and communications.

Content: An interdisciplinary, theoretical course, covering selected topics in contemporary media and communications research and addressing key concepts and debates at an advanced level. Topics will normally be chosen from among the following: traditions, concepts and debates in media and communications research, theories of media, society and power, media meanings and representations, media and cultural processes, media and identity, the influence of the media, media in developing countries, social aspects of emerging media and communication technologies.

Teaching: Lectures/seminars (PS405) (1.5 hours) x 20 over MT and LT, class (PS405A) 1 hour x 20 weekly over MT and LT.

Written work: 1 written assignment of not more than 5,000 words is required plus additional coursework as set.

Reading list: J Curran & M Gurevitch (Eds), *Mass media and society* (2nd edn), Edward Arnold, 1996; R Collins, J Curran, N Garnham, P Scannell, P Schlesinger & C Sparks (Eds), *Media, culture and society: A critical reader*, Sage, 1986; J Fiske, *Television culture*, Methuen, 1987; M R Levy & M Gurevitch, *Defining Media Studies*, OUP, 1994; S J Ball-Rokeach & M G Cantor (Eds), *Media, audience and social structure*, Sage, 1986; O Boyd-Barrett & C Newbold, *Approaches to Media: A reader*, Arnold, 1995; J Thompson, *The media and modernity*, Polity, 1995. A number of more specialist texts will also be recommended.

Assessment:

1. A formal three-hour examination in the ST: 3 questions from a choice of 10 questions [50%].
2. 1 written assignment of not more than 5,000 words [50%].

PS407

Citizenship and the Media

Teacher responsible: Dr Stephen Coleman

Availability and Restrictions: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

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; theories of public opinion; the media and democratisation in post-Cold War Eastern and Central Europe; citizens; access to the mass media; media regulation; the debate about pornography; the counter-media; civic journalism and community broadcasting; the media as a tool for democratic deliberation; and democracy and the future of the global media.

Teaching: Lecture/seminar (PS407) (2 hours) x 10 LT.

Written work: 3,000 word written assignment required.

Reading list: P Dahlgren & C Sparks (Eds), *Communication and Citizenship: Journalism and the public sphere*, Routledge, 1993; S Coleman, *Stilled Tongues: From soapbox to soundbite*, Porcupine Press, 1997; J Keane, *The Media and Democracy*, Polity Press, 1991; N Chomsky, *Necessary Illusions*, Verso, 1990.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS410

Social Representations

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/Wheatstheaf, 1991; I Marková & R M Farr (Eds), *Representations of Health, Illness and Handicap*, Harwood, 1994; M Bradbury, *Social Representations of Death and Loss: An urban ethnography*, Routledge, 1999; H Joffe, *Risk and 'The Other'*, CUP, 1999.

Other texts: R M Farr & S Moscovici (Eds), *Social Representations*, Cambridge University Press, 1984; C Fraser & G Gaskell (Eds), *The Social Psychology of Widespread Beliefs*, Clarendon Press, 1990; R M Farr (Guest Editor), *Journal for the Theory of Social Behaviour*, Vol 17, No 4, Special Issue on 'Social Representations', 1987; S Moscovici, *The Age of the Crowd: A historical treatise on mass psychology*, Cambridge University Press, 1985; Special issue of *Culture and Psychology*, Vol 4, No 3, 1998 on Social Representations; R M Farr, 'Common sense, science and social representations', *Public Understanding of Science*, Vol 2, No 3, 1993.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS411

Social Psychology of the Media

Teacher responsible: Professor Patrick Humphreys, S303

Availability: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course encourages a critical attitude to the media and considers their influence on individuals and society in general. Throughout the course, the following concerns are addressed: the nature of communication and problems in defining its effectiveness; the role of the media in providing information to its audience; the ideological functions of the media; media representations of minority groups or controversial issues and how these may influence people's attitudes.

Content: Conceptualisations of the media in terms of a system in context, and in terms of communication; interpretation of contents and effects. The power and social context of the media. Influence of the social context in imposing restrictions on the various forms of the media. Effects on television production and management practices. Conflicting views on children and the media; children as an active audience. Drama and storytelling in the media. Cultural products. Case studies of television drama production. Propaganda through the media: war propaganda, election campaigns, encouragement of stereotypes. Presentation techniques: diffusion of messages, mediation of myths. Publicity and advertising: contexts, methods and mechanisms. The media as agents of planned social change. Creating social reality: the process of news selection and construction. The ideology of impartiality and balance.

Teaching: Lecture/seminar (PS411) (2 hours) x 10 LT; Classes (1 hour) x 5 fortnightly, devoted to in-depth analysis of specific material.

Written work: 3,000 word written assignment required.

Reading list: E Cashmore, *And then there was Television*, Routledge, 1994; J Fiske, *Television Culture*, Routledge, 1987; A Wernick, *Promotional Culture*, Sage, 1991; J Hartley, *Understanding News*, Methuen, 1982; A Briggs & P Cobley (Eds), *The Media: An Introduction*, Longman, 1998; R Nelson, *TV Drama in Transition: Forms, Values and Cultural Change*, Macmillan, 1997.

Additional reading lists will be given out at the beginning of the Session.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS412

The Audience in Mass Communications

Teacher responsible: Professor Sonia Livingstone, S364 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 MT; Seminar (1 hour) x 10 MT.

Written work: A 3,000 word written assignment is required.

Reading list: S M Livingstone, *Making Sense of Television*, Routledge, 1998; J Fiske, *Television Culture*, Routledge, 1987; T Liebes & E Katz, *The Export of Meaning*, Polity, 1995; *European Journal of Communication*, 'Communication Research in Europe', Special Issue, Vol 2-3, 1990; D Morley, *Television, Audiences and Cultural Studies*, Routledge, 1992.

A number of more specialised texts will also be recommended.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS413

Psychology of Gender

Teacher responsible: Dr Jan Stockdale, S366

Availability: Students on degrees without a psychology or gender component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course examines recent directions in research, methodological issues and theoretical developments relating to psychological aspects of gender.

Content: Using a social psychological perspective, the course examines the development of gender as an analytical category, its role in theoretical development and debate, and its impact on individual action, social interaction and the societal context. Specific issues include: the construction of gender and its implications for how people construe themselves and others; the production of gendered knowledge and identity; communicating gender through language; gendered aspects of emotion and health; power, the practice of gender and multiple masculinities; workplace relations, opportunity and achievement.

Teaching: Lecture/seminar (PS413) (2 hours) x 10 LT; Class (PS413.B) (1 hour) x 10 LT.

Written work: A 3,000 word written assignment is required.

Reading list: D L Anselmi & A L Law, *Questions of Gender: Perspectives and Paradoxes*, McGraw Hill, 1998; K Clatterbaugh, *Contemporary Perspectives on Masculinity: Men, Women and Politics in Contemporary Society*, Westview Press, 1997; M M Gergen & S N Davis (Eds.), *Toward a New Psychology of Gender: A Reader*, Routledge, 1997; M R Walsh (Ed), *Women, Men and Gender: Ongoing Debates*, Yale University Press, 1997. A full reading list will be available at the beginning of the course.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS415

The Social Psychology of Economic Life

Teacher responsible: Professor George Gaskell, B811

Availability: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course reviews the contribution of social psychological theories and perspectives, broadly interpreted to include micro-sociology, to the understanding of people's representations, attitudes, choices and behaviours in the economic sphere.

Content: Economic socialization and the development and change of economic values. Rationality in individual and collective decision taking. Consumer behaviour, advertising and social marketing. Equity, fairness and taxation. Behavioural economics.

Teaching: Lecture (PS415) (1 hour) x 10 LT; Class x 10 LT.

Written work: A 3,000 word written assignment required.

Reading list: Reading lists will be provided for each topic, the following are of general use; S E G Lea, R M Tardy & P Webley, *The Individual in the Economy*, Cambridge University Press, 1987; A Lewis, P Webley & A Furnham, *The New Economic Mind: The social psychology of economic behaviour*, Harvester, 1995.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS418

Social Psychology of Health

Teacher responsible: Dr Catherine Campbell, S387

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The application of social psychology to concepts, systems and problems of health and well-being in their social context.

Content: Health and well-being (physical, mental and social), viewing the individual (i) as a bio-psycho-social system, (ii) located within family/community/social networks/local cultures. Socially ascribed definitions of health and illness: myths, normality and deviance. Health and social identity. Theoretical debates regarding determinants of health-related behaviours; implications of these debates for health promotion campaigns and policies (information-based campaigns, peer education, community

participatory approaches, public health policy) – in both developed and developing country contexts. Health and social capital (social networks; community cohesion). The social construction of sexuality and its implications for health. Epidemiological patterning of health: gender, socio-economic status, age, region, ethnicity. Dominant and alternative/complementary models of intervention and therapy.

Teaching: Lecture/Seminar (PS418) (2 hours) x 10 LT, Class (PS418.A) (1 hour) x 10, directed to in-depth analysis of specific material.
Written work: 3,000 word written assignment required.

Reading list: J Ogden, *Health Psychology - A Textbook*, Open University Press, 1996; S Nettleton, *The sociology of health and illness*, Polity, 1995; M Foucault, *The history of sexuality*, Vol 1, Penguin, 1976/1990; D Lupton, *Medicine as culture: illness, disease and the body in western societies*, Sage, 1994; P Bennett & S Murphy, *Psychology and health promotion*, Open University Press, 1997; K Tones & S Tilford, *Health education: effectiveness, efficiency and equity*, Sage, 1997; P Friere, *The pedagogy of the oppressed*, Penguin, 1970/1993; J Kelley & M Davies, *Healthy cities: research and practice*, Routledge, 1993; R Wilkinson, *Unhealthy Societies – the afflictions of inequality*, Routledge, 1996; A Peterson & D Lupton, *The New Public Health - health and self in the age of risk*, Sage, 1996.

Assessment:

1. A formal two-hour examination in the ST: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS421

H NA 00/01

Issues in Social Psychology

Teacher responsible: To be announced

Availability: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Content: TBA

Teaching: Lecture/seminar (PS421) (two hours) x 10 LT.

Written work: A 3,000 word written assignment is required.

Reading list: TBA

Assessment:

1. A formal two hour examination in the ST: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%]

PS422

H

Contemporary Issues in Media Policy

Teacher responsible: Dr Damian Tambini

Availability: Available primarily for MSc Media & Communications. Other students may 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: 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: 10 Lecture/seminars (2 hours) LT.

Written work: A 3,000 word written assignment required.

Reading list: A reading list will be provided for each topic. General works relevant to the course include: R Collins & C Murrini, *New Media New Policies*, Polity, 1996; I de Sola Pool, *Technologies of Freedom*, Belknap, 1983; N Garnham, *Capitalism and Communications*, Sage, 1990; Home Office, *Report of the Committee on Financing the BBC*, HMSO, 1986; M Tehrani, *Technologies of Power*, Ablex, 1990.

Assessment:

1. A formal two hour examination in the ST: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS423

H

Political Communication

Teachers responsible: Dr Margaret Scammell, S487 and others

Availability: Available primarily for MSc Media & Communications.

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 (2 hours) (PS423) x 10 MT.

Written work: A 3,000 word written assignment required.

Reading list: M Schudson, *The Power of News*, Harvard University Press, 1995; J Eldridge, *Getting the Message: News, Truth and Power*, Routledge, 1993; D Graber, D McQuail & P Norris (Eds), *The Politics of News and the News of Politics*, Congressional Quarterly, 1998; M Scammell, *Designer Politics*, Macmillan, 1995; S Iyengar & R Reeves (Eds), *Do the Media Govern?*, 1997; J Curran & M Gurevitch (Eds), *Mass Media and Society*, Arnold, 1996; J Lichtenberg (Ed), *Mass Media and Democracy*, Cambridge University Press, 1991; D Swanson & P Mancini, *Politics, Media and Modern Democracy*, Praeger, 1996; C Seymour-Ure, *The British Press and Broadcasting since 1945*, Blackwell, 1991.

Assessment:

1. A formal two hour examination in the ST: 2 questions from a choice of 5 [50%]
2. A written assignment of not more than 3,000 words [50%].

PS430

Methods of Research in Social Psychology

Teachers responsible: Dr Jan Stockdale, S366, Dr Sandra Jovchelovitch, S307 and others

Availability: MSc Social Psychology students only.

Core syllabus: The aims of the course are to provide the student with a broad training in research methods and techniques, including research design, the collection and analysis of data and to enable the student to evaluate critically his/her own research and that of professional researchers.

Content: The course has two components:

(i) **Principles of Social Research:** The course comprises a core content plus sessions focusing on issues particularly relevant to research in social and organisational psychology. Introduction to the philosophy of scientific method; the ethics of social research; experimental and field designs; distinction between qualitative and quantitative methods; questionnaire design; surveys; forms of interviewing; content analysis; discourse; semiotics and argumentatics; social artefacts; the presentation of research reports and research report topic selection meeting.

(ii) **Statistics:** Students will take the following course offered by the Methodology Institute: **MI412 Quantitative Analysis in Social Research II**. For details of the course content please consult the relevant course guide.

Assignments: (i) Principles of Social Research: Three assignments, two of which contribute to formal assessment. Workshops (LT) may have associated practical exercises. (ii) Statistics: Please see the relevant course guide.

Teaching: PS430: (i) Lectures & Workshops: normally (2 hours) x 10 MT and x 7 LT. (ii) MI412 (3 hours) x 8 LT.

Reading list: G Hoinville & R Jowell, *Social Research Practice*, Heinemann, 1978; T D Cook & D T Campbell, *Quasi-Experimentation Design and Analysis*, Rand McNally, 1979; L J Cronbach, *Essentials of Psychological Measurement*; R B Weber, *Basic Content Analysis*, Sage, 1985; D Silverman (Ed), *Qualitative Research: Theory, method, practice*, Sage, 1997; J Habermas, *Knowledge and Human Interest*, Polity, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage 2000; C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993. No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment:

1. Coursework [67%]. This is based on two coursework assignments.
2. Statistics coursework and examination (MI412 course guide) [33%].

PS431

H

Methods of Research in Organisational & Social Psychology

Teachers responsible: Dr Jan Stockdale, S366, Professor Patrick Humphreys, S303, Dr Andy Wells, S384 and others

Availability: MSc Organisational & Social Psychology students only.

Core syllabus: The aims of the course are to provide the student with a broad training in research methods and techniques, including research design, the collection and analysis of data and to enable the student to evaluate critically his/her own research and that of professional researchers.

Content: The course has two components:

(i) **Principles of Social Research:** The course comprises a core content plus sessions focusing on issues particularly relevant to research in social and organisational psychology. Introduction to the philosophy of scientific method; the ethics of social research; experimental and field designs; distinction between qualitative and quantitative methods; questionnaire design; surveys; forms of interviewing; content analysis; discourse; semiotics and argumentatics; social artefacts; the presentation of research reports and research report topic selection meeting.

(ii) **Quantitative Analysis:** The quantitative analysis component of the methods course provides an introduction to the statistical ideas and techniques that are commonly encountered in the organisational and media literatures. Probability, descriptive and inferential statistics, and the design of experiments will be covered. Students will also be introduced to SPSS (the Statistical Package for the Social Sciences). The emphasis will be on understanding but students will also be encouraged to develop practical skills to use in their dissertations.

Assignments: (i) Principles of Social Research: Three assignments, two of which contribute to formal assessment. Workshops (LT) may have associated practical exercises. (ii) Quantitative Analysis: One coursework exercise.

Teaching: (i) Lectures & Workshops: normally (2 hours) x 10 MT and 7 LT. (ii) Lectures: 1 hour x 10 MT (compulsory), 1 hour x 10 LT (optional), plus 1 hour x 5LT (advice sessions).

Reading list: A Bryman, *Research Methods and Organisation Studies*, Routledge, 1989; A Bryman & R G Burgess (Eds), *Analysing Qualitative Data*, Routledge, 1994; G Symon & C Cassell (Eds), *Qualitative Methods and Analysis in Organisational Research: A Practical Guide*, Sage, 1998; C Kohler Riessman, *Narrative Analysis*, Sage, 1993; U Flick, *An introduction*

to qualitative research, Sage, 1998; J Mingers & A Gill, *Multimethodology*, Wiley, 1997; M W Bauer and G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage 2000; C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993. No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: 1. Coursework [100%]. This comprises three assignments: two relating to Principles of Social Research (40% each) and one relating to Quantitative Analysis (20%).

PS432

H

Methods of Research in Media and Communications

Teachers responsible: Dr Jan Stockdale S366, Professor Sonia Livingstone, S364, Dr Andy Wells, S384 and others

Availability: Students on degrees other than the MSc Media and Communications, MSc Global Media and Communications, MSc Gender and the Media, MSc Media and Communications Regulation and MSc New Media Information and Society may only attend subject to numbers, their own degree regulations and at the discretion of the teachers responsible.

Core syllabus: The aims of the course are to provide the student with a broad training in research methods and techniques, including research design, the collection and analysis of data and to enable the student to evaluate critically his/her own research and that of professional researchers.

Content: The course has two components:

(i) **Principles of Social Research:** The course comprises a core content plus sessions focusing on issues particularly relevant to media research. Introduction to the philosophy of scientific method; the ethics of social research; experimental and field designs; distinction between qualitative and quantitative methods; questionnaire design; surveys; forms of interviewing; content analysis; discourse; semiotics and argumentatics; social artefacts; the presentation of research reports and research report topic selection meeting.

(ii) **Quantitative Analysis:** The quantitative analysis component of the methods course provides an introduction to the statistical ideas and techniques that are commonly encountered in the media and organisational literatures. Probability, descriptive and inferential statistics, and the design of experiments will be covered. Students will also be introduced to SPSS (the Statistical Package for the Social Sciences). The emphasis will be on understanding but students will also be encouraged to develop practical skills to use in their dissertations.

Assignments: (i) Principles of Social Research: Three assignments, two of which contribute to formal assessment. Workshops (LT) may have associated practical exercises. (ii) Quantitative Analysis: One coursework exercise.

Teaching: (i) Lectures & Workshops: normally (2 hours) x 10 MT and 7 LT. (ii) Lectures: 1 hour x 10 MT (compulsory), 1 hour x 10 LT (optional), plus 1 hour x 5LT (advice sessions).

Reading list: U Flick, *An introduction to qualitative research*, Sage, 1998; A Hansen et al, *Mass Communications Research Methods*, Macmillan, 1998; R P Weber, *Basic Content Analysis*, Sage, 1985; R Kent, *Measuring Media Audiences*, Routledge, 1994; R C Adams, *Social Survey Methods for Mass Media Research*, Lawrence Erlbaum Associates, 1989; K B Jensen & N Jankowski (Eds), *A Handbook of Qualitative Methodologies for Mass Communications Research*, Routledge, 1991; P Alasutari, *Researching Culture*, Sage, 1995; D Silverman (Ed), *Qualitative Research: Theory, method, practice*, Sage, 1997; J Habermas, *Knowledge and human interest*, Polity, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage 2000; C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: 1. Coursework [100%]. This comprises three assignments: two relating to Principles of Social Research (40% each) and one relating to Quantitative Analysis (20%).

PS433

Research Report: MSc Social Psychology

Teacher responsible: All members of the Department may be involved in the supervision of the research project on which the Report is based.

Availability: MSc Social Psychology students only.

Core syllabus: An empirical investigation of a social psychological issue, carried out on the student's own initiative, under the supervision of a member of staff.

Content: The research project, an empirical investigation of a social psychological issue, is one quarter of the year's work. Students must obtain the approval of their supervisors before embarking on the empirical part of their investigation. Many projects are linked to the half-course unit option courses offered in the LT. It is desirable, but not necessary, that a student undertakes a research project in the area of one of his or her option courses. PS433 includes a short series of structured workshops (organised by Mr Steve Bennett, Director of the Technical Workshop) to introduce students to the specialised facilities for research available in the Department. These workshops will normally be in the MT.

Topic selection and supervision: Towards the end of the MT a 'Research Report Topic Selection' meeting is held at which members of staff outline the research areas in which they would be willing to supervise projects. In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind, although final decisions regarding supervision will be made by the Programme Directors. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two copies of the Report must be handed into the Departmental Office by 12.00 noon, Monday 20 August 2001. The Report must be typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS434

Research Report: MSc Organisational and Social Psychology

Teacher responsible: All members of the Department may be involved in the supervision of the research project on which the Report is based.

Availability: MSc Social & Organisational Psychology students only.
Core syllabus: Theoretical analysis or empirical research relating to the programme content, carried out on the student's own initiative, under the supervision of a member of staff.

Content: The report is one quarter of the year's work. It is an opportunity for students to link aspects of social psychology to their professional interests. The report may take the form of a dissertation (extended essay) or an empirical research project. Students must obtain the approval of their supervisors before embarking on any research. PS434 includes a short series of structured workshops (organised by Mr Steve Bennett, Director of the Technical Workshop) to introduce students to the specialised facilities for research available in the Department. These workshops will normally be in the MT.

Topic selection and supervision: Towards the end of the MT a 'Research Report Topic Selection' meeting is held at which members of staff outline the research areas in which they would be willing to supervise projects. In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind, although final decisions regarding supervision will be made by the Programme Directors. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two copies of the Report must be handed into the Departmental Office by 12.00 noon, Monday 20 August 2001. The Report must be typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS435

Research Report: MSc Media and Communications

Teacher responsible: All teachers contributing to the MSc courses, from the Departments of Social Psychology or other departments, may be involved in the supervision of the research project on which the report is based.

Availability: MSc Media and Communications, MSc Gender and the Media, MSc Media and Communications Regulation and MSc New Media Information and Society students only.

Core syllabus: The aim of this report is for students to pursue an independent piece of research within the field of media and communications.

Content: The research project, 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 take the form of a dissertation or an empirical research project. 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 in the Department. These workshops will normally be in the MT.

Arrangements for 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. 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 in to the Media Programme administrator 12.00 noon, Monday 20 August 2001. The Report must be typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS436

H NA 00/01

Current Issues in Media and Communications

Teacher responsible: To be announced

Availability: Available primarily for MSc Media and Communications. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Content: To be announced.

Teaching: Lecture/seminar (2 hours) (PS436) x 10 LT.

Written work: A 3,000 word (formally assessed) written assignment is required. Students may also be required to write a 2,000 word (informally assessed) assignment.

Reading list: To be announced.

Assessment: (1) A formal two-hour examination in the ST, 2 questions from a choice of 5 [50%]. (2) A written assignment of not more than 3,000 words [50%].

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, (iii) The other in dialogue: solidarity and strategies of communicative action; The limitations and possibilities of social psychological intervention: (i) Research as a dialogical act: Interpretation, knowledge and empowerment.

Teaching: Lecture (1 hour) (PS437) x 10 LT, seminar/class (1 hour) x 10 LT.

Written work: A 3,000 word written assignment required.

Reading list: D Jodelet, *Madness and Social Representations* (1991); M Douglas, *How Institutions Think* (1987); C Castoriadis, *The Imaginary Institution of Society* (1987); M Foucault, *Madness and Civilization* (1971); J Habermas, *The Theory of Communicative Action, Vol I and II* (1987); S Freud, *Civilization and Its Discontents* (1930), *Group Psychology and the Analysis of the Ego* (1921); D W Winnicott, *Playing and Reality* (1971); I Martin-Baró, *Writings for a Liberation Psychology* (1994).

Assessment: 1. A formal two-hour examination in the ST: 2 questions from a choice of 5 (50%). 2. A written assignment of not more than 3,000 words (50%).

PS438

Corporate Communications

Teacher responsible: To be announced

Availability: Only for: MSc Social Psychology; MSc Organisational and Social Psychology; and MSc Media and Communications.

Core syllabus: The objectives of the course are to provide an introduction to organisational communication, in particular the practices of public relations and corporate communications, and to show how an understanding of communications management, based on knowledge of the social sciences, may contribute to the overall management of organisations.

Content: To be announced

Teaching: Seminar (PS438) (2 hours) x 10 LT and Classes (1 hour) x 5 LT.

Written work: A 3,000 word written assignment required.

Reading list: To be announced.

Assessment: 1. A formal two-hour examination in the ST: 2 questions from a choice of 5 (50%). 2. A written assignment of not more than 3,000 words (50%).

PS439

The Social Psychology of New Technology

Teacher responsible: Dr Martin Bauer, B804

Availability: Students on degrees without a social psychology or media component may attend subject to numbers and at the discretion of the teacher responsible.

Core syllabus: The objective of this course is to analyse the contribution of various social psychological concepts to the analysis of public opinion on new technologies, and to raise awareness for the functions of public opinion measures for the public opinion process as it influences technological trajectories.

Content: According to Krantzberg's First Law technology is neither good nor bad, nor is it neutral. At any time it is a negotiated outcome: a growing web of designers, regulators and users held together by an evolving configuration of ideas and matter, affiliation and dissent.

Representations of science and technology are the symbolic environment of technological trajectories. One of the functions of these representations is to enable 'resistance' to act as the 'reality check' on technical imagination. This is modelled with the 'pain analogy' of resistance (Bauer, 1997): What influences resistance, what forms does it take, and what are the likely consequences for the development of global technologies?

The course explores conceptions of 'resistance' drawing upon research in psychotherapy, attitude change, risk perception, media research, group dynamics, public understanding of science, minority influence. The technologies discussed will be: nuclear power, information technology and genetic engineering. Analyses of media coverage and of public opinion

research provide a rich empirical basis of the course. Students are expected to appreciate theory driven empirical research.

Teaching: Combined lecture (1 hour) (PS439) x 10 LT, + seminar/class (1 hour) x 10 LT.

Written work: A 3,000 word written assignment required.

Reading list: M Bauer (Ed), *Resistance to new technology - nuclear power, information technology, biotechnology*, CUP, 1997; J Carloppio, 'A history of social psychological reactions to new technology', *Journal of Occupational Psychology*, 61, 1988; B Joerges, 'Technology in everyday life: conceptual queries', *Journal for the Theory of Social Behaviour*, 18, 1988; T Marteau & M P M Richards (Eds), *The Troubled Helix: Social and psychological implications of the new human genetics*, CUP, 1996; J Van der Plight, *Nuclear Energy and the Public*, Blackwell, 1992; S R Weart, *Nuclear Fear: A history of images*, Harvard University Press, 1988; J Durant, M Bauer & G Gaskell, *Biotechnology in the public sphere*, Science Museum, 1998. No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: 1. A formal two-hour examination in the ST: 2 questions from a choice of 5 (50%). 2. A written assignment of not more than 3,000 words (50%).

PS443

Modern Social Psychology

Teacher responsible: Dr Marie-Claude Gervais, S311

Availability: A conversion course at a graduate level for all social science students at the School without a prior knowledge of social psychology in their first degrees. It is a compulsory half-course unit for the MSc in Organisational and Social Psychology. Students on this degree who do have a prior knowledge of social psychology may gain an exemption from the Programme Director for this MSc. This is a prerequisite for PS400 for those without a prior knowledge of social psychology.

Core syllabus: Basic theories in modern social psychology following both European and American traditions of research.

Content: The course provides an overview of some of the main contributions and schools of thought in social psychology, with particular emphasis on the historical forces which have shaped past and current thinking. Specifically, the lectures address: 1) the social psychology of interpersonal and inter-group relations (perception of self and others, obedience, conformity, the influence exerted by minority and majority groups, theories of prejudice, social identity theory, group performance, leadership, decision-making); 2) key theories and concepts in the field of social cognition (social perception and causal attribution, attitudes, social representations, rhetorical psychology); and 3) one specific area of research where exciting developments are taking place (eg the social psychology of the media, cross-cultural psychology, evolutionary psychology, etc).

Teaching: 10 x 2 hour lecture/seminar (PS443) MT.

Reading list: R Brown, *Social Psychology*, 2nd edn, Collin-Macmillan, New York, 1986 (set text); E E Jones, *Interpersonal Perception*, Freeman, 1990; H Tajfel, *Human Groups and Social Categories: Studies in Social Psychology*, Cambridge University Press, 1981; M Hewstone, W Stroebe, J-P Codol, & G M Stephenson, *Introduction to Social Psychology: A European perspective* (2nd edn), Blackwell, 1996 (set text); H Himmelweit & G Gaskell (Eds), *Societal Psychology*, Sage, 1990; D M Buss & D T Kenrick, 'Evolutionary Social Psychology' in D T Gilbert, S T Fiske & G Lindzey (Eds), *The Handbook of Social Psychology*, Volume II, McGraw Hill, 982-1026, 1998; M A Hogg & G M Vaughan, *Social Psychology* (2nd edn), Prentice-Hall, 1998 (set text).

Assessment: 1. A formal two-hour examination in the ST: 2 questions from a choice of 5 (50%).

2. A written assignment of not more than 3,000 words (50%).

PS444

The Media Seminar

Teacher responsible: Dr Margaret Scammell, S487

Availability: Students on MSc Media and Communications, MSc Global Media and Communications, MSc Gender and the Media, MSc Media and Communications Regulation and MSc New Media Information and Society only.

Core syllabus: A seminar series which addresses the interface between academic issues taught on the Media and Communications programme 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 Media and Communications.

PS445

Organisational and Social Decision Making

Teacher responsible: Professor Patrick Humphreys, S303

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: This course starts with a short historical introduction (which helps in understanding where the technical terms currently used in the field actually come from), followed by a primarily problem and people centred, rather than formal, approach to the subject, with a number of case studies of organisational and social decision making, and of attempts to provide support for decision making in organisations.

The course will examine the discourses and processes involved in forming judgments, planning actions and evaluating their consequences, what happens in societal decision making when people have conflicting objectives; how risk is experienced and analyzed. Techniques for aiding decision making are explored, and ways in which decision support may be embedded in process supporting organisational management and change are investigated.

Content: The course will concentrate on contexts in which, at the outset, there is uncertainty about how to represent the structure of the decision problem and examine the kind of discourses employed in negotiating and constructing representations of "the decision problem", securing agreement on "the decision" and the associated commitments to action, and attempting to manage its implementation. In organisational decision making, the decision maker may be a "problem owner" but, on his or her own, may have insufficient information or power to formulate and implement a policy for action, and so usually relies on the support of proposers of solutions to parts of "the problem", on experts and perhaps on some computer based "decision support system" which may be introduced by external consultants. Hence in studying organisational decision making systems we shall need to examine the sometimes conflicting motivations of people occupying these various roles. We shall also investigate how decision problems representations are employed as artifacts by those people who participate in the making of decisions and attempt to get them implemented in organisational contexts. In social decision making we shall examine cases where different stakeholders or interest groups have different views and motivations concerning the effects (and side-effects) of decision making which may have wide-ranging social impact. We shall examine how decision theory, originally developed as a theory informing individual, "rational" decision making, may be developed as a methodology shaping social decision making in a wide range of contexts, and look at the problems and hegemonic discourses which have been associated with attempts to do this.

Teaching: Lecture/Seminar (PS445) (2 hours) x 10 LT. Class (PS445.A) (1 hour) x 5 fortnightly LT, devoted to in-depth analysis of specific material.

Written work: 3,000 word written assignment required.

Reading list: L R Beach, *The Psychology of Decision Making: People in Organisations*, Sage, 1997; M H Bazerman, *Judgment in Managerial*

METHODOLOGY INSTITUTE (SOCIAL RESEARCH METHODS)

MI411

Quantitative Analysis in Social Research I

Teachers responsible: Dr Matthew Mulford, B802, Colin Mills, S875, Dr Fiona Steele, B808 and others

Availability: Optional for MSc Social Research Methods; also available for research students.

Core syllabus: An intensive introduction to the principles and methods of statistical analysis in social research.

Content: The course, designed specifically for research students with little or no past training in quantitative analysis, aims to impart a level of familiarity suitable for a moderately critical understanding of the statistical material in the journals being used by students in their work and the ability to use some elementary techniques. Topics include descriptive statistics, exploratory data analysis (EDA), basic ideas of inference and estimation, contingency tables and some forms of regression models. The course includes an introduction to the statistical program SPSS, which will be used during the computer sessions.

Teaching: Eight three-hour sessions starting in the second week of the MT. In each session there are two hours of lecture and one hour on the computer. Weekly assignments, both on and off the computer, are required.

Reading list: Students should buy J Healey, *Statistics: A Tool for Social Research*, 4th Edition. This is the core text for this course and will be a useful reference book thereafter. Some additional reading is suggested during the course.

Assessment: One-hour in-class examination at the end of the MT and a take-home paper to be completed and submitted by the beginning of the LT.

MI412

Quantitative Analysis in Social Research II

Teachers responsible: Colin Mills, S875, Dr Fiona Steele, B808 and Dr Matthew Mulford, B802

Availability: Optional for MSc Social Research Methods; also available for research students.

Core syllabus: This course follows on from MI411, giving students further training with the statistical techniques used in social research.

Content: Students are required to have satisfactorily passed MI411 or an equivalent level statistics course.

This course provides students with a firm training in statistical methodology. Topics include multiple regression, log-linear models, logistic regression, as well as discussions of how inference and estimation should and should not

Decision Making (2nd edn), Wiley, 1991; P C Humphreys et al, *Decision Support in Organisational Transformation*, Chapman and Hall, 1997; J Ansell & F Wharton, *Risk: Analysis, Assessment and Management*, Wiley, 1992; D Berkeley, G Widmeyer, P Brezillon & V Rajkovic, *Context Sensitive Decision Support Systems*, Chapman and Hall, 1998; D Von Winterfeldt & W Edwards, *Decision Analysis and Behavioural Research*, Cambridge University Press, 1986; R L Keeney, *Value Focused Thinking: a Path to Creative Decision Making*, Cambridge University Press, 1993; P R Kleindorfer, H C Kunreuther & P H Schoemaker, *Decision Sciences: An Integrative Perspective*, Cambridge University Press, 1993; L R Beach, *Image Theory: Decision Making in Personal and Organisational Contexts*, Wiley, 1990; J S Carrol & E J Johnson, *Decision Research: A Field Guide*, Sage, 1990.

Assessment: 1) A formal two hour examination in the ST: two questions from a choice of 5 (50%). 2) A written assignment of not more than 3,000 words (50%).

PS940

Psychology (Seminar)

Teacher responsible: Professor Sonia Livingstone, S364

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.

PS960

Classical Texts in Social Psychology

Teachers responsible: Dr Martin Bauer, Dr Sandra Jovchelovitch, Professor George Gaskell and others

Availability and restrictions: None

Core syllabus: To maintain awareness of classical monographical studies of social psychology, its psychological as well as its sociological tradition. To provide a forum for entire textual reading and contextual discussions of contributions by J Vygotsky, K Piaget, Lewin, G H Mead, LeBon, McDougall, F Bartlett, S Freud, E Goffman, Icheiser, Buehler and others.

Teaching: A series of discussion seminars centering on key texts and authors. LT and ST.

Reading list: R M Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996. Further readings will be suggested at the start of the seminar.

Assessment: Non-examinable.

be used in social science research. Students are introduced to the statistical package SPSS.

Teaching: This course is given twice, in eight three-hour sessions starting in the second week of each of the MT and LT. In each session there are two hours of lecture and one hour on the computer. Weekly assignments, both on and off the computer, are required. MSc students' choice of term in which to attend will be constrained by their choice of other options.

Reading list: A useful text is D Knoke & G W Bohrnstedt, *Statistics for Social Data Analysis*. A pack of course materials is handed out at the start of the course.

Assessment: One-hour in-class examination at the end of the term plus a take home examination to be completed and submitted by the beginning of the following term.

MI413

Quantitative Analysis in Social Research III (Applied Multivariate Analysis)

Teacher responsible: Dr Fiona Steele, B808

Availability: Optional for MSc Social Research Methods and for MSc Social Psychology; also available for research students. A basic knowledge of probability, statistical theory and survey methods up to first degree level is required.

Core syllabus: An introduction to the application of modern multivariate methods used in the social sciences.

Content: A selection from the following topics: cluster analysis, multi-dimensional scaling, principal components analysis, correspondence analysis, factor analysis, latent variable models and structural equations models.

Teaching: Lectures: 10 x 1 hour in the LT.

Computer Workshops: 5 x 2 hours in the LT.

Reading list: The course does not closely follow any book but the following are recommended: C Chatfield & A J Collins, *Introduction to Multivariate Analysis* (1988); B S Everett & G Dunn, *Applied Multivariate Data Analysis* (1991); D J Bartholomew & M Knott, *Latent Variable Models and Factor Analysis*.

Assessment: A Two-hour written examination in the ST. Students are also assessed on work done during the course.

MI420

Concepts and Methods in Social Inquiry

Teachers responsible: Professor George Gaskell, B811 and others

Availability: For MSc Government and other MSc programmes.
Content: The objective is to give students an appreciation of the basic concepts, debates and methodologies in social scientific research. The purpose of the course is to enable students to understand and critically evaluate empirical research, and to provide a foundation for their own research projects.

The course provides a broad coverage of the underlying assumptions and concepts, and of the major methodologies of the empirical social science enquiry. Epistemology and the philosophy of science; Habermas and forms of knowledge; Experimental and quasi experimental designs, observation and case studies, ethnography, correlation and association and comparative analysis; From constructs to indicators and the ladder of abstraction; Sampling, representativeness and generalisation; Attitudes and public opinion, forms of interviewing, questionnaire and survey design; The analysis of the media and texts, classical and structural content analysis and discourse analysis. The 'indication' of different methods, reliability, validity and credibility.

Teaching: 10 sessions of 2 hours in LT.

Reading list: G King, R O Keohane & S Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Chapter 1 (Princeton University Press, 1994); N K Denzin & Y S Lincoln, *Handbook of Qualitative Research* (Sage, 1994); R Krippendorff, *Content Analysis* (Sage, 1982); R Barthes, *Mythologies* (Paladin, 1973); G Hoinville et al., *Survey Research Practice* (Heinemann, 1978); G Sartori, 'Comparing and Miscomparing', *Journal of Theoretical Politics*, 3 (1991); R O'Kane, 'The Ladder of Abstraction', *Journal of Theoretical Politics*, 5 (1993); M Dogan & A Kazancigil, *Comparing Nations: Concepts, Strategies and Substance* (Blackwell, 1994); R Rose, 'Comparing Forms of Comparative Analysis', *Political Studies*, Vol 39, No 3 (1991); C Ragin, *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies* (University of California Press, 1987); C E Lindbloom & D K Cohen, *Social Science and Social Problem Solving* (Yale University Press, 1979).

Assessment: One written assignment of no more than 2500 words.

MI421

Social Research Design

Teachers responsible: Professor George Gaskell, B811 and others

Availability: Compulsory for MSc Social Research Methods; also available for research students.

Content: Introduction: an overview of social research methodologies, the nature of explanation, correlation and causation. From constructs to indicators: hypothetical constructs and intervening variables, operationalisation. Designing qualitative inquiry. Experimental and quasi-experimental designs for research. Sampling, representativeness and generalisation. Case studies in social research. Questionnaire design. Ethical issues in social research.

Teaching: 10 two hour sessions during MT.

Reading list: T D Cook & D T Campbell, *Quasi-experimentation: Design and analysis issues for field settings* (Rand McNally, Chicago, 1979); R K Yin, *Case study research* (Sage, Beverly Hills, 1984); G King, R O Keohane & S Verba, *Designing social enquiry. Scientific Inference in qualitative research* (Princeton University Press, 1994); G Kalton, *Introduction to Survey Sampling* (Sage Publications, California, 1987).

Assessment: For students taking the course as a half unit, one written assignment of 2500 words.

MI422

Text, Image and Sound in Social Research

Teachers responsible: Dr Martin Bauer, B804 and others

Availability: Compulsory for MSc Social Research Methods in conjunction with MI421 and MI425; also available for research students from other departments. MI426 may also be of interest.

Core syllabus: Social research comprises the collection, description and interpretation of data. Data comes in form of texts, still or moving images, or recorded sound. On the other hand images and written text are also research outputs. The course covers analytic methods for all three types of data and provide the student with technical competence in the collection of different types of data through practical experience in the 'data portfolio' exercise. Students are introduced to computer assisted qualitative research.

Content: Different forms of interviewing, observation, sampling of on-line sources for press or television, corpus construction from archival material, or from photographic and video material.

Analytic approaches include semiotics, rhetoric, narrative analysis and classical content analysis; the development of coding systems; and an overview on qualitative computing using TEXTSMART, NUD*ist, ATLAS/ti and ALCESTE; issues regarding the quality of research and the presentation of results.

Teaching: A series of lectures accompanied (for MSc Social Research Methods only) by seminars over the MT and LT.

Reading list: U Flick, *An introduction to qualitative research* (Sage, 1998); N K Denzin & Y S Lincoln, *Handbook of Qualitative Research* (Sage, 1994); M Hammersley & P Atkinson, *Ethnography* (2nd edn, 1995); A Strauss, *Qualitative Analysis for Social Scientists* (1987); M Bauer & G Gaskell, *Qualitative Researching with Text, Image and Sound* (Sage, 2000); D Knoke & Kuklinski, *Network Analysis* (1983); J Lofland, *Analyzing Social Settings* (1971); P Thompson, *The Voice of the Past* (1988); K Plummer, *Documents of Life* (1983); R P Weber, *Basic Content Analysis* (Sage,

1985); Krippendorff, *Content Analysis* (Sage, 1982); R Wuthnow, *Vocabularies of public life* (Routledge, 1992); P Loizos, *Innovations in ethnographic film* (MUP, 1993); J Collier & M Collier, *Visual Anthropology: Photography as a Research Methodology* (University of New Mexico Press).

Assessment: 2 assignments of 2,500 words and 3 hour unseen written exam.

MI423

Unstructured Interviewing

Teachers responsible: Professor George Gaskell, B811 and others

Availability: For MSc Social Research Methods students and for research students undertaking projects in which unstructured, in-depth interviews comprise a substantial component. Students should be attending MI422.

Core syllabus: The aim of this course is to provide students with an intensive introduction to the skills and techniques required to conduct effective unstructured interviews.

Content: During this short course, students are introduced to the objectives and purposes of interviewing as a means of collecting qualitative data, and receive expert training in all aspects of interviewing skills and techniques. Students develop their own interview topic guides in groups and undertake 'role-play' interviews under the supervision.

Arrangements: Two days during the Easter vacation.

Assessment: Non-examinable.

MI424

Interviewing Skills Workshop

Teachers responsible: Professor George Gaskell, B811 and others

Availability: For research students and MSc students.

Core syllabus: Basic concepts in qualitative research, sampling of respondents and the design of the topic guide; Interviewing skills for individuals, elite respondents and groups; The analysis of qualitative data, reporting results and the issue of quality indicators in qualitative research.

Content: The aim of this course is to give students the basic principles, conduct and analysis of in-depth interviewing of individuals, elites and groups.

Teaching: One-day course during the Christmas vacation (to be arranged).

Assessment: Non-examinable.

MI425

Computer Packages for Qualitative Analysis

Teachers responsible: Dr Martin Bauer, B804 and others

Availability: For MSc Social Research Methods and research students who intend to use qualitative computer packages in their research. Students also attend MI420 and/or MI422.

Content: It is intended to provide research students with an appreciation of various computer packages for qualitative analysis through introduction courses and hands-on training in the use of these tools.

Teaching: Half-day introductory training courses on computer packages such as NUD*ist, TEXTSMART, ATLAS/ti and ALCESTE during the MT and LT.

Reading list: B Pfaffenberger, *Microcomputer applications in qualitative research* (1988); R Tesch, *Qualitative Research: Analysis Types and Software Tools* (1990); N G Fielding & R M Lee, *Computer Analysis & Qualitative Research* (Sage, 1998); E A Weitzman & M B Miles, *Computer programs for qualitative data analysis* (Sage, 1995).

Assessment: This course is non-examinable.

MI445

Ethical and Legal Aspects of Social Research

Teachers responsible: Professor George Gaskell, B811 and others

Availability: For MSc Social Research Methods students, research students, and staff of all departments.

Content: The ethical issues of social research is examined over several seminars with experts from within and outside the LSE dealing with:

- general philosophical approaches to ethics;
- ethical issues in experimental research;
- ethical issues in survey research;
- ethical issues in ethnographic research;
- the legal protection of privacy and the conduct of social research; and as much of social research is conducted commercially;
- business ethics.

Arrangements: A two day seminar/workshop (to be arranged).

Reading list: I Kant, *Grounding for the Metaphysics of Morals*; P Singer (Ed), *Applied Ethics*; R Homan, *The Ethics of Social Research*; J A Barnes, *Who Should Know What? Social Science, Privacy and Ethics*; R M Lee, *Doing Research on Sensitive Topics*; T L Beauchamp et al (Eds), *Ethical Issues in Social Science Research*; M Bulmer (Ed), *Social Research Ethics*; A M Rivlin & P M Timpane (Eds), *Ethical and Legal Issues of Social Experimentation*. A course pack with further suggestions for preparatory reading is made available prior to the course.

Assessment: Non-examinable.

SOCIOLOGY

SO401

Methods of Sociological Study

Teacher responsible: To be announced

Availability: Compulsory course for the MSc (Sociology). Part-time students taking the MSc over two years may wish to note that the course can be taken in either the first or second year. MPhil (Sociology) students may attend with the permission of the course convener.

Core syllabus: The aim of the course is to discuss main aspects of the research methods used in sociology.

Content: The main problems arising in the logic of sociological research, the design of social investigations, the collection of data, and the analysis and interpretation of results.

Teaching: SO401.1: **Design and Analysis of Social Investigation** 20 Sessional.

MI411: **Quantitative Methods in Social Research I** 8 x 3 hour lecture/laboratory sessions.

Each series of seminars will intersperse three methods of teaching:

- lecture followed by discussion
- workshops and practicals

Written work: Students will be expected to submit the following coursework:

- a research design paper;
- field notes from an observational exercise;

Reading list: No one book covers the whole syllabus. Students are advised to purchase C M Judd, E R Smith & L H Kidder, *Research Methods in Social Relations* (6th edn), Holt, 1991. Readings which students may wish to consult include: M Bulmer (Ed), *Sociological Research Methods* (2nd edn), Macmillan, 1984; R G Burgess, *In the Field*, Allen & Unwin, 1984; D A de Vaus, *Surveys in Social Research*, Allen & Unwin; P Hammersley & P Atkinson, *Ethnography: Principles in Practice*, Tavistock, 1983; G Hoineville, R Jowell & Associates, *Survey Research Practice*, Heinemann, 1978; C A Moser & G Kalton, *Survey Methods in Social Investigation*, Heinemann, 1971.

Assessment: There is a three-hour formal examination in the ST, based on the whole syllabus. The paper contains about ten questions of which three are to be answered. Copies of previous years' papers are available. 66% of the final mark is awarded by the examination, 34% by coursework.

SO403

Social Analysis of Industrial Societies

Teacher responsible: Dr E A Weinberg, S666

Availability: For MSc 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, *Prophecy 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, A350

Availability: For MSc Sociology, MSc Economic History (Option B). A knowledge of basic sociological theory is required.

Core syllabus: Sociological analysis of major issues related to the economic, political and cultural transformation of 'third world' societies.

Content: Theories of development; the role of transnational corporations; globalization; gender and development; the state; ideology, culture and political mobilization; class structure; marginality and urbanization; consumerism; peasantry; revolutionary movements in the Third World; socialist development paths.

Teaching: Seminars: SO404 24 MT, LT and ST. The Lecture courses SO205 and SO206 are also relevant.

Written work: Students are expected to write and present at least two seminar papers (one during the 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: Mr A W G Stewart, S876

Availability: For MSc and other graduate students. A working knowledge of basic sociological theory (ie of analysis in terms of norms, roles, structures, institutions, etc) and an ability to integrate theoretical and empirical materials are required.

Core syllabus: The aim of the seminar is to explore major problems in the analysis of political stability and change. Particular attention is paid to the discussion of alternative frameworks for the analysis of stability and change and of the differential contribution of social structural, cultural and organisational factors.

Content: Role attributed to politics and the state within macro-theories of social development; differential political implications of capitalism and modernisation; processes of state formation; material and cultural factors as determinants of stability and change; social movements as sources of stability and change; concepts of 'pre-political' movements; structure, culture and organization in the analysis of societal breakdown and revolution; case studies of the development of social democratic, fascist and communist regimes.

Teaching: Seminars: SO406 Sessional. Papers are presented by one or more members of the seminar upon relevant topics agreed and assigned at the first meeting of the seminar. Students choosing the course are strongly recommended to attend the lecture course 'Political Processes and Social Change' (SO204) which deals with many of the same problems with which the seminar is concerned.

Written work: Members of the seminar will be required to present two papers during the course of the session.

Reading list: C Tilly, *As Sociology meets History*; A Stinchcombe, *Theoretical Methods in Social History*; P Blau (Ed), *Approaches to the Study of Social Structure*; B Moore, *Social Origins of Dictatorship and Democracy*; P Anderson, *Lineages of the Absolutist State*; C Tilly, *The Formation of Nation States in Western Europe*; N Poulantzas, *Fascism and Dictatorship*; S Woolf (Ed), *The Nature of Fascism*; T Skocpol, *States and Social Revolutions*.

Assessment: There is a three-hour formal examination in the ST based on the full syllabus. The paper will consist of approximately twelve questions of which candidates must answer three.

SO407

Contemporary Political Sociology: Theories and Research Strategies

Teacher responsible: Mr A W G Stewart, S876

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 SO204 **Political Processes and Social Change**.

Written work: Members of the seminar will be required to present a number of papers during the course of the session.

Reading list: 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, A454a

Availability: Postgraduate students in Sociology and MSc Religion in Contemporary Society, but other students may take this course as permitted by the regulations for their degree. No background knowledge is required.

Core syllabus: The course is concerned with the relationship between religion and other areas of society; the ways in which and extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past two centuries. The approach of writers such as Weber, Durkheim and Marx is considered at the theoretical and empirical levels. Topics receiving special attention

include secularisation; modern forms of religion; relations between church and state; religion in former Soviet societies; the rise of fundamentalism and methodological issues associated with the sociology of religion.

Teaching: SO408 27 weekly seminars for Graduates 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).

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 a paper.

Reading list: (More detailed reading lists are available for specific topics). M McGuire, *Religion: the Social Context* (Wadsworth, 4th edn, 1997); P Berger, *The Social Reality of Religion* (Faber, 1967); M Weber, *The Sociology of Religion* (Methuen, 1965); B Wilson, *Religion in Sociological Perspective* (OUP, 1982); D Martin, *A General Theory of Secularization* (Blackwell, 1978); G Davie, *Religion in Britain since 1945*; P Hammond (Ed), *The Sacred in a Secular Age* (University of California, 1985); M Douglas, *Purity and Danger* (Routledge, 1966).

Assessment: A three-hour formal paper in the ST (60% of the marks) and a 4,000 max word essay, to be handed in on Friday 27 April before 5pm to the Departmental Administrator, A451. This is to be a comparison of three (or more) religious services which the student visits during the course. Further details will be given in lectures.

SO409

Sociology of Crime, Deviance and Control

Teachers responsible: Professor S Cohen, S684, Professor P Rock, A454b and Professor D Downes, A246

Availability: For MSc Sociology, MSc Social Psychology, MSc Social Planning, MSc Criminal Justice Policy, MSc Criminology. 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 chronological 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 secretary.

Assessment: Three-hour unseen examination (80%), 2-pieces of assessed course work, one to be completed in MT and one in LT (20%).

SO411

The Sociology of Gender

Teacher responsible: Dr G Dunne, C805

Availability: For MSc Sociology.

Core syllabus: Analysis of the nature and causes of gender divisions in society.

Content: Recent developments in the sociology of gender relations. Theoretical debates and contemporary issues. Employment, occupational segregation; household divisions of labour; new emergent household formations; femininities/masculinities; sexuality; reproductive technologies; gender, politics and the state; gender, class, race and stratification; violence; research methodology; concepts of patriarchy, essentialism and difference.

Teaching: 23 Seminars (SO411) on a weekly basis. Students are also recommended to attend the lectures for Course SO208 **Gender and Society**. Students will write and present seminar papers.

Reading list: R W Connell, *Masculinities*, 1995; R W Connell, *Gender & Power*, 1987; M McNeil, I Varcoe & S Yearly, *The New Reproductive Technologies*, 1990; C Smart, *Regulating Womanhood*, 1992; S Walby, *Theorizing Patriarchy*, 1990; I Whelehan, *Modern Feminist Thought*, 1995; G A Dunne, *Lesbian Lifestyles: Women's Work and the Politics of Sexuality* (1997); S Jackson, *Heterosexuality in Question*, 1999; S Lees, *Ruling Passions*, 1997; E Silva & C Smart, *The New Family?*, 1999; H Bradley, *Men's Work, Women's Work*, 1989. A more detailed reading list will be provided at the beginning of the course.

Assessment: A three hour unseen examination. Three questions to be answered.

SO412

Sociology of Employment

Teacher responsible: Dr Patrick McGovern, S686

Availability: For graduate students in the departments of Industrial Relations and Sociology and the Interdisciplinary Institute of Management. Students should preferably have a degree with a sizeable component of

Sociology, but any social science is acceptable; other students will be admitted at the discretion of the teaching staff.

Core syllabus: Coverage of recent sociology of employment at an advanced level, with an emphasis on economic restructuring and issues of political economy and linking with contemporary debates in Sociology, Human Resource Management and Industrial Relations.

Content: The employment relationship; control and consent at work; scientific management and McDonaldization; emotion work; labour market divisions; employers and labour markets; women in the labour market; discrimination at work; developments in contemporary management such as Total Quality Management, lean production and management gurus; globalization and labour; employment practices of multinational corporations; the future of work.

Teaching: The course is taught by Dr P McGovern with some guest speakers (Professor S Hill and Dr C Hakim). It consists of 23 seminars (SO412) and 20 lectures (SO212). The lectures are intended broadly to survey and introduce the relevant material on each subject while the seminars, with papers presented by students, are intended to pursue a topic or some specific aspects in more detail.

Written work: One piece of written work is required in each of the first two terms.

Reading list: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, *The Sociology of Work* (2nd edn); C Lane, *Industry and Society in Europe*; C Tilly & C Tilly, *Work Under Capitalism*. A more comprehensive bibliography will be available to students taking this course.

Assessment: A three-hour unseen examination (75%) and an essay of 3,000 words (25%). The essay should be submitted no later than the first Friday of the ST.

SO413

Society and Culture

Teacher responsible: Professor Richard Sennett, Y314

Availability: For MSc Sociology; also available as an outside option within other Master's degrees where regulations permit.

Core syllabus: An examination of the development of cultural theory in relation to current issues and debates on modernity and mass culture, post-modern culture and media.

Content: Sociological theories of culture: Weber, Gramsci, the Frankfurt School, Bourdieu. The debate on mass culture. Theories of popular culture. The role of the media in modern society. Postmodernity and consumerism. Global culture. Culture and Social Change.

Teaching: A two-hour seminar (SO413) during the LT.

Written work: One essay.

Reading list: P Brantlinger, *Cultural Studies in Britain and America*; S Doring (Ed), *Cultural Studies Reader*; D Crane (Ed), *Sociology of Culture*; P Bourdieu, *The Field of Cultural Production*; R Sennett, *The Fall of Public Man*.

Assessment: A two-hour, unseen examination in ST.

SO414

Professions, Society and Policy: Lawyers, Engineers and Accountants

Teacher responsible: Mr M Burrage, S665

Availability: For MSc Sociology, and all other graduate students, their regulations permitting.

Core syllabus: Sociological and historical theories or interpretations of the professions relating in particular, but not exclusively to Britain, France and the United States; analysis of policy-oriented issues.

Content: The aspects considered cover three main areas:

1. Analytical and theoretical; sociological and historical theories or interpretations of the professions are outlined and critically examined;
2. Descriptive and analytical; the available historical and sociological evidence about lawyers, engineers and accountants, in selected industrial societies will be outlined and utilized to provide further critical commentary on the theories of the professions already introduced. The core countries will be Britain, France and the United States. However, additional, selected comparative references will, wherever possible, be made to Germany, Japan and Russia;
3. Polemical and policy-oriented; selected issues which, directly or indirectly, involve one or other of these three professions, are analyzed and debated.

Teaching: Seminars SO414 20 MT, LT and ST, each two hours in length.

Written work: Students are expected to write and present at least two seminar papers, one for each term.

Reading list: Robert Dingwall & Philip Lewis (Eds), *The Sociology of the Professions*, Macmillan, 1983; Michael Zander, 'The Thatcher Government's Onslaught on the Lawyers. Who Won?', *International Lawyer*, Vol 24, No 3, 1990; Michael Burrage, 'Advokatura: In search of professionalism and pluralism in Moscow and Leningrad', *Law and Social Inquiry*, Vol 15, No 3, Summer 1990; Stephen Crawford, *Technical Workers in an Advanced Society: the word careers and politics of French Engineers*, Cambridge, 1989; Allan Silver, *Is there one politics of the new middle class? Engineers in England, France and the United States*, paper to European Consortium for Political Research, Paris 1989; P Armstrong, 'The Rise of Accounting Controls in British Capitalist Enterprises', *Accounting, Organizations and Society*, 1987; M Power, *The Audit Explosion*, Demos, 1994.

Supplementary reading list: A more detailed reading list is available from Mr Burrage, or his Secretary.

Assessment: A three-hour examination in June. Three questions to be answered.

SO415

Methods of Criminological Inquiry

Teachers responsible: Mr Derek Cornish, A262 and Professor Paul Rock, A454b

Availability: For MSc Criminology. This course is also open to students taking the MSc in Criminal Justice Policy and other MSc programmes.

Core syllabus: The aim of the course is to discuss main aspects of the research methods used in criminological inquiry at a general level.

Content: Qualitative and quantitative aspects of criminological methodology, including interviewing techniques, problems of gaining access to subjects, ethnographic methods, methods of legal and psychological research, crime surveys, longitudinal analysis, crime trend analyses and evaluation techniques.

Teaching: SO415: Ten seminars in the LT.

Reading list: A Ashworth, *Criminal Law*; H Becker, *Sociological Methods*; D Douglas (Ed), *Research on Deviance*; M Hammersley & P Atkinson, *Ethnography: Principles in Practice*; M Miles & A Huberman, *Qualitative Data Analysis*; A Oppenheim, *Questionnaire Design and Attitude Measurement*; R Black, *Evaluating Social Science Research*; K Bordenes & B Abbott, *Research Design and Methods*; V Jupp, *Methods of Criminological Research*, 1989; P Rossi & H Freeman, *Evaluation: A Systematic Approach*.

Assessment: A ten thousand word essay on an approved topic (submitted by beginning of September) which is worth 80% and two course assessments of 2,000 words, each amounting to 10% (submitted in the LT).

SO416

Cults, Sects and New Religions

Teacher responsible: Professor Eileen Barker, A454a

Availability: Postgraduate students in Sociology and MSc Religion in Contemporary Society, but other students may take this course as permitted by the regulations for their degree. No background knowledge is required.

Core syllabus: The course is concerned with a sociological understanding of the wave of new religious movements that have become visible since the Second World War, concentrating mainly on North America, Western and Eastern Europe, the FSU and Japan.

Content: Definitions and statistics; historical and comparative perspectives; the rise, spread and distribution of new religious movements (NRMs) in the West and Japan; the range of beliefs, practices, organisations, leadership (charismatic authority), life-styles, attitudes to violence, sex, women, children; membership profiles; case studies of a variety of types of NRMs (eg Christian, Eastern, New Age, 'Self-religions' Satanism, UFO-cults and millenarian movements). Conversion and the brainwashing thesis; apostasy. Changes with emergence of second and subsequent generations; the spread to former Soviet societies. Social responses to NRMs from government agencies, the media and the general public; and the rise of the anti-cult movement. Social issues (human rights; education, medical and legal rights, etc). Methodological and ethical issues involved in the sociological study of NRMs.

Videos: Arrangements will be made for students to watch videos about NRMs.

Field Trips: Visits will be arranged to visit about 6 different NRMs as a group. Students will also be expected to make their own arrangements to visit 3 different NRMs for their Examination Essay.

Teaching: SO416 27 weekly seminars for Graduates MLS. Outside speakers with specialist knowledge will speak and all students will be expected to present a paper.

Written work: Students will be expected to produce 4 pieces of written work during the year as well as their Examination Essay (see below).

Reading list: (More detailed reading list is given out in lectures). E Barker, *The Making of a Moonie: Brainwashing or Choice?* (Gregg Revivals, 1993); *New Religious Movements: A Practical Introduction* (HMSO 1989); J Beckford, *Cult Controversies* (Tavistock, 1985); D Bromley & J Hadden (Eds), *The Handbook on Cults and Sects in America* (JAI Press, 1993); J G Melton, *Encyclopedic Handbook of Cults in America* (Garland, 1992); A Shupe & D Bromley, *The New Vigilantes: Deprogrammers, Anti-Cultists, and the New Religions* (Sage, 1980); R Wallis, *The Elementary Forms of the New Religious Life* (Routledge, 1984); B Wilson, *The Social Dimensions of Sectarianism* (Clarendon, 1990).

Assessment: A three-hour formal paper (60% of marks) and a 4,000 max word essay, to be handed in on Friday 27 April before 5pm to the Departmental Administrator, A451. This is to be a comparison of three (or more) NRMs which the student will have visited during the course. Further details will be given during lectures.

SO417

Contemporary Russian Society: Key Issues and Developmental Trends

Teacher responsible: Dr E A Weinberg, S666

Availability: Primarily for MSc Sociology, MSc Russia and Post-Soviet Studies, and MSc Political Sociology. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: Significant social issues will be examined in relation to problems of industrialisation and social change. While the course draws on a wide range of contemporary materials, these will be placed within an historical perspective.

Content: Particular attention will be focused on the analysis of: women, the family, population policy, urban and rural structure, the distribution of power, the planned economy, the industrial base, social stratification and

mobility, the education system, social problems including crime and juvenile delinquency, religion and nationalities.

Teaching: The first part of the course comprises seminars at which specified topics are presented. Individual students' interests will be catered for in the latter part of the seminar when papers are chosen by the students themselves, reading material being discussed individually. There is a sessional undergraduate lecture course (SO202 **The Social Analysis of Russia and the CIS**) which MSc students may attend.

Written work: Students will normally be expected to write seminar papers during each semester.

Reading list: C Black (Ed), *The Transformation of Russian Society*; J Pankhurst & M P Sacks, *Contemporary Soviet Society*; D Lane, *Soviet Economy and Society and Soviet Society under Perestroika*; M McCauley (Ed), *Gorbachev and Perestroika*, A Jones et al (Eds), *Soviet Social Problems*; S White et al, *Developments in Soviet and post-Soviet Politics*; A Saikal & W Maley (Eds), *Russia in Search of Its Future*; M Buckley, *Redefining Russian Society and Polity*.

Assessment: There is a conventional three-hour examination in the ST in which three questions must be answered.

Supplementary reading list: A more detailed list will be distributed in the seminar.

SO418

Genes and Society

Teacher responsible: Dr C Badcock, S777

Availability: This course is an option for the MSc in Sociology.

Core syllabus: The history of genetics and its social impact. Basic principles of molecular and developmental genetics. The role genetics in modern evolutionary social science. The issues raised by modern genetics for society and the social sciences.

Content: Preformationism, Lamarckism, Pangenesis and epigenesis. Spencer and Social Darwinism. Mendel, Weismann, Morgan and the American geneticists. Single gene disorders. The eugenics movement. Lysenkoism in the USSR. Boas, cultural determinism, Margaret Mead and Samoa. The nature/nurture controversy. Twin studies and socialization theory. Sociological holism and genetic reductionism. The modern synthesis of Mendelian genetics and Darwinism. DNA and the genetic code. Hamilton's inequality and the genetics of social behaviour. The selfish gene model. The sociobiology controversy. Sex determination, violence and homicide. Parent-offspring conflict before and after birth. Genomic imprinting and intragenomic conflict. Genes, memes and gene-culture co-evolution. Evolutionary psychology and psychodarwinism. DNA, race and language. Biotechnology and the human genome project.

Teaching: Ten lectures in the first term, plus twenty-two seminars in both terms. Students are encouraged to attend the lectures for SO215, **Evolution and Social Behaviour**.

Reading list: C Badcock, *PsychoDarwinism*, 1994; M Berg & M Singer, *Dealing with Genes: The Language of Heredity*, 1992; H Caton, *The Samoa Reader*; R Cook-Degan, *The Gene Wars: Science, Politics & the Human Genome*, 1994; W Cookson, *The Gene Hunters*, 1994; N G Cooper (Ed), *The Human Genome Project*, 1994; H Cronin, *The Art & the Peacock: Altruism & Sexual Selection from Darwin to Today*, 1991; R Dawkins, *The Selfish Gene*, 1989; *River Out of Eden*, 1995; D Freeman, Margaret Mead and Samoa: *The Making and Unmaking of an Anthropological Myth*, 1983; W D Hamilton, *Narrow Roads of Gene Land*, 1996; A Edey & D Johanson, *Blueprints: Solving the Mystery of Evolution*, 1990; D J Kevles & L E Hood, *The Code of codes: scientific and social issues in the human genome project*; D Nelkin & M S Lindee, *The DNA Mystique: The Gene as a Cultural Icon*; S Jones, *The Language of the Genes: Biology, History and the Evolutionary Future*, 1993; *In the Blood*, 1996; S Jones & B Van Loon, *DNA for Beginners*, 1993; R Pollack, *Signs of Life: The Language & Meanings of DNA*, 1994; S Tomkins, *Heredity and Human Diversity*, 1989; R Trivers, *Social Evolution*, 1985; *Intragenomic Conflict*; C Tudge, *The Engineer in the Garden*; T Wilkie, *Perilous Knowledge: The Human Genome Project & Its Implications*, 1993; L Wolpert, *The Triumph of the Embryo*; D Young, *The Discovery of Evolution*.

Assessment: A three-hour unseen examination at the end of the ST.

SO421

Media, Technology and Everyday Life

Teacher responsible: Professor Roger Silverstone, S486

Availability: Available primarily for MSc Media and Communications. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Content: Through historical and contemporary examples, the course aims to explore how the information and communication technologies encountered in everyday life are socially shaped, re-shaped, experienced and consumed. Major theoretical approaches to the study of these information and communication technologies are considered, as are the many and varied debates about their consequences and significance. Topics covered will normally include the following: Mapping the field; issues around information and communication technology; factors shaping major domestic information and communication technologies; structure and agency debates and the study of information and communication technologies; understanding consumption; information and communication technologies in domestic life; gender issues and information and communication technologies; information and communication technologies in public and private times and spaces; the media and information revolution.

Teaching: Lecture/seminar (2 hours) x LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: L Spiegel, *Make Room for TV: Television and the Family Ideal in Postwar America*, University of Chicago Press, 1992; R Silverstone, *Television and Everyday Life*, Routledge, 1994; R Silverstone & E Hirsch, (Eds), *Consuming Technologies*, Sage, 1992; W Dutton (Ed), *Information and Communication Technologies: Visions and Realities*, OUP, 1996; S Jones (Ed), *Virtual Culture: Identity and Communication in Cyberspace*, Sage, 1997; W Dutton (Ed), *Society on the Line: Information Politics in the Digital Age*, OUP, 1999; K Robins & F Webster, *Times of the Technoculture*, Routledge, 1999.

Assessment: (1) A formal two-hour examination in the ST, 2 questions from a choice of 5 [50%].

(2) A written assignment of not more than 3,000 words [50%].

SO422

Globalisation, Regulation and Public Policy

Teachers responsible: Professor Roger Silverstone, S486 and Mr Stefaan Verhulst

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of the course is to provide students with an advanced understanding of comparative law and policy approaches, including constitutional, regulatory and statutory schemes, to the changing media. The comparative approach to communications law and policy will draw lines between different episodes and different contexts to identify emerging tendencies.

Content: Courses are organised into thematic sections, and will address the intersections between globalisation, technology, regulation and public policy; Introduction; Internet Governance; Public Policy and Regulatory Concerns of the Internet; Internet and E-Commerce; Institutional and Regulatory Adjustment to Digital; Regulation of Satellite Content; Redefinition of International Broadcasting; Regulatory and Policy Approaches to Diasporic Communications; International Communications Regulation Challenged; Information Intervention in Conflict Zones and the International Community.

Teaching: 10 two-hour Lecture/Seminars SO422 in LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: K W Grewlich, *Governance in "Cyberspace"*, *Access and Public Interest in Global Communications*, Kluwer Law International, 1999; L Hitchens (Ed), 'Communications Regulation - New Patterns and Problems' (Special Feature), *The Journal of Information, Law and Technology*, Issue Three, 1997; David R Johnson & David G Post, *Law and Borders - The Rise of Law in Cyberspace*, Stanford Law Review, 1996; L Lessig, *Code and other Laws of Cyberspace*, Basic Books, 1999; D A Levy, *Europe's digital revolution: broadcasting regulation, the EU and the nation state*, Routledge, 1999; C Marsden & S Verhulst, *Convergence in European Digital TV Regulation*, Blackstone Publishers, 1999; Jamie F Metz, *Information Intervention: When Switching Channels Isn't Enough*, Foreign Affairs, 1997; E Olechowska & H Aster, (Eds), *Challenges for International Broadcasting: New Tools, New Skills, New Horizons*, Mosaic Press, 1999; M Price & S Verhulst, 'The Concept of Self Regulation and the Internet' in J 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 [50%]; and (2) A written assignment of not more than 3,000 words [50%].

SO423

Media and Globalisation

Teacher responsible: Dr Terhi Rantanen, S482

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of this course is to explore and demonstrate the role of the media in the process of globalisation by introducing the relevant literature, by examining various theories of globalisation and by identifying their relevance in understanding the media.

Content: Introduction to various theories of globalisation. Media and globalisation; Time place and space; Homogenization and heterogenization; Globalisation, localisation and glocalisation. Changing identities; Global media actors; Media imperialism; Global audiences; Local response.

Teaching: 10 two-hour Lecture/Seminars SO423 in MT.

Written work: A 3,000 (formally assessed) written assignment is required.

Reading list: A reading list will be provided for each topic. General works relevant to the course include: A Giddens, *The Consequences of Modernity*, Polity Press, 1990; U Beck, *What is Globalization?*, Polity Press, 2000; M Featherstone, S Lash & R Robertson (Eds), *Global Modernities*, Sage, 1995; Manuel Castells, *The Power of Identity*, Blackwell, 1997; E Herman & R W McChesney, *The Global Media*, Cassell, 1997; J Tomlinson, *Cultural Imperialism*, Pinter Publishers, 1991; D K Thussu (Ed), *Electronic Empires*, Arnold, 1998; O Boyd-Barrett & T Rantanen (Eds), *The Globalization of News*, Sage, 1998; J Sinclair, E Jacka & S Cunningham (Eds), *New Patterns in Global Television*, Oxford University Press, 1996; A Srebreny-Mohammadi et al (Eds), *Media in Global Context*, Arnold, 1997.

Assessment: (1) A formal 2-hour examination, in which students are required to answer 2 questions from a choice of 5 [50%]; (2) A written assignment of not more than 3,000 words [50%].

SO424

Key Issues in Human Rights

Teachers responsible: Professor S Cohen, S684 and Professor C Chinkin, A154

Availability: For MSc Criminology; MSc Sociology; MSc Criminal Justice Policy; MSc Political Sociology. Available as outside option for LLM, MA/MSc International Relations, and other MSc degrees where regulations 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 types of human rights violations, such as: Genocide; Torture; Censorship; Asylum and Refugee Rights; Minority Rights; Women's Rights; Rights of Children; Social and Economic Rights. The final part of the course selects some issues and debates, such as Democratisation and Justice in Transition, (Truth Commissions, Justice and Reconciliation); Universality versus Cultural Specificity; International Jurisdiction and the model of the International Criminal Court; Globalisation and Corporate Legal Responsibility.

Teaching: Twenty three two-hour seminars in the MT, LT and ST.

Written work: Students will be required to write a paper in the LT.

Reading list: Aryeh Neier, *War Crimes: Brutality, Genocide, Terror and The Struggle for Justice*, Time Books, 1998; Antonio Cassese, *Human Rights in a Changing World*, Polity, 1994; Jack Donnelly, *Universal Human Rights in Theory and Practice*, Cornell University Press, 1989; Henry J Steiner & Philip Alston, *International human rights law in context: law, politics, morals: text and materials*, Clarendon Press, 1996; A Robertson & J Merris, *Human Rights in the World*, Manchester University Press, 1989; Jeffrey Ross (Ed), *Controlling State Crime*, 1994; Frank Chalk & Kurt Jonassohn, *The History and Sociology of Genocide*, Yale University Press, 1990; Edward Peters, *Torture*, Blackwell, 1995; Herbert Kelman & Lee Hamilton, *Crimes of Obedience*, Yale University Press, 1988; Stanley Cohen, 'State Crimes of Previous Regimes: Knowledge, Accountability and the Policing of the Past' in *Law and Social Inquiry*, Vol 20, March 1996; Neil J Kriz (Ed), *Transitional Justice: How Emerging Democracies Deal with Former Regimes*, 1997; A James McAdams (Ed) *Transitional Justice and the Rule of Law in New Democracies*, University of Notre Dame Press, 1997; Henry Steiner (Ed), *Truth Commissions: A Comparative Assessment*, World/US Peace Foundation, 1997; J Berting et al (Eds), *Human Rights in a pluralist world: individuals and collectivities*, Meckler, 1990; A Na'im & F Deng (Eds), *Human Rights in cross-cultural perspective: a quest for consensus*, University of Philadelphia Press, 1992; R E Howard, *Human Rights and the Search for Community*, Westview Press, 1995; Mark Osiel, *Obedient orders: Atrocity, Military, Discipline and the Law of War*, Transaction, 1999; Mark Osiel, *Mass Atrocity, Collective Memory and the Law*, Transaction, 1997; Geoffrey Robertson, *Crimes Against Humanity: The Struggle for Global Justice*, Penguin, 1999; R Higgins & P Duffy, *International Human Rights Texts and Materials*, LSE, 1996.

Assessment: (1) Assessed essay (30%). (2) Written examination paper (70%).

SO425

Regulation, Risk and Economic Life

Teachers responsible: Professor B Hutter and Dr N Dodd, A352

Availability: This is an optional paper for MSc Sociology, MSc Crime Deviance and Control, MSc Regulation and other MSc/MPHil students by arrangement.

Core syllabus: This course introduces students to socio-legal, especially sociological, perspectives on regulation in advanced industrial societies. The course will pay particular attention to state and non-state regulation, to risk and uncertainty and to local-global connections. It will draw upon a broad international literature on social and economic regulation.

Content: Topics include regulatory development, regulatory enforcement, corporate responses to regulation, regulation as risk management, risk taking and compliance, risk and information, globalization and the market, globalization, regulation and the nation state, national and international styles of regulation, trends in regulation, regulation and competition.

Teaching: Twenty-two weekly two-hour seminars, which will combine lecture-led and student-led discussions with debates.

Written work: All students are expected to submit one piece of non-assessed written work and prepare seminar presentations.

Reading list: I Ayres & J Braithwaite, *Responsive Regulation*, 1992; R Baldwin, C Hood & C Scott, *Socio-Legal Reader in Regulation*, 1998; B M Hutter, *Socio-Legal Reader in Environmental Law*, 1999; A Ogus, *Regulation*, 1994; N Fligstein, *The Transformation of Corporate Control*, 1990; R Swedberg (Ed), *Economic Sociology*, 1996; N Smesler & R Swedberg (Eds), *The Handbook of Economic Sociology*, 1994.

Assessments: One 3-hour examination (70%) and an assessed essay (30%) to be submitted by the end of the first week of the ST.

SO426

Sociological Theory Part I

Teacher responsible: Dr Nigel Dodd, A352

Availability: For MSc students.

Core syllabus: A review of classical and modern social theory.

Content: The origins and development of modern society; neo-Marxism and critical theory; systems theory; historical sociology. The concept of postmodernity; key theories of postmodern society (eg Lyotard, Baudrillard, Bauman, Rorty, Jameson); the concept of high or late modernity (Giddens, Beck); relativism and pluralism.

It is not assumed that students have a basic grounding in classical social theory.

Teaching: Ten two-hour seminars (SO426) weekly during MT.

Reading list: Relevant books that provide an overview include: B Barnes, *Elements of Social Theory*; Z Bauman, *Postmodernity and Its Discontents*; A Callinicos, *Social Theory*; N Dodd, *Social Theory and Modernity*; A Giddens, *Capitalism and Modern Social Theory*; A Giddens, *The Constitution of Society*; G Ritzer, *Sociological Theory*.

Assessment: One two-hour formal examination in the ST, comprising

STATISTICS

ST402

Principles and Methods of Statistical Practice

Teacher responsible: Professor H Tong, B711

Availability: This course is intended primarily for MSc Statistics. Mathematics to the level of MA200 and MA201 **Further Mathematical Methods** is required.

Core syllabus: The course is intended partly as a refresher - covering some fundamental aspects of practical probability and statistics quickly - and partly as an introduction to advanced methods currently used in social science and finance.

Content: Revision of probability theory. Random variables, instance of random variable, discrete and continuous distributions, conditional distributions, mass and density functions, expectation, variance, covariance, correlation and dependence, generating functions, transformations of random variables. Sampling distributions, estimation and hypothesis testing, properties of statistics (sufficiency, bias, efficiency). Introduction to more advanced topics, regression, ANOVA, multivariate distributions, sampling theory.

Teaching: Lectures: 20 MT.

Classes: 5 MT.

Computer Workshops: 5 MT.

Reading list: G S Casella & R L Berger, *Statistical Inference*; R V Hogg & A T Craig, *Introduction to Mathematical Statistics*; P L Meyer, *Introduction to Probability with Applications*.

Assessment: There will be a two-hour written examination in the ST.

ST404

Sampling Theory and Practice

Teacher responsible: Dr I Moustaki, B606

Availability: This course is intended primarily for MSc Statistics. Mathematics to the level of MA200 and MA201 **Further Mathematical Methods** is a prerequisite of this course.

Core syllabus: The course deals with the theory and practice of sample design. Particular emphasis is given to sampling problems which arise in the social sciences.

Content: Simple random sampling, estimation of means, proportions, totals and standard errors, ratio and regression estimation. Stratified random sampling, proportional allocation, optimal allocation. Cluster sampling, multi-stage sampling. Double and multi-phase sampling, post-stratification, equal probability of selection designs. Estimation for complex designs. Non-response errors, weighting and other practical constraints with examples from surveys.

Teaching: Lectures: 20 LT.

Classes: 5 LT.

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: There will be a two-hour written examination in the ST.

ST405

Multivariate Methods

Teachers responsible: Dr F Steele, B808 and Mrs J I Galbraith, B615

Availability: This course is intended primarily for MSc Statistics. Mathematics to the level of MA200 and MA201 **Further Mathematical Methods** is a prerequisite of this course.

Core syllabus: An introduction to the theory and application of modern multivariate methods used in the Social Sciences.

Content: A selection from the following topics: cluster analysis, multi-dimensional scaling, principal components analysis, correspondence analysis, factor analysis, latent variable models and structural equations models.

Teaching: Lectures: 15 LT.

Computer workshops: 5 x 2 hour LT.

Reading list: W J Krzanowski, *Principles of Multivariate Analysis*; 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*.

topics agreed with the students and covered in the seminars. Students must answer two from about ten questions.

SO427

Sociological Theory Part II

Teacher responsible: Professor Nicos Mouzelis, S778

Availability: For MSc students who have taken **Sociological Theory Part I**, or can demonstrate that they have a sufficient grounding in the theories covered in that course.

Core syllabus: A review of postmodern social theory.

Content: A discussion of key analytical problems in advanced sociological theory: the problem of structure and action; the analysis of language and culture; theories of structuralism and post-structuralism.

Teaching: Ten two-hour seminars (SO427) weekly during LT.

Reading list: N Mouzelis, *Sociological Theory: What went wrong?*; G Ritzer, *Sociological Theory*; J H Turner, *The Structure of Sociological Theory*.

Assessment: One two-hour formal examination in the ST, comprising topics agreed with the students and covered in the seminars. Students must answer two from about ten questions.

Assessment: There will be a two-hour written examination in the ST. Students will also be assessed on work done during the course.

ST409

Stochastic Processes

Teacher responsible: Dr R Kiesel, B709

Availability: This course is intended primarily for MSc Statistics and MSc Econometrics and Mathematical Economics. Mathematics to the level of MA200 and MA201 **Further Mathematical Methods** and a good undergraduate knowledge of distribution theory and regression is a prerequisite of this course.

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 MT.

Classes: 5 MT.

Computer Workshops: 5 MT.

Reading list: S M Ross, *Stochastic Processes*; S Karlin & H M Taylor, *A First Course in Stochastic Processes*; H M Taylor & S Karlin, *Introduction to Stochastic Modelling*; S M Ross, *Introduction to Probability Models*; A Friedman, *Stochastic Differential Equations and Applications*, Vol I; R S Liptser & A N Shiriyayev, *Statistics of Random Processes*; B Øksendal, *Stochastic Differential Equations*.

Assessment: There will be a two-hour written examination in the ST.

ST410

Basic Time Series

Teacher responsible: Dr J Penzer, B610

Availability: This course is intended primarily for MSc Statistics, MSc Operational Research, MSc Econometrics and Mathematical Economics. Mathematics to the level of MA200 and MA201 **Further Mathematical Methods** and a good undergraduate knowledge of distribution theory and regression are prerequisites of this course.

Core syllabus: A broad introduction to statistical time series for postgraduates.

Content: Stationary time series, autoregressive moving average models, ARIMA models, forecasting, estimation, modelling methodology, structural time series models, state space models, Kalman filter, smoothing, seasonality and seasonal adjustment, intervention analysis and explanatory variables.

Teaching: Lectures: 20 MT.

Classes: 5 MT.

Reading list: A C Harvey, *Time Series Models*, 2nd edn; S J Koopman et al, *STAMP 5.0 Tutorial Guide*; G E P Box & G M Jenkins, *Time Series Analysis, Forecasting and Control*; W A Fuller, *Introduction to Statistical Time Series*; C W J Granger & P Newbold, *Forecasting Economic Time Series*; A C Harvey, *Forecasting, Structural Time Series Models and the Kalman Filter*; Hamilton, *Time Series Analysis*.

Assessment: There will be a two-hour written examination in the ST.

ST411

Regression, Diagnostics and Generalized Linear Modelling

Teacher responsible: Professor A C Atkinson, B605

Availability: This course is intended primarily for MSc Statistics. Mathematics to the level of MA100 **Mathematical Methods**, and of probability to the level of ST202 **Probability, Distribution Theory and Inference** are prerequisites of this course.

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,

very robust methods. Generalized linear models, loglinear models, contingency tables and testing the link function.

Teaching: Lectures: 20 LT.

Classes: 5 LT.

Computer Workshops: 10 LT.

Reading list: S Weisberg, *Applied Linear Regression*; 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: There will be a two-hour written examination in the ST.

ST413

Further Time Series

Teacher Responsible: Dr Q Yao, B609

Availability: This course is intended primarily for MSc Statistics; MSc Econometrics and Mathematical Economics. Mathematics to the level of MA200 and MA201 **Further Mathematical Methods**, a good undergraduate level of regression theory and distribution theory and ST401 **Basic Time Series** are prerequisites for this course.

Core syllabus: The course introduces time series analysis in the frequency domain and extends ideas from ST410 **Basic Time Series** to multivariate models. Current areas of research interest and financial applications are discussed.

Content: Time series in the frequency domain, the periodogram and spectral analysis, statistical inference on parametric models in the frequency domain. Multivariate time series, long-memory time series, nonlinear time series. Financial time series, ARCH, stochastic volatility.

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: There will be a two-hour written examination paper in the ST.

ST415

Surveys and Experiments in Social Research

Teacher responsible: Dr F Steele, B808

Availability: This course is intended primarily for MSc Statistics, MSc Social Research Methods (Statistics) and MSc Operational Research. A basic knowledge of statistics and probability up to first degree level is a prerequisite of this course.

Core syllabus: The course deals with practicalities of the design and execution of sample surveys and social investigations.

Content: ST415.1 **Survey Design, Execution and Analysis:** Strategies and methods of data collection, problems of measurement and scaling, attitude measurement, questionnaire design, response errors, structure of interviewer effect, problems of and procedures for compensation for non-response.

ST415.2 **Experiments in Social Research:** The nature and limitation of some common experimental and quasi-experimental designs, used by researchers.

Teaching:

Lectures ST415.1: 20 in MT and LT.

Lectures ST415.2: 10 LT. In the last three hours students prepare papers for presentation to the group.

Reading list:

ST415.1 (prerequisite): C A Moser & G Kalton, *Survey Methods in Social Investigation*.

ST415.2 students are advised to purchase: T D Cook & D T Campbell, *Quasi-Experimental: Design and Analysis Issues for Field Settings*, McNally.

Supplementary reading list: C A Moser & G Kalton, *Survey Methods in Social Investigations*; J A Caporaso & L L Roos, *Quasi-experimental Approaches*; P Spector, *Research Designs*, Sage University Paper Series No 23.

Assessment: There will be a two-hour written examination in the ST.

ST416

Multilevel Models

Teacher responsible: Dr F Steele, B808

Availability: This course is intended primarily for MSc Statistics and MSc Social Research Methods (Statistics). A knowledge of probability and statistical theory, including linear regression and logistic regression, are prerequisites for this course.

Core syllabus: A practical introduction to multilevel modelling with applications in social research.

Content: This course deals with the analysis of data from hierarchically structured populations (eg individuals nested within households, within geographical areas). Multilevel extensions of standard statistical techniques, including multiple linear regression and logistic regression, will be considered. The course will have an applied emphasis with computer sessions using *MLwiN*.

Teaching: Lectures: 10 LT.

Computer Classes: 5 two-hour sessions LT.

Reading list: An introductory text is I Kreft & J de Leeuw, *Introducing Multilevel Modelling* Sage. Also recommended are H Goldstein, *Multilevel Statistical Models*, Arnold; A S Bryk & S W Raudenbush, *Hierarchical Linear Models: Applications and Data Analysis Methods*, Sage.

Assessment: There will be a two-hour written examination in the ST. Students will also be assessed on work done during the course.

ST417

Statistical Sources and Packages

Teacher responsible: Dr I Moustaki, B606

Availability: This course is intended primarily for MSc Statistics. Statistics to the level of ST254 **Statistical Techniques for Management Sciences** is a prerequisite of this course.

Core syllabus: The course gives an introduction to the more important sources of statistical data and to several of the popular statistical computing packages. It aims to provide graduate students with the technical skills they will need in doctoral research or future employment.

Content: ST417.1: **Statistical Sources** (Dr C Phillips) The sources and methodology used in major UK sample survey and census are discussed and their use as a starting point for research analysed. Students are encouraged to progress from this base to further study of other sources both in the UK and abroad with a view to researching particular social or economic problems. Students are introduced to the statistical literature and electronic data sources.

ST417.2: **Packages and Data Analysis** (Dr I Moustaki) Analysis of data using standard statistical packages such as MINITAB, S-PLUS, STATA and SPSS. Students will work on a series of mini-projects presenting their results to the group.

Teaching: Lectures ST417.1: 10 MT.

Computer Workshops ST417.2: 15 MT.

Student Presentations: 15 LT.

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: There will be no formal examination. The course will be assessed on the basis of mini-projects undertaken during the course. ST417.1 will account for 40%, ST417.2 for 60%.

ST420

Applied Statistics

Teacher responsible: Dr J Howard, B602

Availability: Prerequisites are Statistics and Probability Theory to the level of the course ST102 **Elementary Statistical Theory**; Mathematics to the level of MA100 **Mathematical Methods**; or both subjects to the level of MA105 **Quantitative Methods**. Students with a more extensive knowledge of statistics should not take this course.

Core syllabus: The course is intended as a second course in statistics, emphasising the practical context and applications within operational research. A distinctive feature of this course is its integration of theoretical development and practical data analysis. There will be extensive practical work using a computer package. The presentation of theoretical material is designed to provide the necessary framework for rigorous statistical investigations.

Content: The main topics covered are: exploratory data analysis and graphical presentation; association of variables; problems of model selection; design of experiments; analysis of variance; multiple regression; time series.

Teaching: Lectures: 15 two-hour sessions MT and LT.

Reading list: M Chapman & B Mahon, *Plain Figures*; J D Cryer, *Time Series Analysis*; W W Hines & D C Montgomery, *Probability and Statistics in Engineering and Management Science*; D C Hoaglin, R J Light, B McPeck & F Mosteller, *Data for Decisions*; J A Rice, *Mathematical Statistics and Data Analysis*; B F Ryan & B L Joiner, *MINITAB Handbook*; E. Tuft, *The Visual Display of Quantitative Information*; J W Tukey, *Exploratory Data Analysis*; T J Wonnacott & R J Wonnacott, *Econometrics*.

Assessment: This course is examined entirely by course work and/or project work.

ST430

Computer Modelling for Operational Research

Teacher responsible: Mr D W Balmer, B604

Availability: Course Intended Primarily for MSc Statistics. There are no specific prerequisites in computing, but some prior contact with computing, use of packages and programming would be useful. This course should not be taken in conjunction with OR403.

Core syllabus: The aim of the course is to introduce students to the concepts, techniques and practical aspects of the development and analysis of simulation models.

Content: Model formulation, diagramming techniques including activity cycle diagrams, computer systems for simulation modelling, random number generation, design of simulation experiments, variance reduction, analysis of output.

Teaching: Lectures: 10 MT.

Classes: 10 MT.

Project Workshops: 10 LT.

Reading list: A M Law & W D Kelton, *Simulation Modelling and Analysis*; M Pidd, *Computer Simulation in Management Science*.

Assessment: The course is examined entirely on the basis of course work in the form of projects involving the development, implementation and analysis of simulation models.

ST450

Advanced Lectures on Special Topics in Statistics

Teacher responsible: Professor H Tong, B711

Seminar series, not always held at LSE.

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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 STUDY

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.

There is one formal MPhil programme, the two year MPhil in Philosophy which is examined by thesis and formal written examination. The programme regulations for this degree are in the relevant departmental entry.

METHODOLOGICAL TRAINING AND STUDY SKILLS

MPhil/PhD students are welcome to attend the following courses run by the Methodology Institute. In addition you may wish to consider other courses run by the Methodology Institute primarily for students on MSc Social Research Methods programme, details of which are in the relevant part of the section on Master's degrees above.

MI500

Introduction to Study for the MPhil and PhD

Teachers responsible: Professor Patrick Dunleavy, K300 and others

Availability: All first year research students preparing for the MPhil and PhD degrees.

Content: Introduction to the methods and materials of study for the MPhil and PhD. The purpose is to provide a preliminary introduction (a) to look at practical problems likely to be encountered in working for a higher degree by thesis; and (b) to review the resources available to assist students at the School. Issues covered include:

- Organising One's Time
- Bibliographical Tools
- Computing at the School
- Statistical Advice at the School
- Psychological Aspects of PhD Study
- "Professional" Activities
- Theory and Empiricism
- Ethics, Rigour, Relevance

Teaching: Two meetings in the second and third week of the MT.

Reading: E M Phillips & D M Pugh, *How to Get a PhD*; J Barzun & H Graff, *The Modern Researcher*; G Watson, *Writing a Thesis*; J Calnan, *Coping with Research: A Complete Guide For Beginners*; C J Parsons, *Thesis and Project Work: A Guide to Research and Writing*; K Howard & M A Sharp, *Management of a Student Research Project*; D Madsen, *Successful Dissertations and Thesis: A Guide to Graduate Student Research from Proposal to Completion*; T Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*; H Zeisel, *Say It With Figures*; National Audit Office, *Presenting Data*; C J Mullins, *A Guide to Writing and Publishing in the Social and Behavioural Sciences*; E Harman & L Montagnes (Eds), *The Thesis and the Book*; S Vartuli (Ed), *The PhD Experience: A Woman's point of view*; D Sternberg, *How to Complete and Survive a Doctoral Dissertation*; Howard S Becker, *Writing for Social Scientists; How to Start and Finish Your Thesis, Book or Article*.

MI501

Information Skills for Research

Teachers responsible: Rupert Wood and others, LSE Library

Availability: First and second year research students and MSc Social Research Methods students.

Core syllabus: The aim of the course is to introduce students to some of the essential sources available for their research, and some of the skills needed 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 develop an appropriate strategy for searching for references.
2. *Using the Internet.* This session will introduce participants to finding and accessing the wide range of research sources 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 training session uses the bibliographic management software available on the School's network for storing references and exporting them to documents as citations and bibliographies.
5. *Datasets and sources of statistics.* This session explores the statistical source material (printed and electronic) available in the Library and also enables participants to explore datasets elsewhere (such as at the Data Archive and at Manchester University) and to gain access to them.

Teaching: All classes will be held in the Library Training Room, first floor, LSE Library. No booking is required. Class times will be announced in the Institute's brochure *Courses for Research Students* and in the Library.

Assessment: This course is non-examinable.

MI502

Drafting, Writing and Publishing a PhD Thesis

Teachers responsible: Professor Patrick Dunleavy, K300 and others

Availability: Students registered for the PhD who are starting to think about organising material with a view to drafting the thesis; or who have already begun writing their dissertation. Suitable for people in their first or subsequent year of their PhD across the School.

Content: The aim of the seminar is to assist research students in writing their thesis. The principal focus will be upon the process of writing, not upon the substantive content of the thesis. The topics covered will be:

- The Macro-Structure of the Thesis
- The Macro-Structure of the Chapter
- Defining Good Style
- The Thesis End-Game
- Publishing Journal Articles and Books
- Presenting Data, Graphics and Statistics

Teaching: Six two-hour seminars (MI502) at the start of the LT.

Reading list: Howard S Becker, *Writing for Social Scientists: How to Start and Finish your Thesis, Book or Article*; P Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*, ch 5, "Writing a Dissertation"; D Sternberg, *How to Complete and Survive a Doctoral Dissertation*, esp ch 5; M Stoch, *A Practical Guide to Graduate Research*; G Taylor, *The Students' Writing Guide for the Arts and Social Sciences*; National Audit Office, *Presenting Data*.

Assessment: This course is non-examinable.

MI515

Spatial Query and Analysis using Geographical Information Systems

Teachers responsible: Dr Elsa João, S512 and Mr Peter Wright, S417a

Availability: Research Students, Research Officers and members of staff.

Course syllabus: This course aims to provide an introduction to the rapidly growing field of Geographical Information Systems (GIS), for students and staff interested in applying it within their research. GIS are computer systems that can handle spatially referenced information in a far greater variety of ways than was ever possible with paper maps. By capturing, checking, manipulating, integrating and displaying spatial data quickly and accurately a wide range of different analyses can be carried out and questions addressed. Everything from social research – from the relationship between health, disease and the standard of living, to the environmental analysis of road building in Area of Outstanding Natural Beauty – can be included.

Content: During the course the students will be made aware of the potential and applications of GIS for their own field of study. An introduction to the principles of GIS as well as the main state-of-the-art issues (from spatial data bases to future applications) will be covered in the theoretical lectures. In combination with the lectures, a series of practical workshop sessions will introduce students to one of the many GIS software packages available at the LSE: ArcView. This will provide an understanding of the software, how to input data as well as the functionality of GIS towards a specific field of research – developing the skills necessary for individual application.

Teaching: This three day intensive course will take place during the Easter holiday and will be organised into two parts:

Part 1 – Introduction to GIS principles and applications – 10 hours of lectures (over three days).

Part 2 – Introduction to ArcView software and applications – four two-hour practical sessions (over three days).

Reading list: A comprehensive reading list will be given by the course teacher but the following are important texts that are referred to during the course: P Longley, D Maguire, M Goodchild & D Rhind (Eds), *GIS: Principles and Applications*, 1999; P Burrough & R McDonnell, *Principles of GIS*, 1998; M Goodchild & S Gopal (Eds), *Accuracy of Spatial Data Bases*, 1989; D Martin, *GIS: Socio-Economic Applications*, (2nd edn), 1996.

Assessment: This course is non-examinable but the students will receive feedback on the practical work done during the course.

MI526

Advanced Qualitative Analysis Workshop

Teacher responsible: Dr Martin Bauer, Room B804

Availability: Research Students undertaking projects using qualitative methods.

Content: The workshops will address advanced problems in qualitative social research. The programme will (a) bring together software developers and researchers, and (b) will present examples of researchers who put computer tools to creative use. The workshop will be a forum for open discussion on philosophical and technical issues that arise in qualitative research practice.

Teaching: Ten sessions to be held during MT, LT and ST.

Reading list: B Pfaffenberger, *Microcomputer applications in qualitative research* (1988); R Tesch, *Qualitative Research; Analysis Types and Software Tools* (1990); N G Fielding & R M Lee, *Using Computers in Qualitative Research* (1993); N K Denzin & Y S Lincoln, *Handbook of Qualitative Research* (1994); U Kelle, *Computer-Aided Qualitative Data Analysis* (1995); E A Weitzmann & M B Miller, *Computer programs for qualitative data analysis* (Sage, 1995); M Bauer & G Gaskell, *Qualitative Researching with Text, Image and Sound* (Sage, 2000).

Assessment: This course is non-examinable.

MI541

Seminar in Survey Methodology

Teacher responsible: Dr Patten Smith, c/o Room B811

Availability: Research students, research fee students in all departments of the School.

Content: The course will provide a general introduction to the major areas of methodology for social surveys, and will also provide an introduction to some of the principal social surveys carried out in the UK. Recent developments in survey methodology will also be covered.

Teaching: The seminar series will run for ten weeks in the LT.

Assessment: There will be no formal assessment associated with the course.

MI550

Methodology Institute Seminar

Teacher responsible: The Director of the Institute, Room B811

Availability: Open to research students, staff, and students on the Social Research Methods programme.

Content: Papers on topics of methodological interest will be presented by staff and visitors.

Teaching: Meetings arranged as needed, to take place in B813.

Assessment: This course is non-examinable.

MI551

Special Topics in Social Research Methodology

Teacher responsible: The Director of the Institute, B811

Availability: Open to research students, staff and students on the Social Research Methods programme.

Content: Special topics is a generic title covering a range from core training to issues at the leading edge of social research methodology. Past and future topics include simulation, sampling, quality indicators, questionnaire design, multilevel analysis and other multivariate methods. The sessions will be given by Institute staff and by academic visitors.

Teaching: Details are circulated as sessions are arranged.

Assessment: This course is non-examinable.

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

DURATION OF STUDY

The *minimum period* of registration is two academic years (six terms) for full-time students, and for part-time students two years (six terms) for the MPhil or three years (nine terms) for the PhD. The University may under certain conditions reduce the minimum period to one year for those coming to the School to continue research previously being done for a research degree elsewhere in the UK.

Minimum period of registration

The *maximum period* is six years (18 terms) for full-time students and eight years (24 terms) for part-time students or students who have studied a mixture of full- and part-time. Extension to the maximum period will be allowed only in exceptional cases by permission of your department and the Dean of the Graduate School and Chair of the Graduate School Committee.

Maximum period of registration

You are required

- to remain in registration, to consult your supervisor regularly about your progress and to be subject to the School's regular progress-reporting system, whether in attendance at the School or not, for as long as you wish to retain the right to submit a thesis for examination;
- to pay full fees at the appropriate rate up to the end of the minimum period of registration;
- to pay for the first year thereafter fees at 75% of the appropriate full rate;
- to pay the Completion Fee annually thereafter until either a thesis is submitted for examination, the maximum period of registration has been met or the research is abandoned.

Continuous registration rule

Subject to the approval of your supervisor, the Research Student Tutor 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 the department is satisfied that the you will maintain regular communication and make satisfactory progress. Any re-registration will be part-time.

Residence outside London

Please complete the *interruption of registration* form available in Graduate School Reception. A maximum of two years interruption may be allowed. Exceptionally and subject to the approval of the Research Student Tutor, the Dean of the Graduate School may allow a longer period. Periods of interruption *do not* count towards the minimum period of registration required by the University of London. No fees are charged for periods of interruption of registration.

Interrupting your Studies

Research students: you may spend time away, to consult original sources or to undertake fieldwork or for other reasons, only on leave of absence with the written permission of the supervisor and the Dean of the Graduate School. While on leave of absence you pay to the School the 'leave of absence' fee to maintain your registration. You are not issued with a Library card and you are not expected to make heavy demands on your supervisor's time; up to three 'supervisions' by correspondence per session may be expected. You will not be allowed leave of absence for more than a total of eighteen months unless exceptional permission has been given by the Dean of the Graduate School and the supervisor following an examination of the academic case for leave.

The Leave of Absence Fee is at the same level as the Completion Fee.

Any period of leave of absence for which full fees are paid will count towards the minimum period of registration; otherwise it will not count. Students with awards from the ESRC will normally be counted as full-time students during periods of leave of absence, for which full fees will be charged.

You may choose to pay full fees while on leave of absence.

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:

Part time registration

- 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.

Evening or weekend work will not be considered sufficient to allow part-time registration.

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.

A department may, if it wishes, refuse to admit part-time students.

Progress reports

The Graduate School Office will send you a progress report form in April to complete and pass to your supervisor. This form will usually be part of a formal departmental review of your progress that will include comments from teachers other than your own supervisor. After this review decisions are taken about whether you may re-register and/or registration upgraded to PhD.

Reports on progress to outside bodies

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

COLLECTING RESEARCH DATA

The Data Protection Act requires public registration of all computer-based 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 e.mail I.L.Stephenson@lse.ac.uk.)

Data protection law and the research student

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.

Use of confidential material in theses

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.

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

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.

Outside supervision

Every department and institute appoints a member of staff to act as Doctoral Programme Director. The Research Student Tutor can be expected to carry out the following functions in consultation, and in co-operation, with his or her colleagues:

- induction of new research students
- allocation, change and training of supervisors
- ensure that the progress monitoring procedures for all research students are properly carried out
- monitor submission rates in the department/institute
- development of appropriate research training
- act as an advocate for research students

Most departments have some special facilities available for the sole, or priority, use of research students. These include word-processing facilities, departmental libraries and common room facilities. Check with your own department what facilities are available and when. See also section on the LIBRARY.

Each year the ESRC and EPSRC allocate the School a small sum of money for each student holding an ESRC or EPSRC research studentship to help support costs of their research training (eg purchase of equipment and materials, survey costs, remuneration of interpreters, etc). If you are funded by ESRC or EPSRC you should apply to your department for funds from the Research Training Support Grant.

The degrees of MPhil and PhD are examined by thesis. Before you can submit your thesis for examination you must get official approval for your thesis title from the Graduate School Committee. To do this you should complete the Thesis Title Approval Form available from the Graduate School Office.

You will then need to complete an official examination entry form available from the Graduate School Office. Your supervisor will have to countersign your form. Your supervisor will also need to indicate on the form who will be organising the examination and to which Subject Area Board the entry should be forwarded. Your supervisor will be asked to nominate an internal (to the University) and external examiner. The internal examiner should, if possible, come from another School or College of the University. Your supervisor cannot be appointed as the internal examiner.

The University's procedures for appointing examiners can be slow-moving. Your supervisor might wish to make informal contact with the proposed examiners before you submit your thesis, especially if it hoped to arrange the oral examination soon after the thesis is submitted.

The signed entry form (and the requisite supporting forms) should be sent to the Graduate School Office so that it may be authorised and forwarded to the Research Degree Officer at the University (tel 020 7636 8000, ext 7018/7019). The Graduate School will contact your supervisor for the names of the proposed external examiners. These names are then forwarded to relevant committees for approval. When the examiners have formally been approved the Research Degrees Office writes to the examiners, inviting them to act. When the Research Degrees Office receives your thesis it will pass it on to the examiners.

Once an entry form has been submitted, enquiries about the practicalities of thesis submission and oral examination should be directed to the Research Degrees Office at Senate House. The practical arrangements for examinations are entirely a matter of convenience between the examiners and the student and neither the Graduate School Office nor the Research Degrees Office at Senate House is involved.

You have 18 months from the date of your examination entry within which to submit your thesis. If you do not submit within 18 months your entry will lapse and a new entry will have to be made.

Your thesis must be submitted in the approved format. Details about the format are available from the Graduate School Office. You are responsible for the costs involved in the production of your thesis to the correct format.

Names of typists willing to type theses are sometimes advertised in *LSE News and Views*. Departmental secretaries may also be able to make recommendations.

If your MPhil or PhD examination is not successful and you are required to re-submit the thesis after further work, there is an additional fee payable. For details on up to date charges please contact the Research Degrees Office at Senate House (020 7636 8000, ext 7018/7019).

Research student tutor

Departmental facilities

Research Training Support Grant and Fieldwork Grants

RESEARCH DEGREE EXAMINATION

Official entry form

Practical arrangements for your examination

Format and binding of thesis

Typing and photocopying of thesis

Re-submission of thesis

UNIVERSITY OF LONDON REGULATIONS FOR THE DEGREES OF MPhil AND PhD

1. Qualifications for Admission

- 1.1 The normal minimum entrance requirement for registration for the MPhil degree or the PhD degree is:
- (a) 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 a applicant from an Associate Institution.
- 1.4 English language and other tests may be prescribed by the College or Associate Institution at which the course is to be pursued.
- 1.5 An applicant for registration must produce satisfactory evidence of the standard he/she has already attained and of his/her ability to profit by the course. An applicant who is not a graduate of the University of London must produce satisfactory evidence of having attained a standard equivalent to that demanded of graduates of the University.

2. Qualifying Examinations

- 2.1 A student who is required to satisfy qualifying conditions before being eligible to proceed to the MPhil degree may, at the discretion of the College, or the University in the case of an Associate Institution, be permitted to register before these conditions are satisfied.
- 2.2 A student who is required to satisfy qualifying conditions may not be registered initially for the PhD degree, but must be registered for an MPhil degree in the first instance.
- 2.3 Except with the special permission of his/her College a candidate who fails to pass a qualifying examination prescribed for him/her will not be permitted to re-enter for the qualifying examination; if re-entry to the qualifying examination is permitted, a candidate will be limited to one re-entry. A candidate from an Associate Institution will not be permitted to proceed with his/her course nor to enter again for the qualifying examination without the permission of the University; if such permission is granted a candidate will be limited to one re-entry.

3. Registration

- 3.1 Application for admission to a course of study for the degree of MPhil or PhD should be made to the relevant College or Associate Institution.
- 3.2 A candidate for a research degree will be registered initially for the MPhil degree except where the College has given permission for initial registration for the PhD degree in accordance with any circumstances identified in the College's admission and registration procedures.
- 3.3 A College may register for the MPhil or PhD degree with exemption from part of the course of study a person who has commenced a course of study for the MPhil or PhD degree (or equivalent degree) of another university in the United Kingdom. (See also paragraphs 5.6 and 6.3.1).
- 3.4 Every applicant must make application to a College or Associate Institution in accordance with the procedure prescribed by that College.
- 3.5 Applications for registration from students at Associate Institutions must be forwarded to the University for consideration and decision in accordance with a procedure specified by the University for each Associate Institution.
- 3.6 An applicant for registration is required to produce for inspection by the relevant College or Associate Institution the original documentary evidence of his/her qualifications – ie the original diploma or certificate of the awarding body.
- 3.7 A student will be registered by the College or the University in the names as they appear on the documentary evidence of his/her qualifications. However, if the names shown on the documentary evidence of qualifications are in an abbreviated or incomplete form or if the names have subsequently been changed, in order to establish his/her identity, the applicant must produce for inspection one of the following documents: passport, birth certificate, marriage certificate, certificate from the awarding body, statutory declaration or a deed poll and, provided that the document produced establishes beyond doubt that the names refer to the person named on the documentary evidence of qualifications and that the person is the applicant, the applicant will be registered in the names shown on the document produced in order to establish identity. Subsequent to registration a change of name on the College or University records will only be made after inspection by the College or by the University in the case of a student registered at an Associate Institution, of a marriage certificate, statutory declaration or deed poll.

4. Transfer of Registration

- 4.1 A College may permit a student to transfer from a Postgraduate Taught degree to the MPhil degree, from the MPhil degree to the PhD degree or the PhD degree to the MPhil degree in accordance with the conditions specified by the College, provided that no transfer of registration is permitted after entry to the examination for any one of these degrees. Registration for the degree to which transfer has been made may date from initial registration for the degree from which transfer has been made.
- 4.2 The University may permit transfer as detailed in paragraph 4.1 above for a student at an Associate Institution on application from that Institution.
- 4.3 On transfer of registration, the registration for the original degree will lapse.

5. Attendance and Course of Study

- 5.1 Every student is required to pursue a regular course of study at a College or at an Associate Institution under the supervision of a Teacher or Teachers of the University.
- 5.2 The course of study for the degree of MPhil or PhD may require attendance at lectures and coursework as prescribed by the College or Associate Institution at which the student is registered.
- 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.

² 'University' in this context refers to the Medical Executive Committee or the relevant Subject Area Board.

- 5.4 The length of the course shall be determined for each student individually by the authorities of the College at which he/she is registered, or by the University for students seeking registration at Associate Institutions, but in no case shall it be less than laid down in paragraphs 5.5 and 5.6 below.
- 5.5 Save as otherwise prescribed in paragraph 5.6 below the **minimum** length of course for the degrees of MPhil and PhD shall be two calendar years of full-time study or the equivalent in part-time study.
- 5.6 A student accepted under paragraph 3.3 may be exempted by the College or University as appropriate from part of a course of study for the MPhil or PhD degree of this University, provided that the course of study followed at this University is not less than one calendar year or its equivalent in part-time study.
- 5.7 A course must be pursued continuously except by special permission of the College or, in the case of a student at an Associate Institution, the University.
- 5.8 A student is expected to centre his/her academic activities on the College or Associate Institution at which he/she is registered and to attend personally for his/her studies at such time(s) as his/her supervisor may require.
- 5.9 A College may permit a student to spend part of his/her course in 'off-campus' study and prescribe the conditions which shall apply and which shall include regular contact with his/her supervisor.
- 5.10 After completing an approved course of study a student will normally be required to present him/herself for examination within one calendar year. A student must apply to his/her College for permission to enter at a date later than one calendar year after completion of his/her course of study. A student who was registered at an Associate Institution must apply to the University for permission to enter at a date later than one year after completion of his/her course of study.
- 5.11 Before a candidate is admitted to the examination for the degree, the College or Associate Institution shall report that he/she has completed the course in accordance with the regulations.

6. Requirements of a Thesis

6.1 Thesis for the PhD degree

- 6.1.1 The scope of the thesis shall be what might reasonably be expected after three or at most four years of full-time study.³
- 6.1.2 The thesis shall:
- consist of the candidate's own account of his/her investigations and must indicate how they appear to him/her to advance the study of the subject;
 - form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of new facts and/or by the exercise of independent critical power;
 - be an integrated whole and present a coherent argument; [A series of papers, whether published or otherwise, is not acceptable as a thesis; work already published, either by the candidate or jointly with others, may be included only if it forms an integral part of the thesis and thereby makes a relevant contribution to the main theme of the thesis and is in the same format as the rest of the thesis; the part played by the candidate in any work done jointly with the supervisor(s) and/or fellow research workers must be clearly stated and certified by the supervisor; publications derived from the work in the thesis may be bound as supplementary material at the back of the thesis (see also paragraph 6.3.3 below).]
 - give a critical assessment of the relevant literature, describe the method of research and its findings, and include a discussion on those findings, and indicate in what respects they appear to the candidate to advance the study of the subject;
 - be written in English and the literary presentation shall be satisfactory, although the College at which the candidate is or will be registered may make application for a thesis in the field of modern foreign languages and literatures only to be written in the language of study, to be considered on an exceptional basis by Subject Area Board E (Humanities); in such cases the thesis shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall summarize the main arguments of the thesis;
 - include a full bibliography and references;
 - not exceed the number of words prescribed by a College for the subject area concerned or, in the absence of a prescribed limit, 100,000;
 - 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 submit, as part of a thesis, a portfolio of substantial musical compositions which 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; the portfolio should be accompanied by recordings of as many of the works as possible.
- 6.1.4 In the field of Fine Art and Design candidates may *either* register to undertake research leading to a thesis submitted in accordance with the normal provisions; *or* may register for studio-based research/other visual research. In this latter case the thesis may include a portfolio, exhibition or other 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 Thesis for the MPhil degree

- 6.2.1 The scope of the thesis shall be what might reasonably be expected after two or at most three years of full-time study.⁴
- 6.2.2 The thesis shall:
- consist of the candidate's own account of his/her investigations;
 - 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).]
 - 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;

³ In certain fields of study a longer period of study may be necessary to prepare a thesis of equivalent scope.

⁴ In certain fields a longer period of study may be necessary to prepare a thesis of equivalent scope.

- include a full bibliography and references;
 - shall not exceed the number of words prescribed by a College for the subject area concerned or, in the absence of a prescribed limit, 60,000.
- 6.2.3 In the field of Music a candidate may submit, as part of a thesis, a portfolio of compositions which show coherence and invention in a variety of extended structures and a good command of existing musical techniques; each work shall form the basis for a commentary on its structure and an exposition of the methods employed; the portfolio should be accompanied by recordings of as many of the works as possible.
- 6.2.4 In the field of Fine Art and Design candidates may *either* register to undertake research leading to a thesis submitted in accordance with the normal provisions; *or* may register for studio-based research/other visual research. In this latter case the thesis may include a portfolio, exhibition or other 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.
- 6.3 **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.
- 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 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.
- 6.3.8 After the examination has been completed and before the degree is awarded, successful candidates are required to submit to the Academic Registrar of the University, for lodging in the College 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.
- 6.3.9 Every candidate is required to present a short abstract of his/her thesis of not more than 300 words and bound with each copy of the thesis submitted to the University. One additional loose copy of the abstract must also be provided (see paragraph 7.5 below).
7. **Entry to Examination and Submission of Thesis**
- 7.1 A College or Associate Institution shall submit a completed entry form for each of its candidates to the Academic Registrar of the University (see also paragraph 7.4 below).
- 7.2 The entry form for a candidate at an Associate Institution shall be accompanied by the appropriate fee.
- 7.3 A candidate shall be examined in accordance with the regulations in force at the time of his/her entry or re-entry.
- 7.4 The entry form may not be submitted earlier than six months before the completion of the prescribed course and should be submitted not later than **four months** before the submission of the thesis.
- 7.5 A candidate is required to submit with his/her entry form a short description of the content of the thesis in about 300 words to assist in the appointment of suitable examiners (see also paragraph 6.3.9 above).
- 7.6 The thesis may be submitted on or after the first day of the month following that in which the prescribed course is completed. A candidate required to pursue a course extending over a specified number of academic years may not submit his/her thesis before 1 June of the final year of the course of study.
- 7.7 If the candidate has not submitted his/her thesis for examination within 18 months from the submission of the form of entry for the examination, the entry will be cancelled unless for special reasons the candidate's College requests otherwise.
- 7.8 A candidate will be required to submit three copies of his/her thesis either typewritten or printed in accordance with instructions obtainable from the Academic Registrar (see paragraph 6.3.7 above).
- 7.9 A candidate for the MPhil or PhD degree is required to bring to the oral examination a copy of his/her thesis paginated in the same way as the copies submitted to the University.
8. **Availability of Theses**
- 8.1 It is a requirement for the award of the degree that one copy of a successful thesis is placed in the library of the candidate's College and one copy in the University of London Library or the appropriate library of the School of Advanced Study. The College copy shall be the archival copy and shall be in hard-bound form.
- 8.2 Subject to paragraph 8.3 below, candidates for the MPhil and PhD degrees will at the time of entry to the examination be required to sign a declaration in the following terms:
- I authorise that the thesis presented by me in [year] for examination for the MPhil/PhD degree of the University of London shall, if a degree is awarded, be deposited in the library of the appropriate College and in the University of London Library and that, subject to the conditions set out in paragraph 8.2(d) below, my thesis be made available for public reference, inter-library loan and copying.
 - 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.
 - 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.
 - I understand that before my thesis is made available for public reference, inter-library loan and copying, the following statement will have been included at the beginning of my thesis:
The copyright of this thesis rests with the author and no quotation from it or information derived from it may be published without the prior written consent of the author.
 - I authorise the College and/or the University of London to make a microform or digital copy of my thesis in due course 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.
 - 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.
- 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, 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' judgment of the candidate's performance.
- 9.1.5 Examiners have the right to make comments in confidence to the University in a separate report. Such comments should not normally be concerned with the performance of the candidate but may cover, for example, matters which they wish to draw to the attention of the candidate's College or of the University.
- 9.1.6 The supervisor shall be invited, unless the candidate indicates otherwise on his/her entry form, to attend the oral examination of his/her MPhil or PhD candidate as an observer. The supervisor does not have the right to participate in the examination of the candidate but may contribute if invited to do so by the examiners. Otherwise the oral examination shall be held in private.
- 9.1.7 The oral examination must normally be conducted in London. The University may, however, exceptionally agree that the examination be conducted elsewhere if there are circumstances which make this expedient.
- 9.1.8 The examiners may, at their discretion, consult the supervisor before completing their report, particularly if they have doubts relating to the appropriate decision to be made.

9.2 Method of Examination for the PhD degree

- 9.2.1 Candidates for the PhD degree must submit a thesis and be examined orally, save as prescribed otherwise in Section 9.3 below.

9.3 Conduct of PhD Examination

- 9.3.1 Except as provided in paragraphs 9.3.3(c) and 9.3.3(d) the examiners, after reading the thesis, shall examine the candidate orally and at their discretion by written papers or practical examination or by both methods on the subject of the thesis and, if they see fit, on subjects relevant thereto.
- 9.3.2 Candidates are required to present themselves for oral, practical or written examinations at such place and times as the University may direct and to bring with them to the oral examination an additional copy of their thesis, as stated in paragraph 7.8 above.
- 9.3.3 There are seven options open to examiners in determining the result of the examination as follows:
- 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.
 - 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 one month amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
 - If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within 18 months. Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.
 - If the thesis satisfies the criteria but the candidate fails to satisfy the examiners at the practical or written examination prescribed under paragraph 9.3.1, the examiners may determine that the candidate be exempted on re-entry from presentation of the thesis and be permitted to submit to a further practical or written examination within a period specified by them and not exceeding 18 months. The examiners may at their discretion exempt the candidate from taking a further oral examination.
 - 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.
 - 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 satisfied⁵. Thereafter the following conditions and procedures will apply:
 - 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 amendment to his/her thesis he/she may be able to 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.
 - 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

⁵ 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.

oral examination thereon, but will be required to fulfil the requirements for the MPhil examination in all other respects including the passing, at the next following occasion on which they are held, of any required written papers for the MPhil degree in Philosophy.

- if additional forms of examination are prescribed, the candidate will be informed that he/she must satisfy the examiners in such forms of examination and that if he/she fails re-entry will be governed by the Regulations for the MPhil degree in Philosophy insofar as they are applicable.
 - a candidate who applies for the award of the MPhil degree under these regulations must make any amendments that may be required by the examiners within a period specified by them, but not exceeding twelve months. The amended thesis shall be submitted to the examiners for determination as to whether the amendments have been completed to their satisfaction.
 - a candidate who has reached the standard for the award of the MPhil degree or with amendment to his/her thesis could reach the requisite standard 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.
- (g) The examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination.
- 9.3.4 If the examiners are unable to reach agreement, their reports shall be referred to the Chairman of the Academic Committee, who shall determine the action to be taken.
- 9.3.5 A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination, but he/she may apply to register *de novo* for a further period of study leading to the submission of a thesis on a different topic, the title of which has been approved in accordance with paragraphs 6.3.4 or 6.3.5 above.

9.4 Method of Examination for the MPhil degree

- 9.4.1 Candidates for the MPhil degree must submit a thesis and be examined orally, save as prescribed otherwise in Section 9.5 below.
- 9.4.2 The MPhil degree in Philosophy has additional requirements. (See *separate Regulations*).

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:
- 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.
 - 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 one month amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
 - if the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that 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.
 - 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.
 - 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.
 - the examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination.
- 9.5.4 If the examiners are unable to reach agreement, their reports shall be referred to the Chairman of the Academic Committee, who shall determine the action to be taken.
- 9.5.5 A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination, but he/she may apply to register *de novo* for a further period of study leading to the submission of a thesis on a different topic.

10. Notification of Results of MPhil and PhD Examinations

- 10.1 After the examiners have reached a decision, every candidate shall be notified by the Academic Registrar of the University of the result of his/her examination. The degree shall not be awarded until two copies of the successful thesis, bound in the appropriate formats, have been lodged with the Academic Registrar.
- 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 The work in the thesis submitted by the candidate must be his/her own and any quotation from the published or unpublished works of other persons must be duly acknowledged. Failure to observe this provision will constitute an examination offence and fall to be considered under the Regulations for Proceedings in respect of Examination Offences, which are available from the Academic Registrar of the University.
- 11.3 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.

- 11.4 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.

CODE OF PRACTICE FOR RESEARCH STUDENTS AND THEIR SUPERVISORS

Please note, for the purpose of this document, reference to 'Departments' includes Institutes and to 'Conveners' includes Directors of Institutes.

Introduction

1. This code of practice sets out the minimum required of MPhil/PhD students (hereafter referred to as 'students'), their supervisors and departments. It may be supplemented by separate departmental or institute codes and guidelines covering specific departmental practice.
2. Regulations governing the registration, attendance and examination of students are published annually in the *School Calendar*. Students and their supervisors should acquaint themselves with these regulations. Different regulations are in force for students who commenced their registration before October 1989 and before October 1993. Information on these is supplied to the students affected on request.
3. The University of London regulations for the degrees of MPhil and PhD define the requirements of the MPhil and PhD thesis and these are published annually in the *Graduate School Handbook*.
4. The School's requirements on attendance and registration are published annually in the *Graduate School Handbook*.

Preamble

The establishment of a harmonious relationship between a research student and his or her supervisor is of utmost importance to both people. Such harmony can only be established and maintained if both participants understand each other's concerns, treat each other with courtesy and are agreed on what constitutes the code and conventions on which such courtesy should be based.

The job of supervision is not a chore. It is a way in which supervisors improve their own understanding of the field in which they are working and widen their knowledge of it far beyond the limits they could hope to attain by their own research.

For a research student, the supervisor's advice is essential both to guide the student past the traps, morasses and pitfalls which lie in wait everywhere for the inexperienced researcher, and to provide advice and moral support in those periods of self doubt and frustration which affect all but the most brilliant or the most insensitive of researchers in their first venture into the uncertain lands of original research.

The work a student does for a research degree is an exercise in intellectual exploration and development within which training in research techniques takes place. These techniques are designed to tackle new material, develop new ideas or test out new research methods. The training can only be effective if the student is tackling some issue or question no-one has successfully tackled before. There can be no exercise in learning research techniques if the student is simply to traverse ground already explored, simply following in already well-trodden paths. If the answers are already known, the process by which the student learns to frame his or her new questions is just make-believe.

A student's first venture into original research is for the student a learning experience of the utmost importance. To the supervisor it may represent only the filling in of a small but missing part of a large jigsaw. The student knows of nothing in his or her academic career which is of comparable importance – to the student.

What has to be understood is that when a supervisor accepts a student, whatever the formal rules may be, both have entered into an implied moral contract which lasts until one of the three, supervisor, student or research undertaking, expires.

There is some watch kept by the School and the departmental Convener or institute director on the relationship between student and supervisor. If this relationship breaks down there are procedures by which it can be repaired, if repair is possible, or a substitute found, if that is possible. To prevent such breakdown happening, there should be understanding, from the inception of the relationship, of the conventions by which it is to operate. What follows is an attempt to spell out these conventions for the benefit both of the supervisor and the research student.

Obligations and responsibilities of research students

5. By the end of the first year (the first eighteen months in the case of part-time students) (subject to specific, published departmental practices which may, because of the nature of the subject, vary from this model) the student should have defined the area of research, become acquainted with the background knowledge required, including research skills, completed a literature review and have a framework for the future progress of the research with a timetable for the next two or three years (three or four years in the case of part-time students). The student should have produced a substantial amount of written work, even if only in draft form. 'Substantial' should be defined by the supervisor or department at the outset.
6. Students should submit written work regularly to their supervisors.
7. Students should take note of the guidance and feedback from their supervisors.
8. Students should produce all material in typed or word-processed form.
9. Students should, as a matter of courtesy, inform their supervisor of other people with whom their work is being discussed.
10. Students wishing to issue questionnaires must first secure their supervisor's approval, and, if they wish to use the School's address for this purpose, the text of any communication must be approved by the supervisor before it is sent.
11. Students should not base their research on confidential material which would thereby make the thesis inaccessible. Under University Regulations, these should be available for teaching and study purposes and be based on evidence that can be checked. Exceptionally an application may be made for restriction of access for a maximum of two years.
12. It is the student's responsibility to seek out the supervisor; any serious problems a student has with the supervisor, including those of access, should, in the first instance, be taken up by the student with the supervisor at the time.
13. If a student cannot resolve these problems with his or her supervisor an approach might then be made by the student to the department's Doctoral Programme Director, the Convener of the Department or the Director of the Institute.
14. If a student cannot resolve serious problems within the Department or Institute he/she should approach the Dean of the Graduate School who will attempt to resolve the problem.
15. Students are obliged to complete and return the Dean's Questionnaire for Research Students by the stipulated deadline.
16. Students are obliged to complete and forward to their supervisor the Progress Monitoring Form, which is sent to them by the Graduate School Office on an annual basis.

Obligations and responsibilities of supervisors

17. The supervisor should have knowledge of a student's subject area and/or theoretical approach to be applied.
18. There should be regular meetings between student and supervisor. Full-time students have the right to see their supervisor at least three times a term in the first year and twice a term thereafter. Part-time students have the right to see their supervisor at least twice a

term in the first year and once a term thereafter. It is usually advisable to arrange the time of the next meeting at the end of each supervision session.

19. Supervision sessions will naturally vary in length but on average they should last for at least one hour. It is desirable that they should be largely uninterrupted by telephone calls, personal callers or departmental business.
20. A student should be given some response on written work, either orally or in writing, within one month of it being given to the supervisor. If, because the written work is very long or because of other pressing demands on time, it is unlikely that the supervisor will be able to respond to the student's work within the month, the supervisor should indicate this to the student and give a time when a response will be made.
21. If the student has an urgent problem the supervisor should deal with the matter over the telephone or arrange a meeting at short notice.
22. The supervisor should assist new students to plan their time and draw up a framework within which the research is to progress. The plan should mark out the stages which a student will be expected to have completed at various points in the research period. This framework is equally important for second and subsequent year students, but the responsibility is on students to have their own programme of topics that they would like to discuss with the supervisor. The supervisor should be aware of the requirement of some funding bodies that continuation of funding past the first year can be contingent upon a successful upgrade from MPhil to PhD and should help students with such awards to plan their work accordingly.
23. For continuing students the supervisor should advise whether the research can feasibly be completed in the recommended period and whether a more realistic project should be attempted.
24. Research students are normally eligible to attend any course of lectures run by the School or the University (there are some exceptions in the case of self-financing institutes or other colleges of the University for which additional fees may be payable) – supervisors should advise which courses may complement their field of research.
25. The supervisor and the department should be responsible for introducing the student to the wider research community within LSE and outside the School. The supervisor should take an active part in introducing the student to meetings of learned societies, seminars and workshops and to other research workers in the field. The supervisor should give advice on publication and put the student in touch with publishers where appropriate.
26. The supervisor is responsible for nominating the external and internal examiner for a student's viva and, subject to the decision of the relevant Subject Area Board of the University of London, for arranging a mutually convenient date between the two examiners and the student for the viva. There should be no unreasonable delay in examining a thesis once it has been submitted to the University. Three months is a reasonable maximum in most circumstances (see paragraph 54).

Responsibilities of the Convener and Doctoral Programme Director

27. The Convener is responsible for ensuring that a member of staff is appointed as Doctoral Programme Director for the department.
28. The Doctoral Programme Director has the following specific responsibilities:
 - (a) ensuring the induction of new research students
 - (b) allocation, change and training of supervisors
 - (c) ensuring that progress monitoring procedures for all research students are properly carried out
 - (d) monitoring submission rates in the department
 - (e) developing appropriate research training
 - (f) acting as an advocate for research students in the department
29. The Doctoral Programme Director should ensure the following:
 - (a) that no student is allocated to a supervisor who has an insufficient knowledge of the student's area of research and/or theoretical approach to be applied.
 - (b) that all research students have supervisors who are current members of academic staff of the School. Members of staff on sabbatical or other leave and retired members of staff may not act as the lead supervisor for a research student; every research student should be entitled to supervision from a full-time member of the academic staff. If staff who are on leave or who retire wish to retain their supervisory responsibilities the Doctoral Programme Director must ensure that the student has, in addition, a supervisor from the full-time academic staff of the School.
 - (c) that teachers should not have sole supervisory responsibility for research students until they have passed their departmental review.
 - (d) that no supervisor is overloaded with supervisory responsibilities. The recommended maximum number of registered research students per supervisor is eight.
 - (e) that supervisors have the training and support they require to undertake effective supervision. This support might include recommending a supervisor to attend various training courses, conferences and seminars; teaching relief; and adjustment of other departmental responsibilities to take account of the supervisory load. The appraisal system might be used to identify training needs but the Doctoral Programme Director should also consider reviewing supervisors' responsibilities on an annual basis.
30. In cases where a supervisor is criticised for poor supervision the Convener should discuss the complaint with the supervisor and, where appropriate, either recommend training or, if necessary, give other duties instead of supervision.
31. In cases where the supervisor being criticised is also the Convener, the Chairman of the Graduate School Committee will have the responsibilities set out in paragraph 30.

Research training and support

32. All students are recommended to acquire keyboard and, where necessary, computer skills. If a student does not have these skills before registration Information Technology Services should be asked to advise on suitable training.
33. All students should have training in appropriate research methods.
34. Each department should establish, where appropriate, a collective research training programme for its students.
35. Each department should, where appropriate, arrange regular seminars for students which all students will normally be expected to attend and participate in on a regular basis. In the first year of a student's study these might concentrate on research methods. In subsequent years of study seminars should allow the opportunity for students to present and discuss their own work.

Departmental procedures

Allocation and change of supervisor

36. Supervisors are normally assigned to students at the time an offer of admission is made. Every student should be entitled to supervision from a full-time member of the academic staff of the School (see also paragraph 29b).
37. The School cannot guarantee that students will be able to work with any particular teacher they want, or that they will have the same supervisor throughout their period of study at the School. Nor can the School guarantee to provide supervision for a student whose thesis topic has gone beyond the subject area on which the student was admitted to the School.
38. If the initial allocation of supervisor turns out to be inappropriate, a change of supervisor may be effected through the Doctoral Programme Director or Convener on the initiative of the student or supervisor, preferably, but not exclusively, in the first year.

Progress reviews

39. Each department should communicate in writing to all its students what expectations it has for students' progress; the specific departmental review procedure; and the timetable for upgrading to PhD where appropriate.

40. A student's progress should be the subject of a major review by the department or institute sometime in the first fifteen months of registration for full-time students and by the end of the second year for part-time students.
41. This review must involve at least one member of the academic staff other than the supervisor. Progress will be reviewed on the basis of the literature review or another substantial area of the research. The reviewers must have the opportunity of reading this work in good time before the review meeting.
42. Each department or institute should inform the Graduate School Office, on the basis of a pre-circulated form, no later than the end of July each year, the names of those students who may not re-register.

Procedure for upgrading to PhD

43. It is the normal expectation that the decision to upgrade a student to PhD will be made either at the first major review (see paragraph 40) or by the end of the second year of registration.
44. If a student is not upgraded the case should be reviewed at the end of a further six months for a final decision.

Appeal

45. If, as part of the progress review or upgrading review, a decision is made not to allow re-registration or upgrade to PhD, the department or institute must inform the student in writing of its decision and the reasons for that decision.
46. Within three months of the decision not to allow registration or three months of the final decision not to upgrade to PhD (see paragraph 44) a student may appeal against the decision to the Academic Registrar. The student should prepare a written statement of the grounds for the appeal which may be procedural or substantive. In the first instance, this statement should be submitted to the Academic Registrar who will ask the Dean of the Graduate School to determine whether there is a *prima facie* case. If the Dean determines that there is no *prima facie* case, the student will be notified by the Academic Registrar in writing.
47. Where the Dean determines that there is a *prima facie* case, the Academic Registrar will convene an Appeal Panel comprising the Chair of the Graduate School Committee and two members of the Committee chosen by lot. If the student belongs to the Chair's Department, the Chair will nominate another member of the Committee as a substitute.
48. Where the Dean has determined that there is no *prima facie* case, the student must inform the Academic Registrar in writing within fourteen days if he or she wishes to pursue the appeal. If the student wishes to pursue the appeal, a Panel will be convened as above.
49. The student's original statement and the Dean's determination will be available to the Panel. The student will be free at this stage to introduce grounds additional to those contained in the original statement. The Panel will take evidence from all relevant parties in the presence of all the parties. The Dean may give evidence to the Panel, but will not take part in its deliberations.
50. The decision of the Panel will be final, and will be communicated in writing to the student and to the Department within seven days from the hearing of the appeal.
51. If an appeal against re-registration is unsuccessful the student will not be allowed to re-register at any time for the same MPhil/PhD project. Registration for a new topic will be subject to the normal admissions procedures.
52. If an appeal against upgrade is unsuccessful the student may only submit his or her thesis for the MPhil.

Procedures for completion (defined as submission of thesis)

53. After the formal review of a student's progress by the end of the third year (by the end of the fourth year for part-time students) the review panel should consider when the student might be ready to submit the thesis. It is advisable to begin planning for completion at least a year before the proposed date of submission. The supervisor should agree a timetable for completion which should include ensuring the thesis title is approved and the examination entry made. A series of meetings between supervisor and student to the point of submission should also be established at this stage.
54. The procedures for examination entry are published annually in the *Graduate School Handbook*.
55. A student is eligible to submit a thesis for examination after the minimum registration period has been met. It is advisable to secure the supervisor's advice on the timing of submission but the supervisor's approval does not form part of the examination entry procedure. The supervisor's approval does not constitute any guarantee that the submission of a thesis will result in the award of a degree.

Referral

56. In cases where a thesis is referred for re-presentation in revised form the Doctoral Programme Director should be apprised of the situation and the student invited to discuss his or her position with the Doctoral Programme Director and supervisor. Provided the student has registered, or is willing to re-register, the supervisor should continue supervision until the thesis is re-presented unless there are difficulties between supervisor and student, in which case the Doctoral Programme Director should arrange alternative supervision.

Formal channels of communication between research students and staff

57. Each department or institute should make provision for a Staff-Research Student Committee (unless the department/sub-department is small enough to enable informal and formal meetings between staff and students to take place with ease) and facilitate the establishment of a forum in which research students might meet each other informally.
58. The staff-student committee should meet at least once a term to discuss issues of relevance and interest to research students and their supervisors.
59. Each department should appoint a Doctoral Programme Director (see paragraph 28).

Revised May 2000

PROGRAMME OF STUDY, SEMINARS AND WORKSHOPS

ACCOUNTING AND FINANCE

The department has a formally structured PhD programme which has received Mode A Research Recognition by the ESRC. The aim of the programme is to produce students whose research is of the highest international quality. The programme normally consists of three courses in the first year, including a common course to be taken by all students. 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 Interdisciplinary Institute of Management. 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 in Accounting and Finance, the MSc in International Accounting and Finance, or the MSc in Finance and Economics 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.

AC500

Seminar on Current Developments in Accounting Research

Teachers responsible: Professor P B Miller, E311 and Professor M Power, A384

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 and Professor M Power, A384

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).

AC502

Topics in Financial Markets

Teacher responsible: Dr R Rahi, A339

Availability: Research students in the Department of Accounting and Finance, and other students with the permission of Dr Rahi.

Teaching: 40 lecture hours and 20 class hours in MT and LT.

AC503

Advanced Topics in Corporate Finance and Intermediation

Teacher responsible: Professor S Bhattacharya, E308

Availability: Research students in the Departments of Accounting and Finance, and Economics, others by permission of Professor Bhattacharya.

Teaching: Forty lecture hours Sessional.

Content: Recent journal literature on the theories of corporate finance and financial intermediation.

Assessment: Two hour examination in ST (weight 50%) and essay due in July (weight 50%).

ANTHROPOLOGY

Students registered for the MPhil/PhD in Anthropology must normally have obtained either an upper second class honours degree in social anthropology or a master's degree in social anthropology (passed at a high standard) from a UK university. Such students are required to follow a programme of course work. During the first year, they are required to attend the weekly fieldwork methodology seminar and the bi-monthly seminar on theoretical approaches to social anthropology. Students will normally be required to make oral and written presentations in these seminars. They must also complete a Research Proposal of 8,000-12,000 words by 15th May during the first year (if registered in October), or by another appropriate date. The Proposal will be examined within the Department and must be passed before a student will be allowed to begin fieldwork research.

Students registered without the above qualifications are required to follow course work during the first year; normally, they follow the same course as MSc students in anthropology, attending four lecture courses and a weekly teaching seminar, and meeting regularly with a supervisor for whom they write essays. In June, they sit a Qualifying Examination, which normally consists of the three papers sat by MSc students. If they pass this examination, they are required during their second year to attend the fieldwork methodology seminar and the theoretical approaches seminar and to write a Research Proposal as outlined above.

AN500

Seminar on Anthropological Theory

Professor C Fuller, A505, Professor M Bloch, A608 and Dr D James, A616

AN501

Field Research Seminar

Dr D James, A616 and members of the Department

AN503

Thesis Writing Seminar

Professor P Loizos, Professor J Parry, A613 and Dr R Astuti, A614

AN506

Research Design Seminar

Teacher responsible: Dr P Gow, A601

Availability: This seminar is for 1st Year MPhil/PhD students prior to fieldwork.

Content: Different members of the department present theoretical issues in anthropology linked to their research and to the interests of the research students. The course not only covers a wide range of theoretical issues but it also serves to introduce to the students the research done in the department.

Teaching: Four seminars in each of the MT and LT and two in the ST.

Written work: Students are expected to prepare discussion material for presentation in the classes.

Reading list: Appropriate readings will be given during the course.

Assessment: This is a non-examinable course.

AN507

Precepts and Practices

Teachers responsible: Members of the Department

Availability: This seminar is for 3rd and 4th year MPhil/PhD post-fieldwork students.

Core syllabus: Recent theoretical developments in anthropology and the social sciences.

Content: The course examines key theoretical concepts and approaches in anthropology.

It focuses on a number of areas, including post-structuralist and post-modernist theory; theories of the person and the body; theories of gender; theories of social change; theories of distribution and consumption; theories of religion and ritual; and such theoretical issues as are determined from time to time to be relevant to the course participants.

Teaching: Four seminars in each of the MT and LT and two in the ST.

Reading list: Detailed reading list will be provided at the beginning of the course.

Assessment: This is a non-examinable course.

AN900

A Programme of Ethnographic Films

Teachers responsible: Professor P Loizos and Dr B Placido, A612

Titles will be announced at the beginning of each term.

DEVELOPMENT STUDIES

The Development Studies Institute (DESTIN) was established in 1990 to organise an interdisciplinary post-graduate taught-course and research programme on development at the London School of Economics and Political Science (LSE). Our programme of study is oriented particularly towards less developed countries and their relationships with the more advanced economies. Because the problems of development know no disciplinary boundaries, we have worked to attract scholars and students committed to elaborating interdisciplinary, theoretical and methodological approaches to the study of social development and change. Our current staff concentrate expertise on rural development and change, institutional and organisational theory, econometrics and quantitative methodologies, democratic transition and democratisation, gender and development, environment and development, the analysis of poverty, human development, public policy, trade and economic growth and regional expertise primarily on Southeast, South and East Asia, Latin America, as well as Eastern and Southern Africa.

Admissions

We encourage MPhil/PhD applications from outstanding students who wish to undertake interdisciplinary research on a development topic that falls within the expertise of at least one of our faculty members. Applications should be submitted early in the calendar year for entry in October.

Students are expected to have a strong academic record and post-graduate training or work experience demonstrating a standard of achievement equivalent to good performance in our own MSc in Development Studies. In general, applicants should already have the basic foundational training necessary to begin specific work on their research topic (including a good grounding in one of the social science disciplines, languages necessary for the proposed research, etc). Of course, some students will need to acquire further methodological training, language skills, or background knowledge of a specific topic related to their research by following some post-graduate courses during their first year at the LSE (all students will be required to attend some seminars during their programme – see below).

Students should submit a short research proposal (no more than 2,000 words) with their application that will allow us to assess the potential of their proposed project and especially the availability of appropriate supervision within the Institute. The Institute may subsequently request applicants to submit a sample of written work or to appear for an interview.

Required courses

Aside from students who are admitted with conditions of course work, the particular course work a student will require is decided with the supervisor upon arrival. Aside from regular attendance at the **Seminar in Development Studies Research DV500**, first year MPhil students (who have not read our MSc) are required to take the course **Social Research Methods for Developing Countries** (also taken by our MSc students), which meets during the Michaelmas Term. This course covers scientific method and epistemology, data collection and analysis, ethical issues in research and qualitative research methods. In addition to a series of lectures from experienced researchers on these subjects, the course includes discussions of particular research experiences and a session on writing papers and research proposals. 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 **Lecture Series in Development Studies** (also attended by MSc students) where they are introduced to the work of leading UK-based academic researchers who speak about their current work in the development field. The series also includes "development practitioners" who introduce students to issues drawn from the experience of development projects.

Additionally research students are encouraged to participate in courses offered by the **Methodology Institute** and other departments while they prepare their proposals.

Evaluation and Progress as a Research Student at DESTIN

We believe that most students who plan to write a PhD dissertation should be able to complete the process within three years, or four years maximum. Part-time students should take no more than six years. While we follow the general Code of Practice for Graduate Students at the LSE, DESTIN has elaborated its own procedures for research students (see programme guide available at the Institute). Generally speaking, during your first year, you will prepare and present a detailed research proposal and finish all preparatory and background work for your dissertation. By the end of your second year, you should have finished all field work (where applicable). By the end of your third year, you should be able to complete your dissertation.

Students are accepted to the LSE as MPhil candidates. Some research students will work towards submission of an MPhil dissertation generally after 2 years in the programme while others will be upgraded to PhD status after satisfying the Research Committee that their project has doctoral potential.

DV500

Research Seminar in Development Studies

Teachers responsible: Dr David Keen, T501c and Dr Tim Allen, T501b
Availability: For MPhil and DPhil students in Development Studies, but other members of the research community are welcome to attend.

Core syllabus: This seminar is designed to provide a regular occasion to discuss theoretical and methodological issues in Development Studies research. **Research students are expected to attend the seminar while in residence in London and to make at least one presentation during the academic year.** Students should inform their supervisor(s) of the date

when they are scheduled to make a presentation. **First year students will be expected to present a draft of their research proposal to the seminar sometime during the LT.** Continuing students may make a presentation based on a report of their research abroad, draft chapters or even their final draft of the dissertation.

DESTIN staff will generally make a presentation of their own research to the seminar once during the academic year and other researchers in development studies both inside and outside the LSE will occasionally be invited to make a presentation.

Teaching: The seminar meets throughout the MT, 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 the **Seminar for Research Students in Economics** where significant chapters of theses are presented. Upgrading to PhD registration often follows successful presentations. Many students are affiliated to one of the economics Centres or Institutes such as The Financial Markets Research Centre, the Suntory-Toyota International Centres for Economics and Related Disciplines and the Centre for Economic Performance. Most students do some undergraduate class teaching, either as teaching assistants or as part-time teachers.

At the end of the second year there is a review of completion prospects. Full-time students are expected to complete in three or four years. The minimum completion time is two years. For students who do not complete by the end of the third year there is an intensive review of completion prospects. The Programme is affiliated with the European Doctoral Programme, which allows students to study at more than one institution and offers flexibility, subject to individual requirements, as to the final institution awarding the degree. There is some funding for PhD students. However, students from abroad are encouraged to seek scholarships from their home countries. Funding beyond four years is problematical.

The Economics Department places great emphasis on the PhD Programme. The intellectual climate created by a substantial number of able and enthusiastic students, along with the input of an encouraging and skilled staff are the most important assets of the Programme.

Paper Number	Paper Title	Course Guide Number
1.	Topics in Economic Analysis	EC502
2.	Normally a paper from the MSc in Economics to be approved by the Department In addition, students will be required to participate in the following:	
3.	Seminar in Research Strategy	EC500
Second and Subsequent Year		
4.	Seminar for research students in Economics	EC501

EC500

Seminar in Research Strategy

Teacher responsible: Professor A Manning, S675

Availability: This course is for MPhil students in Economics.

Core syllabus: The seminar aids students in finding manageable research problems and in developing solutions to them. Students make short presentations of tentative ideas. Relevant literature and data sources are suggested as well as people with whom to discuss the ideas. This may help in the process of finding a suitable supervisor. The approach is informal. Elaborate presentations are discouraged. The goals are to facilitate the launching of research efforts, to inform others of one's intended work and to provide an opportunity to make and receive helpful criticisms.

Teaching: Seminars EC500: 25 Sessional

EC501

Seminar for Research Students in Economics

Teacher responsible: Professor A Manning, S675

Availability: This course is for MPhil or PhD students in Economics in the second and later years.

Political Economy 'Taught' Doctorate

Taught Jointly by Economics and Government Departments

The MPhil/PhD Programme in Political Economy taught jointly in the Economics and Government Departments aims at the highest international standard of research achievement and professional competence in the growing field of political economy. The programme intends to train a new breed of political economists in an important sub-field of both economics and political science. The aim is to ensure that economists understand the nature of, and developments in political science, and political scientists have the formal equipment to survive in an increasingly technical field. Admission is on the basis of an MSc in Economics of a high enough standard to satisfy the admissions tutors and a demonstration of sufficient interest in the elements of political economy rather than on a thesis proposal. Applicants from outside the UK must submit GRE results.

Degree Structure: The first year consists of course work and a required research paper. Passing to year 2 would require satisfying all year one requirements. Years two and three consist of writing papers which constitute the doctoral thesis.

Year 1.

- Core Course 'Topics in Political Economy' (GV507).** This is a twenty week course examined by a three hour examination in June.
- Economics course.** Students take one full unit course from the MSc in economics as approved by the conveners of the programme. Examination in June. Candidates must pass the MSc course at 60% or above.
- Government course.** Students take two half-unit courses offered on any of the MSc courses in the government department as approved by the conveners of the programme. Examinations in June (some courses also have an assessed course work component.) Students must pass at 60% or above.
- Research Paper.** Students complete a research paper that shows sufficient promise to make a thesis chapter. They must also produce a digest of their thesis or a programme of study for the papers they intend to write to fulfill the requirements of the programme. This is required in order to move from MPhil to PhD status. This paper will be examined by a committee chosen by the conveners and submitted by December 1st of the student's second year.
- PhD seminar in Government.** Students will be invited to attend the first year PhD seminar in the Government Department. This is not examined.
- Other Seminars.** There are other seminar series the students may be advised to attend, but these will not be examined.

Years 2-3

In order progress to their second year students must achieve marks of at least 60% in their Economics and Government courses, and to have passed their core course. In order to progress to the PhD from MPhil status they must complete the research paper by the end of the Michaelmas Term of their second year. Each student will be assigned a supervisor by the end of their first year. The supervisor should act in accordance with the School practice as laid out in the Code of Practice.

During years two and three students write their thesis. This can be a traditional thesis of not more than 80,000 words, or four papers of publishable quality in leading political science or economics journals.

In June of their second year, students must satisfy a committee approved by the conveners, that they have made sufficient progress on their PhD.

Candidates are expected to have submitted the papers for the thesis by the end of three or four years. Students who have not completed by the end of their third year will face an intensive review of their completion prospects. Rules governing extension of the completion period for standard PhDs apply. Students may do so only if they satisfy a committee approved by the conveners.

PhD seminar in Government. Students will be expected to attend the relevant PhD Seminar in the Government Department during their second and third years.

PhD seminar in Economics. Students are encouraged to participate in the seminar series for Research Students in Economics.

ECONOMIC HISTORY**Doctoral Programme in Economic History**

Admission Requirements: Students are normally required to have passed a first degree at upper second class level and to have taken and passed at an adequate level a Masters degree in a relevant area of history or social science.

Methodological Training: First year research students are required to take EH520 **Approaches to Economic History**, and are strongly advised to attend the induction programme provided by the Methodology Institute. Students are also required to take EH400 **Historical Analysis of Economic Change** unless they can demonstrate an appropriate background in quantitative history, in which case they may be required to attend more advanced courses in the Statistics or Economics departments. Supervisors may require students in their first or subsequent years of study to take other relevant methodological courses provided by the Methodology Institute or the Institute of Historical Research.

Courses and seminars: All research students are required to attend and participate in the weekly **Thesis Workshop in Economic History** (EH590). Supervisors may require the attendance of students at other relevant research seminars at LSE or elsewhere within the University of London. Students who lack appropriate knowledge of substantive areas of economic history may be required to take one or more relevant MSc courses.

Targets for Progress: Year 1 – In the ST of the first year, students are required to present their work to the **Thesis Workshop in Economic History**. At the beginning of the ninth week of the ST students are required to submit at least one draft thesis chapter and a 3-5 page thesis outline to the department's Graduate Review Committee. The Committee will interview all students before the end of the first week of July, and re-registration for a second year will be conditional on the work presented being of a satisfactory standard. **Year 2** – In the ST of the second year the Graduate Review Committee will normally expect to see about half the thesis in draft. The Committee will interview all students, and if the work is of an acceptable standard, students will be upgraded from MPhil to PhD. Students who are away on fieldwork throughout their second year may defer the upgrade decision until the end of their third year.

Targets for Completion: The department takes the view that students who have already taken a relevant Masters degree should be able to complete a PhD thesis within three years of full-time study, and that no thesis should extend beyond four years of full-time study.

Part-time Students: Part-time students are expected to undertake the same training as full-time students, although the initial training may be spread over the first two years of part-time study. Training courses may be timetabled at any point between 9 am and 6 pm, but it is usually possible to ensure that they do not occur on more than two days per week. Part-time students are required to submit work to the Graduate Review Committee at the end of their second year for a decision about re-registration, and at the end of their fourth year for a decision about upgrading from MPhil to PhD.

EH506**Themes in Renaissance History**

Teachers responsible: Dr S R Epstein, S467 and others

Availability: For graduates and post-graduates.

Teaching: Meets 10 times during the MT and LT at the Institute of Historical Research, Thursdays 5 pm.

EH510**Seminar on Modern Economic History**

Teachers responsible: Professor N F R Crafts, C420

Availability: For research students.

Core syllabus: The course deals with the period from the Industrial Revolution to the present.

Teaching: Fortnightly seminars (EH510), in the MT, LT and ST.

EH512**Seminar in Modern Social History**

Teachers responsible: Professor Paul Johnson, C415 and others

Availability: For research students.

Core syllabus: The seminar provides a forum for the discussion of recent research in nineteenth and twentieth-century social history.

Teaching: Fortnightly seminars (EH512) at the Institute of Historical Research.

EH518**Seminar on Comparative Economic History of Africa, Asia and Latin America**

Teachers responsible: Dr Gareth Austin, C319 and others

Availability: For research students.

EUROPEAN INSTITUTE**MPhil/PhD Programme in the European Institute****Aims of the Programme**

The Programme is designed to provide research training and an interdisciplinary social science framework for doctoral research on specialist European topics. Two specialisations are available:

- i. nationalism and ethnicity
- ii. political economy – transition and integration.

Entrance Requirements

We encourage MPhil/PhD applications from outstanding students who wish to undertake interdisciplinary research that falls within the expertise of at least one of our permanent faculty members. Candidates should have a good MSc degree from a UK university or its equivalent. Students who have not taken an MSc level course equivalent to the appropriate LSE option relevant for their specialization will normally be required to take that course in the first year of study. Students should submit a short research proposal (not more than 2000 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

1 May 2000

Core syllabus: The seminar provides a forum for discussing recent research in this field.

Teaching: Meets weekly (EH518) in the LT and ST.

EH520**Approaches to Economic and Social History**

Teachers responsible: Professor Paul Johnson, C415 and other members of the Department

Availability: This course is restricted to 1st year MPhil students in the Department of Economic History, for whom attendance is compulsory.

Teaching: Weekly two-hour seminars (EH520) during the MT. The term programme will be issued at the beginning of the MT.

Assessment: Assessment is by a 3,000 word essay on a topic to be nominated during the course.

EH590**Thesis Workshop in Economic History**

Teachers responsible: Mr. Dudley Baines, C414 and Professor Nick Crafts, C321, MT; Professor Nick Crafts and Dr S R Epstein, S467, LT; Dr S R Epstein and Dr Peter Howlett, S466, ST.

Availability: For MPhil, PhD and Research Fee students. There is a formal attendance requirement for MPhil/PhD students in the Department of Economic History.

Core syllabus: The course is intended to provide a comparative study of research techniques in current economic history, as exemplified by research currently being conducted by staff and students in the Department. Its primary purpose is research training.

Teaching: 2-hours Weekly. (Additional classes will be provided in the MT for first year students.)

Assessment: This course is not examined but all first year MPhil and PhD candidates must present papers for discussion and reports are made to Research Councils etc. on the basis of their work. It is intended to provide a forum for those writing theses to discuss their research.

Syllabus

All students are initially registered for the MPhil degree and every student must follow:

- a. the Research Design and Methods seminar of the Institute (MT)
- b. either: EU552 **Ethnicity and Nationalism Research Workshop** or: **European Political Economy**
- 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 one draft chapter (or paper) for examination by a Review Panel; re-registration is subject to the decision of the Research Tutor, following a satisfactory report from the Review Panel to the Institute Meeting.

At the end of the second year of study each student must submit all completed written work and a full research plan for Review, with a view to upgrading to PhD status; up-grading is subject to the decision of the Research Tutor, following a satisfactory report from the Review Panel to the Institute meeting.

At the end of each subsequent year before submission of the thesis all work must be presented for a Review: re-registration is subject to the decision of the Research Tutor, following a satisfactory report from the Review Panel to the Institute Meeting.

Minimum Period of Registration

Full-time: Three calendar years; Part-time: Four calendar years.

Date of Examination

Each oral examination is fixed at the mutual convenience of the internal and external examiners and the candidate.

EU550**European Political Economy Research Workshop**

Teachers responsible: Dr A Innes, J208 and Dr N Wunner, J209

Availability: Recommended for all students taking research degrees on "European" topics; core course for second and third year PhD students in Government/European Institute

Content: Presentation and detailed discussion of thesis outlines, chapters and related work. Discussion of research design and methodology.

Core syllabus: A detailed syllabus is fixed at the start of each term.

Teaching: 20 seminars, EU550, (weekly M,L).

Assessment: There is no examination for this course.

EU551**Russo-Eurasian Research Workshop**

Teachers responsible: Professor D Lieven, K208, Professor M Light, D411, Dr J Hughes, L102 and Dr G Sasse, J207

Availability: All research students taking degrees on Russian, "Soviet" and East European topics.

Content: This course includes some discussion of research design and methodology but its main focus is on research in progress.

Core syllabus: A detailed syllabus is fixed at the start of each term.

Teaching: 15 seminars, EU551, (M,L,S).

Assessment: There is no examination for this course.

GEOGRAPHY AND ENVIRONMENT**MPhil/PhD Geography**

Research at the MPhil/PhD level cannot be reduced to a simple formula; a particular candidate's requirements will need to be individually tailored in consultation with, and under guidance from, the supervisor. Students should meet their supervisor on a regular basis. Research training is a basic foundation for all students, even so it is a balance between general skills, discipline specific and topic specific knowledge. Hence, students are required to attend (upon the advice of the supervisor) selected Methodology Institute courses, subject specific lectures and seminars as appropriate, as well as the disciplinary specific courses as detailed below.

All students will be subject to an annual review of progress in every year of registration; at this stage all of the work carried out in the year, plus performance in specified courses (see below) will be taken into consideration.

Students must agree a programme of study with their supervisor and this must be approved by the Director of Graduate Studies in Geography. Students must achieve a pass in all examined elements. The normal requirement is as follows:

In their first year students must normally attend **Research Methods II** (GY503). They must also take a half-unit course in either quantitative or qualitative methods (eg M411, or M412, or M422). All students must take courses to the value of 1.5 course units from a specialist subject related to their Thesis. In addition, students should attend **Staff-Graduate Student Seminar** (GY502), **Departmental Keynote Seminars** (GY401) as well as any relevant cluster seminars, and they must present their work in the **Doctoral Student Research Presentations** (GY500).

Students will be monitored and reviewed annually throughout their period of registration. Students may be required to complete additional courses, as deemed relevant by their supervisor, in later years of registration.

Students are required to be in attendance throughout their period of registration. Absences for illness or fieldwork must be approved by the Director of Graduate Studies in Geography and the Dean of Graduate Studies, LSE.

GY401**Departmental Keynote Seminars**

See entry in the MSc Geography and Environment section

EU552**Ethnicity and Nationalism Research Workshop**

Teacher responsible: Professor A D Smith, 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 attend the Undergraduate lectures EU201

Theories and Problems of Nationalism plus seminar programme EU405.

EU553**European Political Economy Seminar**

Teachers responsible: Dr H Machin, J218 and Dr A Staab, J210

Availability: Core course for the European Institute Doctoral Programme - Political Economy stream in the first year. Other first year PhD students may attend with the permission of the course teacher.

Core syllabus: A detailed syllabus is fixed at the start of each term.

Content: Theoretical approaches, research design and methodologies for political economy research on Europe.

Teaching: 12 seminars, EU553, (fortnightly M,L,S).

Assessment: There is no examination for this course.

GY403**Contemporary Debates in Human Geography**

See entry in the MSc Geography and Environment section

GY500**Doctoral Student Research Presentations****Teacher responsible:** Dr A C Pratt, S410**Availability:** For Geography and Regional & Urban Planning Studies Research Students (MPhil and PhD) throughout their period of registration. **Core syllabus:** Presentations by research students of aspects of their own research, stressing problems of theory, methodology and techniques.**Written work:** All students attending this course will be required to present their own research twice in the period of registration.**Teaching:** 2 half-day-long workshops, one each in the MT and LT.**Assessment:** This course is not intended as preparation for any particular examination.**GY502****Staff-Graduate Student Seminar****Teacher responsible:** Dr G Duranton, S513a. Other teacher involved: Dr G Jones, S506a**Availability:** For all MPhil/PhD students registered in the Department of Geography and Environment and staff.**Core syllabus:** Presentations by speakers from both inside and outside of the Department on aspects of their own research.**Teaching:** 10 2-hour seminars in the MT and LT.**Assessment:** This course is not intended as preparation for any particular examination. But, students will find it useful in increasing their awareness of current research and the application of research methods across the discipline. Attendance is strongly recommended.**GY503****Research Methods II****Teacher responsible:** Professor I Gordon, S513**Availability:** Geography and Planning Studies MPhil/PhD students in the first year of study; MSc Human Geography Research students.**Course syllabus:** An introduction to an exploration of alternative approaches to research in human geography and planning. The course comprises three strands - philosophy of social science; research design and practice; information management - with particular applications to human geography and planning.**Content:** The nature of social scientific research; different approaches in human geography and planning research; choosing a topic, planning research and time management; comparing quantitative and qualitative approaches; discourse analysis; problems and strategies in interviewing; ethics and values in geographical and planning research; economic modelling and applied/quantitative approaches; spatial data analysis; policy analysis.**Teaching:** 10 two-hour sessions comprising of lectures, seminars and workshops in MT and LT. Students are expected to carry out directed reading in preparation for the seminars.**Reading list:** T May, *Social Research: Issues, methods and process*, OUP, 1993; A Wilson & R Bennet, *Mathematical methods in human geography and planning*, Wiley, 1985; D Layder, *New strategies in social research*, Polity, 1993; G Gardner, *Social surveys for social planners*, OUP, 1978; G McCracken, *The long interview*, Sage, 1988; R Yin, *Case study research: design and methods*, Sage, 1994; A Ackroyd & J Hughes, *Data collection in context* (2nd edn), Hutchinson, 1992; S Campbell & S Fainstein (Eds), *Readings in Planning Theory*, Basil Blackwell, 1996.**Assessment:** An unseen examination of 2 hours (2 questions from 5) (75%) and one essay of 3,000 words (25%). Examinations take place in June.**GY505****The Cities Seminar****Teacher responsible:** Max Steuer. Contributing teachers: Professor Richard Sennett, Dr Andy C Pratt and Ricky Burdett**Availability: Part A:** those registered on Masters programmes concerned with Cities (MSc Cities, Space and Society, MSc Cities, Architecture and Social Science, MSc Regional and Urban Planning and MSc International Housing).**Part B:** PhD students registered in the school (years 1-4) studying urban topics. Prospective PhD students need to apply, and to be accepted, onto Part B of this course.**Core syllabus:** A cross-disciplinary, integrative, graduate and staff seminar focused upon contemporary debates about cities. The objective of this course is to bring postgraduates, staff and researchers together from across the school to critically examine urban research 'in progress'. The aim is threefold: to engage in academic peer group debate; to explore the theory, policy, practice relationship; and, to expose the methodological and theoretical aspects of the research and reporting process.**Content: Part A (MSc level)** will adapt to integrate contemporary issues and debates about the City; external speakers from the policy and academic community will be invited.**Part B (PhD level)** will have a seminar structure with particular emphasis placed upon discussion and debate. The seminar will be chaired by Richard Sennett and Andy Pratt, and be reinforced by the regular attendance of other staff. The seminar will have two strands which will alternate by session. Strand 1 will consist of LSE and related staff presenting their research. Strand 2 will consist of PhD students (usually, year 2) presenting their work.**Teaching: Part A:** The seminars take place every two weeks 10 x 2 hour sessions in the MT and LT.**Part B:** 14 x 2 hour sessions, the seminars take place on alternate weeks to Part A in MT, LT and ST.

The seminars are held on Wednesday 4-6pm

Assessment: The course is non-examined.

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GOVERNMENT**Government Departmental Doctoral Programme***Admission requirements including prerequisites.*

The department normally requires an MSc at well above pass level.

Compulsory and optional methodological training and other courses/seminars in first and subsequent years.

The **Doctoral Programme Seminar**, which is organised and chaired by the Research Student Tutor, Dr Rodney Barker, is compulsory for all first year students. Intended to deepen and broaden students' engagement with political science, it spends the first term on basic advice on research design and methodology, provided by a significant proportion of the Department's staff. In the Lent and Summer Terms the seminar focuses on work-in-progress reports presented by student members of the seminar. Students' attendance and participation is directly taken into account in the review at the end of the first year.A large number of seminars and courses are offered by the School's *Methodology Institute*. All students are strongly advised to attend at least: MI500 **Introduction to Study for the MPhil and PhD** and MI502 **Drafting and Writing a PhD Thesis**. For the rest, students are required to take advice from their supervisors early on in their first term and attend those sessions deemed to be of particular relevance to their research. Upgrading from MPhil to PhD will usually depend on the successful completion of appropriate courses.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 Public Administration and Comparative Government. In addition members of the Department teach on MSc programmes in The Political Economy of Transition and European Studies (in the European Institute), Management (in the Management Institute), The Politics of Empire and Post-Imperialism and Russian and Post-Soviet Studies (with the International Relations Department) and Regulation (with Geography, Law and other departments).

Departmental requirements about progression

Each research student in the Department is under the care and supervision of a supervisor in accordance with School practice as laid out in the Code of Practice.

In addition to the provision of supervision the Department's own arrangements ensure that each student who is not already co-supervised within the Department will be assigned an advisor.

The role of advisor is a flexible one, but in general includes:

- acting as a substitute in the absence of the supervisor,
- providing a supplementary source of advice and encouragement, and
- constituting a second person on whom students can draw (for example, for references and general academic contacts).

It is the Department's practice to review all full-time students each year and all part-time students every second year. The review takes place each year in 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); and
- (b) that reports on attendance and performance (in particular in the form of presentations) at the Research Methods Seminar (first year) or relevant Workshop (subsequent years) form an important element in the review.

Details for the requirements for review are laid out in the Department's Research Student Handbook, which is provided to all Research Students at the start of every session and is available on the Department's web site.

Departmental expectations about completion

It is the expectation of the School and the Department that full-time students should be able to complete their thesis within four years and not more than six years of initial registration; and part-time students within six years and not more than eight years of initial registration.

**Political Economy 'Taught' Doctorate
Taught Jointly by Economics and Government Departments**

The MPhil/PhD Programme in Political Economy taught jointly in the Economics and Government Departments aims at the highest international standard of research achievement and professional competence in the growing field of political economy. The programme intends to train a new breed of political economists in an important sub-field of both economics and political science. The aim is to ensure that economists understand the nature of, and developments in political science, and political scientists have the formal equipment to survive in an increasingly technical field. Admission is on the basis of an MSc in Economics of a high enough standard to satisfy the admissions tutors and a demonstration of sufficient interest in the elements of political economy rather than on a thesis proposal.

Applicants from outside the UK must submit GRE results.

Degree Structure: The first year consists of course work and a required research paper. Passing to year 2 would require satisfying all year one requirements. Years two and three consist of writing papers which constitute the doctoral thesis.*Year 1.*

1. **Core Course 'Topics in Political Economy'** (GV507). This is a twenty week course examined by a three hour examination in June.
2. **Economics course.** Students take one full unit course from the MSc in economics as approved by the conveners of the programme. Examination in June. Candidates must pass the MSc course at 60% or above.
3. **Government course.** Students take two half-unit courses offered on any of the MSc courses in the government department as approved by the conveners of the programme. Examinations in June (some courses also have an assessed course work component.) Students must pass at 60% or above.
4. **Research Paper.** Students complete a research paper that shows sufficient promise to make a thesis chapter. They must also produce a digest of their thesis or a programme of study for the papers they intend to write to fulfill the requirements of the programme. This is required in order to move from MPhil to PhD status. This paper will be examined by a committee chosen by the conveners and submitted by December 1 of the student's second year.
5. **PhD seminar in Government.** Students will be invited to attend the first year PhD seminar in the Government Department. This is not examined.
6. **Other Seminars.** There are other seminar series the students may be advised to attend, but these will not be examined.

Years 2-3

In order progress to their second year students must achieve marks of at least 60% in their Economics and Government courses, and to have passed their core course. In order to progress to the PhD from MPhil status they must complete the research paper by the end of the Michaelmas Term of their second year. Each student will be assigned a supervisor by the end of their first year. The supervisor should act in accordance with the School practice as laid out in the Code of Practice.

During years two and three students write their thesis. This can be a traditional thesis of not more than 80,000 words, or four papers of publishable quality in leading political science or economics journals.

In June of their second year, students must satisfy a committee approved by the conveners, that they have made sufficient progress on their PhD.

Candidates are expected to have submitted the papers for the thesis by the end of three or four years. Students who have not completed by the end of their third year will face an intensive review of their completion prospects. Rules governing extension of the completion period for standard PhDs apply. Students may do so only if they satisfy a committee approved by the conveners.

PhD seminar in Government. Students will be expected to attend the relevant PhD Seminar in the Government Department during their second and third years.**PhD seminar in Economics.** Students are encouraged to participate in the seminar series for Research Students in Economics.**GV500****Doctoral Programme Seminar****Teacher responsible:** Dr R Barker, K100**Availability:** For MPhil and 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 solutions. All first year research students are required to attend, but more advanced students are also welcome.****Teaching:** 30 two hour weekly seminars in the MT, LT and ST. As part of this course students should attend MI502. **Drafting and Writing a Ph.D. 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.

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****Teachers responsible:** Dr A Innes, J208 and Dr N Wunner, J209**Availability:** Primarily for second and subsequent year research students

in Government/European Institute specialising in European politics and policy. First year students may attend if numbers permit.
Content: An opportunity for students to present chapters or papers related to their current research.
Teaching: One-and-a-half hour seminars held weekly in MT and LT.

GV503**Political Philosophy Research Seminar**

Teachers responsible: Dr C Fabre, K301 and Dr P J Kelly, L100
Availability: Research students in Political Theory. Also MSc Political Theory students. Other interested students are welcome to attend, if numbers permit.
Content: Guest speakers present papers and initiate discussion at seminars.
Teaching: 15 two hour seminars held fortnightly in the MT, LT and ST.

GV504**Doctoral Workshop: Political Economy and Institutional Analysis**

Teacher responsible: Dr C Schonhardt-Bailey, L105
Availability: Primarily for second and subsequent year research students in Government specialising in political economy and institutional analysis. First year students may attend if numbers permit.
Content: An opportunity for second and subsequent year research students to present chapters or papers related to their current research.
Teaching: 13 two hour seminars held fortnightly in MT, LT and ST.

GV505

NA 00/01

Foundations in Political Inquiry

Availability: For students on the MPhil/PhD in Political Science students only.
Content: The purpose of this course is to introduce PhD students to the basic methodological issues and practices in contemporary political science research. The course will cover the following themes, including: (1) how scientific knowledge is accumulated (ie 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).

INDUSTRIAL RELATIONS**ID499****Research Methods for Industrial Relations**

See the department's entry in the section on Master's degrees course guides.

INFORMATION SYSTEMS

MPhil/PhD students will normally follow a structured programme. The goal of the programme is to facilitate the transition from MSc work to active research by incorporating an element of directed course work in the first year. In addition to course work, participation in research training is required in the first year of work towards the MPhil/PhD.

The course work in the first year has four elements, two courses and two seminars. The courses normally are **Interpretations of Information IS473** and one other course suited to the student's research interests to be agreed individually with the Department. The seminars are one in Research and Study Methods in Information Systems and one in which research material is presented and discussed. In order to proceed to research in subsequent years students must pass examinations in their two courses and show progress with their research.

The first examination will consist of two papers as follows:

Paper Number	Paper Title	Course Guide Number
1.	Interpretations of Information	IS473
2.	Normally a paper from MSc in Analysis, Design and Information Systems to be approved by the Department	IS473
In addition, students will be required to participate in the following:		
3.	Research in Information Systems	IS555
4.	Seminar for research students in Information Systems	IS554

Teaching: Twelve two-hour seminars in the MT and ST, with brief introductory lectures/comments by the course teachers, followed by student presentations and group discussions.
Reading list: G King, R O Keohane & S Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton University Press, 1994 and D Little, *Variations of Social Explanation*, Westview, 1991.
Assessment: Two-hour unseen exam (with a combination of short answers and essays, to test breadth as well as depth of knowledge).

GV506**Doctoral Workshop: Comparative Politics**

Teacher responsible: Dr E Ringmar, K309
Availability: Primarily for second and subsequent year research students in Government specialising in comparative politics.
Content: An opportunity for students to present chapters or papers related to their current research.
Teaching: 15 two hour seminars held fortnightly in MT, LT and ST.

GV507**Topics in Political Economy**

Teachers responsible: Professor Tim Besley (Economics) R428, Professor Keith Dowding (on leave 00-01) (Government) K206, Dr Gilat Levy (Economics) and others
Availability: A compulsory core course for students following the PhD 'Taught' Doctoral Programme in Political Economy. Students following the doctoral programme in Economics or Government may attend with permission if numbers permit (but may not take the examination).
Core syllabus: The major topics in political economy will be covered in a weekly two-hour lecture/seminar led by members of the Economics and Government Departments and including some internationally recognized visiting academics. The topics covered will include stochastic models of the political process, models of voting, lobbying, legislative bargaining, bureaucracy, fiscal federalism, social choice and the political economy of trade. The final two weeks will allow student presentations.
Teaching: The course will be met for two hours each week in the MT and LT. There will be a three hour examination in the summer, where students answer 3 from 12 questions.

GV509**Rational Choice Approaches and Political Analysis**

Teacher responsible: Professor P Dunleavy, K300
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 two papers which are pre-circulated in advance, one from a member of staff or guest speaker, and one from a PhD person in their second or subsequent year. The emphasis is on informal presentation and vigorous debate.
Teaching: 15 sessions of 90 minutes held fortnightly on the even numbered weeks of the MT, LT and ST.

ID500**Industrial Relations Research Forum (Seminar)**

Teacher responsible: Professor Richard Hyman, H715
Availability: For research students in Industrial Relations.
Teaching: Seminars; (ID500), Sessional.
Assessment: None.

INTERNATIONAL HISTORY

Students registered for the MPhil in International History are required in their first year to attend the department's research training programme which has four components: (1) seminars organised by members of the department on writing a thesis, historiography, and research methods; (2) the appropriate seminars and lectures offered by the Methodology Institute; (3) a course in historical methods and sources run by the Institute of Historical Research; (4) a short course on sources at the Public Record Office given by an archivist.

Students are also advised to attend all relevant seminars organised within the School or the University.
 The department requires students to report formally on their progress at least twice a year. If their progress is deemed unsatisfactory by the Research Student Tutor or supervisor their position will be assessed by the Research Student Progress Committee, who will determine the conditions under which they will be allowed to continue in the programme. On being admitted, all students are formally registered for an MPhil By 1 June of their first year (1 March of their second year for part-time students) they are required to submit a brief justification of their thesis (explaining the nature, organisation and value of their research), a bibliographical survey of the secondary literature and a draft thesis chapter or chapters of at least 10,000 words based on primary sources. The submission will be read by two members of the department other than the supervisor, who will report on it in writing to the Research Student Progress Committee, which consists of give members of staff. If the work is deemed entirely satisfactory, the department will recommend the student for transfer of registration from MPhil to PhD status. If it is less than satisfactory it will be examined by the committee who will determine whether the student will be allowed to a final resubmission of the upgrade materials.

The review process is designed to determine whether the student will be able to meet the requirements of a PhD, and whether the chosen topic will be suitable for a doctoral dissertation. The department uses the School's Code of Practice as a determinant of the general responsibilities of research students and their supervisors. All students should make an effort to familiarise themselves with its contents.

The department expects that research students will submit their theses within four years and the reviews of student progress are geared to achieving that goal.

Seminars

The Department of International History has set up an Occasional Staff Research Seminar, to be held as advertised by the Department, Thursdays 11-1 in room E509. This is open to MPhil/PhD students to attend. The majority of staff are also involved in Research Seminars, both inside and outside the School. Below is a sample of some the Research Seminars available.

HY505**International History Departmental Seminar/Workshop**

at LSE
 Dr A Sked

HY507**History of Contemporary Spain (Seminar)**

at LSE
 Professor P Preston and others.

HY508**British History, 1815-1945**

(held at the Institute of Historical Research)
 Dr A C Howe and others.

History of Political Thought Seminar

(held at the Institute of Historical Research)
 Dr T Hochstrasser and others.

Modern Italian History

(held at the Institute of Historical Research)
 Professor MacGregor Knox and others.

INTERNATIONAL RELATIONS

Students registered for the MPhil in International Relations are required to attend the **Research Methods Training Seminar (IR501)** and the following four Methodology Institute courses in their first year of registration: **Introduction to Study for the MPhil and PhD (MI500)**, **Sources and Methods (MI501)**, **Drafting, Writing and Publishing a PhD Thesis (MI502)** and **Special Topics in Social Research Methodology (MI551)**. (Part-time students may attend the Methodology Institute courses over two years.) All research students (both MPhil and PhD) regardless of year are expected to attend at least one of the subject workshops offered by the Department. These include international political economy, foreign policy analysis, security policy, international organisation and concepts and methods. Research students are also expected to attend the **International Relations Seminar for Staff and Research Students (IR500)**.

The Department also encourages all research students to attend the weekly Editorial Board meetings of *Millennium: Journal of International Studies*, the International Relations Department student-run journal. Every research student registered in the Department meets during each Summer Term with a panel comprising three members of the academic staff. This panel normally includes the student's supervisor. Its purposes are, broadly speaking, to review progress made since the student's admission or previous interview with a research panel; to offer guidance to the student and the supervisor from other teachers, as the thesis takes shape; and, by demonstrating in a systematic way the Department's interest in all its research students, to reduce any sense of intellectual and social isolation which may be experienced by those whose research ploughs a lone furrow.

Students are normally upgraded from MPhil status to the PhD degree by the Research Panel at the end of their second year. This requires submission of an introduction and two draft chapters of a thesis for the approval of the student's supervisor and the Panel. Students registered from 2000/1 who have not made sufficient progress to be converted from MPhil to PhD registration by the end of their second year will normally be prohibited from re-registering. Where a student is allowed to re-register for a third year but is found to be under-performing by the time of their Research Panel in the Summer Term, they will be required to produce a piece of work as stipulated by the Research Panel for submission by, say, the September of the same year, in order to register for a fourth year.

Professor William Wallace serves as Research Student Tutor, a post with overall responsibility for research students.

Research students may also be interested in attending some non-examinable IR courses (prefix IR900 courses), details of which are given at the end of the International Relations Master's degree course guides.

IR500**International Relations Seminar for Staff and Research Students**

Staff member responsible: Professor W Wallace, D508
Availability: Course intended primarily for staff and research students.
Teaching: 15 sessions each of one and a half hour's duration, 5 in the MT and 10 in the LT (IR500).

IR501**International Relations Research Methods Training Seminar**

Teacher responsible: Professor C J Hill, D409
Availability: Course intended primarily for first-year research students.

Content: This course provides a basic research training to familiarise students with the academic skills relevant to undertaking a research degree in International Relations. The history and evolution of International Relations as an academic discipline will be examined together with attendant theories and research methods. The principal concerns of contemporary research in the main branches of International Relations will be addressed. The principles of good research design and the problems in drafting and writing a PhD will also be carefully considered. In addition, students will be introduced to the main research libraries relevant to International Relations in London. All students not already familiar with IBM PCS should register on the Computer Service induction courses early in the MT and complete the sessions on 'Introduction to EndNote'. Students are advised to attend School-based inter-disciplinary seminars on basic statistical techniques, compiling surveys and conducting 'elite' interviews and any other relevant courses offered by the Methodology Institute.

Teaching: The course will consist of 18 seminars in MT and LT (IR501). In addition, all students must participate in at least one of the department's several workshops where staff and research students present preliminary papers and discuss common problems of current research. Details of individual meetings and suggested readings will be provided at the beginning of the course.

IR502**International Relations Theory Workshop**

Teacher responsible: Professor C J Brown, D410
Availability: IR502 is part of the research training programme for all new research students working in the area of international relations theory, broadly defined to include critical and post-modern, and in addition is open to all interested staff and research students.
Content: The workshop is based around papers in international political theory, circulated in advance, and presented by LSE staff, research students and invited external speakers.
Teaching: Twenty weekly seminars, each of one and a half hour's duration, commencing in week six of MT.

IR503**International Political Economy Workshop**

Teachers responsible: Dr R Sally, D416 and Dr G Sen, D513
Availability: Research students.
Teaching: Fifteen sessions. The workshop will meet on a fortnightly basis during MT and LT, commencing in week one of the MT (IR503) and weekly in ST, commencing in week one. Each session will be of one and a half hour's duration. Research students are expected to present work-in-progress, followed by a collective discussion. The workshop is compulsory for all MPhil/PhD students in IPE.

IR504**Foreign Policy Workshop**

Teachers responsible: Professor C J Hill, D409 and Professor W Wallace, D508
Availability: Course intended primarily for research students. All those working in the general area of foreign policy studies in the International Relations Department should attend. Others who may wish to attend should contact the course organisers in person.
Teaching: On average 4 meetings per term, each of one and a half hour's duration, MT, LT and ST (IR504).

IR505**European International Politics Workshop**

Teachers responsible: Dr K E Smith, D415 and Professor W Wallace, D508
Availability: Course intended for research students. All those working on international topics within the European region should attend. Others who wish to attend should contact the course organizers in person.
Teaching: 9 meetings each of 90 minutes' duration, 3 in each term.

IR506**Africa Research Workshop**

Teacher responsible: Professor J Mayall, c/o D611
Availability: All interested research students.
Teaching: Nine meetings, 3 per term, each of one and a half hour's duration, dates and venue to be arranged.

IR507**International Institutions IV Research Seminar**

Teacher responsible: Mr N A Sims, D609
Availability: Course intended primarily for academic staff and research students.
Core syllabus: The purpose of this Research Seminar is to enable research students and staff with interests in International Institutions,

whether global or regional, to share their ideas and findings and gain mutual encouragement through regular meetings.

Teaching: Up to fifteen meetings, LT and ST (IR507), each of one and a half hour's duration.
Written work: None.
Reading list: None.

IR509**International Relations Research Design Workshop**

Teacher Responsible: Mr M Hoffman, D512
Availability: This workshop is compulsory for all first-year research students and open to other interested research students.
Course content: This workshop will address issues concerning the formulation and design of the PhD research project. Its principal objective is to assist first year research students in designing a well-thought out and manageable thesis. It seeks to do so by providing a forum in which first year students discuss their research topic, the particular set of questions they intend to address and the methods they wish to use with other members of the workshop. Its aim is to provide students with constructively critical observations about their research project and the problems they may confront. It also seeks to promote an *esprit d'corps* amongst the first-year research students by familiarising them with the work of their peers.
Teaching: The workshop will meet for 15 consecutive sessions starting in week 6 of the MT. All first-year students are required to give a presentation outlining their research to the seminar. They will also need to provide a copy of their research proposal (no more than 5,000 words) for prior circulation to the workshop participants. There will be two presentations per session. Students must also attend **IR501 Research Methods Training Seminar** and participate in at least one of the Department's other research workshops.

IR512**Security, Conflict and Peace Studies Workshop**

Teacher responsible: Mr M H Banks, c/o D611
Availability: Course is open only to MPhil, PhD and research fee students who are writing theses on relevant topics.
Content: The workshop will provide a forum in which research students can present reports on their work and discuss the theoretical and methodological problems involved. The scope of the workshop is: international security including the threat and use of force and its avoidance or amelioration; conflict analysis and conflict resolution; peacemaking, peacebuilding and reconciliation.
Teaching: 15 seminars of one and a half hours, meeting fortnightly throughout the session.

IR514**Middle East Research Workshop**

Teacher responsible: Professor F Halliday, D510 and Dr K Dalacoura, D412
Availability: All interested LSE research students.
Teaching: There will be two three-hour workshops per term, held in weeks five and eight, ie six meetings in total and three videos will be shown in weeks three, six and nine of LT.

IR515**Political Economy of International Finance Workshop**

Teachers responsible: Dr A Walter, D507 and Dr D Josselin, D515
Availability: A non-examinable course intended only for research students working in the general area of the political economy of international monetary and financial issues in the Department of International Relations. Research students from other Departments wishing to attend should contact the course organisers.
Teaching: Research students and sometimes staff present their work, followed by group discussion. On average, there will be 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 courses taken.

All research students registered in the IIM are required to attend a "Seminar for Research Students in Management" series and give at least one presentation of their work during the course of the series.

In addition, formal presentations are given once a year by all research students in the Summer Term. First year MPhil students will be expected to give a presentation on their research proposal. All research students are required to attend these presentations.

A formal Review Committee assesses the progress of all MPhil/PhD students on an annual basis. All students are required to provide samples of written work to the committee. Assessment is based on this written work, examination results, a report by the supervisor on research progress, and the quality of both the formal student presentation and that given during the seminar series.

For each student at the end of the first year, the Review Committee is asked to make one of three recommendations: (i) that the student cannot be readmitted to the second year; (ii) that the student is permitted to re-register as a candidate for the MPhil Management; or (iii) that the student is upgraded to PhD status.

The cases of students who were not upgraded to PhD status at the end of the first year are considered by the Review Committee again at the end of the student's second year, following the submission of further written work by the student and provision of a second report by the supervisor. Performance in the student's second year presentation is also taken into account. Two decisions are possible at this stage: (i) that the student is upgraded to PhD status; or (ii) that the student cannot be readmitted to the third year and should leave, possibly with an MPhil degree.

MN500**Seminar for Research Students in Management**

Teacher Responsible: Professor D de Meza, G514
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.

MEDIA AND COMMUNICATIONS

The MPhil/PhD Programme in Media and Communications admits students of outstanding quality who wish to undertake interdisciplinary work in media and communications.

On admission students are allocated a supervisor and a Thesis Committee, whose Chair will not normally be the supervisor. The Thesis Committee has the principal responsibility for evaluating student progress and recommending up-grading of registration from MPhil to PhD.

The programme involves course-work, which will be formally assessed. This includes a broad training in research methods as well as advanced courses in theory and concepts. In addition students will follow specialised option courses appropriate to their research topic, subject to agreement with their supervisor.

Required courses

Students are 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 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 course work only) PS405 **Theories and Concepts in Media and Communications**. Students are encouraged to attend other graduate seminars and courses relevant to the subject of their research in their first and subsequent years.

Evaluation and progress

Students will be required to submit a full Thesis Proposal of between 8000 and 10,000 words to their Thesis Committee by 1 July in their first year (Part-time students can submit their Proposal by 1 March in their second year). This paper will include a substantive statement of the aims and methods proposed for the thesis, a proposed structure, an indicative bibliography and a timetable for its completion. This paper will form part of the evaluation process, and, together with a short oral examination, will determine whether students are permitted to continue into their second year.

Decisions to upgrade students from MPhil to PhD are normally taken within 18 months of registration for full-time students, and within 24 months of registration for part-time students. The decision, taken by the student's Thesis Committee, involves the submission and assessment of a thesis proposal and a chapter outline; three substantive draft chapters, normally to include one based on empirical research, one on theory, and one on methodology; a timetable for the completion of the thesis, and satisfactory performance in an oral examination.

All students will be expected to complete their PhD within 3 years or the equivalent for part-time students.

Details on the following courses are in the relevant Calendar entry: 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, unless they already have the MPhil by thesis and examination, are encouraged to attend the **Introduction to Study for the MPhil and PhD** and, at an appropriate stage of their research, the course on **Drafting and Writing a PhD Thesis**. Students whose work involves any empirical research are also advised to attend the course on **Research Design and Data Collection**.

Stream 1 Students normally take:**Year 1****1. Either**

- (a) PH417 Logic: Formal and Philosophical
 (for those who have not already taken an appropriate logic course)

or (b) for those who have already taken an appropriate logic course

One of:

- (i) PH402 Philosophical Logic and Metaphysics
 (ii) PH408 Mathematical Logic
 (iii) PH407 Foundations of Probability

These will have associated back-up arrangements including a requirement that students do one paper per term for the first two terms as well as the final three-hour examination.

2. One of:

- (a) PH400 Philosophy of Science and Scientific Method
 (b) PH405 Philosophy of the Social Sciences
 (c) PH413 Philosophy of Economics

Again, with appropriate back-up arrangements requiring one paper per term for the first two terms and one three-hour examination.

3. PH501 Philosophical Problems

4. *Either*

One further seminar for three terms

(eg PH551 Research Methods in Philosophy II (Physics) or PH555 Research Methods in Philosophy III (Economics) for students in those programmes, or the PH500 Research Methods in Philosophy I) with attendant course requirements

or (b) One further MSc examination course, with course essays and examination.

5. A piece of written work of 6,000 words on some topic related to the student's research interests. This is to be handed in for assessment by September 15th.

Year 2

1. *Either*

(a) One further choice from year 1 requirement No.1

or (b) A further MSc course

NB: You are not expected to sit the formal examination, but instead to write two essays during the course of the year *unless* you choose PH408 Mathematical Logic, in which case you must sit the formal examination.

2. Six term units of seminars of choice (eg PH551 Research Methods in Philosophy II (Physics) or PH555 Research Methods in Philosophy III (Economics) or PH500 Research Methods in Philosophy I) with associated essays.

NB: PH501 Philosophical Problems may be included in this option *only* if the course content for year 2 is substantially different from that studied in year 1. Please consult your supervisor about this option.

3. Literature review of 40 pages or so in the area of the dissertation, to be handed in by September 15th

4. Dissertation outline, showing relation to the literature review, to be handed in by September 15th

Years 3 and 4

Dissertation, with provision for joint supervision (the sometimes multidisciplinary PhDs like ours make it, in practice, neither possible nor desirable for one person to attempt to carry out full supervisory duties in certain cases).

Stream 2 Students normally take:

Year 1

1. *Either*

(a) *Symbolic Logic* for those who have not already taken an appropriate course

or (b) one of (i) *Philosophical Logic and Metaphysics*, (ii) *Epistemology and Methodology*, (iii) *Ethics*; (iv) *Political Philosophy*, (v)

Philosophy of Mind, (vi) *Another MPhil paper*, with departmental approval. This course will be examined as well as requiring written work during the year.

2. Another option from 1b.

3. PH501 Philosophical Problems.

4. One further seminar in any topic in philosophy within the university across the academic year (3 terms). If the seminar does not have course requirements, special arrangements must be made for the submission of written work with attendant course requirements or one further MSc examination course, with course essays and examination.

PLUS

A piece of written work of 6,000 words on some topic related to the student's research interests. This must be submitted by 15 September.

Year 2

1. One further MPhil paper.

2. Six term-units of philosophy seminars of choice anywhere in the university, meeting the written requirements, if any, of those seminars.

3. Literature review of 40 pages or so in the area of the dissertation, to be submitted by 15 September.

4. Dissertation outline, showing relation to the literature review.

Year 3 (and 4)

Completion of dissertation.

Part-time students generally take the qualifying steps in Years 1 and 2 over four years.

MPhil by Thesis and Examination

The School accepts students for the University of London MPhil in Philosophy. This is a full-time two-year course of study (the degree can also be taken part time), requirements for which include both a thesis and three unseen written examinations. The main regulations are summarised below:

(1) Candidates for the MPhil degree in Philosophy must submit a thesis and be examined orally. The thesis should normally be about 30,000 words, including notes and appendices, but excluding bibliography, and must be submitted by 1 April of the second year of study. A candidate wishing to exceed the prescribed limit may apply for permission to the University, such application being made at least six months before the presentation of the thesis.

(2) Candidates for the MPhil sit three unseen written papers in May of the second year of study, at least one from List 1 and at least one from List 2:

List 1

1	The Pre-Socratics	19	The Empiricists
2	Plato	20	Kant
3	Aristotle	21	Hegel
4	Greek philosophical texts	22	Frege
5	The Epicureans	23	Marx
6	The Stoics	24	Schopenhauer
7	Plotinus	25	J.S. Mill
8	Aquinas	26	Bradley
9	Medieval and Renaissance philosophy	27	Existentialist philosophy from Kierkegaard
10	Bacon	28	Nietzsche
11	Descartes	29	Heidegger
12	Hobbes	30	The Pragmatists
13	Leibniz	31	Russell
14	Spinoza	32	Wittgenstein
15	The Rationalists	33	Quine
16	Locke	34	Davidson
17	Berkeley	35	Lewis
18	Hume	36	Another philosopher, or school of philosophy, subject to approval by the University

List 2

a	Logic and Metaphysics	j	Philosophy of Science
b	Epistemology and Methodology	k	Philosophy of Mathematics
c	Philosophy of Mind	l	Philosophical Foundations of Physics
d	Ethics	m	Philosophy of Education
e	Aesthetics	n	Philosophy of Social Science
f	Philosophy of Religion	o	Philosophy of Psychology
g	Political Philosophy	p	Philosophy of History
h	Symbolic Logic	q	Another area of philosophy, subject to approval of the University
i	Philosophy of Language		

The occurrence of a topic in either list does not imply that in any given year teaching in the area will be available. The choice of topics is subject to the approval of the candidate's School. Candidates may be allowed, with the approval of their School, to substitute three essays done in their own time, of up to 2,500 words each, in lieu of any one of the unseen written examination papers, on subjects from the field covered by that paper. Such essays must be submitted by 1 May each year. Candidates wishing to offer either an unseen written paper or three essays on a topic not appearing on either list must obtain the approval of the University before 1 May of the first year of his or her registration for this degree. The oral examination prescribed in (1) above may include questions both on the candidate's thesis and about his answers to the three unseen written papers or to the two unseen written papers and the three short essays. Although students are encouraged to attend relevant lectures and seminars, at the School and elsewhere in the University, the main tuition for this degree is by tutorial at the School. At the beginning of his course of study, the Department establishes, for each candidate, a tutorial programme for the two years, which will prepare the candidate to sit the papers of his or her choice, and which will provide suitable supervision for the thesis. It should be noted that the phrase 'with the permission of the University' refers to the University's Subject Panel for Philosophy.

In addition to the seminars and courses listed here, research students are welcome to attend a number of the seminars and courses for MSc students. Course Guides for these are listed in the Philosophy section under Master's degrees.

PH500

Research Methods in Philosophy I

Teacher responsible: Professor Colin Howson, A201

Availability: The course is primarily intended for MPhil/PhD students. MSc students are also welcome to attend.

Content: Some frontier topics in contemporary philosophy, philosophy of science and philosophy of social science.

Teaching: Seminars PH500 30 x 2 hr (MLS). Different members of the department will lead the seminar in each of the three terms.

PH501

Philosophical Problems

Teacher responsible: Professor John Worrall, M304

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 Metaphysics and Epistemology.

Content: Part I examines such general issues as ontology, truth, meaning, theory of knowledge, realism, scepticism and so on by reading papers or short pieces by Plato, Quine, Frege, Locke etc. Part II examines more specialised issues, like causation, time, modality, theories of truth, mathematical realism, paradoxes etc., again by reading specific research papers.

Teaching: Seminars PH501 20 x 1½ hr (ML).

Those 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: B Russell, *Problems of Philosophy*; J Hospers, *Introduction to Philosophical Analysis*; T Honderich (Ed), *The Oxford Companion to Philosophy*.

Detailed readings will be specified during the course.

Assessment: Six 3,000-word essays over the course of the two terms.

PH551

Research Methods in Philosophy II (Physics)

Teacher responsible: Dr Carl Hoefer, A211

Availability: The course is primarily intended for MPhil/PhD students. MSc students are also welcome to attend.

Content: Topics in the philosophy and history of modern science, with special emphasis on quantum mechanics, statistical mechanics and space-time theories. Topics to be chosen by seminar participants.

Teaching: Seminars PH551 15 x 2hr (MLS). Students are advised to attend PH409.2 if they have not covered the material before.

PH555

Research Methods in Philosophy III (Economics)

Teacher responsible: Dr Richard Bradley, A208

Availability: The course is intended for MPhil/PhD students.

Content: Seminars in philosophical problems in economics. Topics to be chosen by seminar participants.

Teaching: Seminars PH555 15 x 2hr (MLS).

REGIONAL AND URBAN PLANNING STUDIES

The MPhil/PhD programme in Regional and Urban Planning Studies, organised by the Director of Planning Studies Dr Andy Thornley, is oriented towards an interdisciplinary social science approach to the study of regional and urban planning processes. We encourage applications from students who wish to pursue such an approach and who normally have already achieved MSc level. Applicants should submit a short research proposal with their application to allow us to assess the suitability of the proposed research and the availability of appropriate supervision. Research students benefit from the strong interest at the LSE in urban and regional issues and supervisors and students of the Regional and Urban Planning Studies programme are involved in the urban research centre *LSE London*.

On registration, which takes place in October each year, students are allocated a supervisor and an appropriate research programme is agreed. Some aspects of this programme are compulsory for all students and others will depend upon past academic experience and the intended research project. Students are expected to fulfil the research training aspects of the programme in their first year (or equivalent for part-time students). At the end of this year a meeting will take place to check the satisfactory completion of this training programme, adequate progress on the research project and consider the upgrade to PhD. Full time students would be expected to complete their PhD in three or four years.

The MPhil/PhD programme contains four dimensions: research methods and skills, development of substantive knowledge, awareness of current research in the field and the development of the individual student's research.

Students are expected to acquire a basic knowledge in both quantitative and qualitative skills and attend the appropriate Methodology Institute courses such as MI411 **Quantitative Analysis in Social Research I** and MI421 **Social Research Design**. They are also expected to develop their research methods in relation to Planning Studies through attending GY503 **Research Methods II** and OR411.2 **Planning Theory**.

In discussion with their supervisors students will identify certain subject-specific courses to attend in their first year. These may be chosen to develop an interdisciplinary knowledge or to explore an area that relates to their research proposal. Such courses are likely to be found within the MSc Regional and Urban Planning Studies or other Masters programmes.

All students are required to attend GY504 **Doctoral Seminar in Regional and Urban Planning Studies** throughout their period of registration. This seminar forms the core of the PhD programme bringing together all PhD students and supervisors in informal research workshops to discuss their work, current debates and contemporary research in the field. There are a number of other courses that students are encouraged to attend in which visiting speakers report on their research. These are GY450 **Seminar in Regional and Urban Planning Problems**, EC450 **Seminar in Urban and Transport Economics**, GY401 **Departmental Keynote Seminars**. Students should also attend GY505 **The Cities 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 a PhD Thesis**. During each year students are required to make presentations of their progress to the GY504 **Doctoral Seminar in Regional and Urban Planning Studies**.

GY503**Research Methods II**

Teacher responsible: Professor I Gordon, S513

Availability: Geography and Planning Studies MPhil/PhD students in the first year of study; MSc Human Geography Research students.

Core syllabus: An introduction to an exploration of alternative approaches to research in human geography and planning. The course comprises three strands - philosophy of social science; research design and practice; information management - with particular applications to human geography and planning.

Content: The nature of social scientific research; different approaches in human geography and planning research; choosing a topic, planning research and time management; comparing quantitative and qualitative approaches; discourse analysis; problems and strategies in interviewing; ethics and values in geographical and planning research; economic modelling and applied/quantitative approaches; spatial data analysis; policy analysis.

Teaching: 10 two hour sessions comprising of lectures, seminars and workshops in the MT and LT. Students are expected to carry out directed reading in preparation for the seminars.

Reading list: T May, *Social Research: Issues, methods and process*, OUP 1993; A Wilson & R Bennet, *Mathematical methods in human geography and planning*, Wiley 1985; D Layder, *New strategies in social research*, Polity 1993; G Gardner, *Social surveys for social planners*, OUP 1978; G McCracken, *The long interview*, Sage 1988; R Yin, *Case study research: design and methods*, Sage 1994; A Ackroyd & J Hughes, *Data collection in context* (2nd edn), Hutchinson 1992; S Campbell & S Fainstein (Eds), *Readings in Planning Theory*, Basil Blackwell 1996.

Assessment: An unseen examination of 2 hours (2 from 5) (75%), and one essay of 3,000 words (25%). Examinations take place in June.

GY504**Doctoral Seminar in Regional and Urban Planning Studies**

Teacher responsible: Dr A Thornley, Room S420

Availability: For MPhil and PhD students in Regional and Urban Planning Studies. Other research students interested in the subject area would be welcome.

Core syllabus: A detailed syllabus is fixed at the start of each term.

Content: This course of seminars provides students with an opportunity to discuss their own research in the context of contemporary debates and research in the subject area. The discussions will take a number of forms. Students will present their own work for discussion in the seminar during the first year of their programme and again at a later date. Staff involved in supervising Regional and Urban Planning research students will attend these sessions. A second form of discussion will be based upon

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 Research Student Tutor.

The progress of each student is reviewed during the Summer Term of the first year for full-time students, of the second year for part-time students. Students present a detailed thesis proposal, a literature review, an outline of their proposed methodology and a timetable for completion. These must each be of a standard acceptable to the department.

SA550**Current Issues in Social Policy (Seminar)**

Teacher responsible: Professor J Le Grand, A244

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 ST students will be asked to present their research plans to the seminar.

SOCIAL PSYCHOLOGY

Applicants, normally, should possess a high level of pass in an appropriate Master's Degree, together with at least an Upper Second Class Honours Degree in an appropriate subject from a UK university or its equivalent elsewhere. The Department runs Doctoral Programmes in:

- Social Psychology
- Organisational and Social Psychology
- Media and Communications; this is an interdepartmental doctoral programme, administered through Media@lse and jointly run between the Departments of Social Psychology and Sociology. For details of the Media and Communications Doctoral Programme see Media and Communications entry.

Graduates from the Department's own Master's Degrees in these areas must have achieved an average mark of 65% or better (pass mark, 50%) to be eligible for admission to the corresponding doctoral programme.

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.

GY505**The Cities Seminar**

Teacher responsible: Max Steuer. Contributing teachers: Professor Richard Sennett, Dr Andy C Pratt and Ricky Burdett

Availability: **Part A:** those registered on Masters programmes concerned with Cities (MSc Cities, Space and Society, MSc Cities, Architecture and Social Science, MSc Regional and Urban Planning and MSc International Housing).

Part B: PhD students registered in the school (years 1-4) studying urban topics. Prospective PhD students need to apply, and to be accepted, onto Part B of this course.

Core syllabus: A cross-disciplinary, integrative, graduate and staff seminar focused upon contemporary debates about cities. The objective of this course is to bring postgraduates, staff and researchers together from across the school to critically examine urban research 'in progress'. The aim is threefold: to engage in academic peer group debate; to explore the theory, policy, practice relationship; and, to expose the methodological and theoretical aspects of the research and reporting process.

Content: **Part A (MSc level)** will adapt to integrate contemporary issues and debates about the City; external speakers from the policy and academic community will be invited.

Part B (PhD level) will have a seminar structure with particular emphasis placed upon discussion and debate. The seminar will be chaired by Richard Sennett and Andy Pratt, and be reinforced by the regular attendance of other staff. The seminar will have two strands which will alternate by session. Strand 1 will consist of LSE and related staff presenting their research. Strand 2 will consist of PhD students (usually, year 2) presenting their work.

Teaching: **Part A:** The seminars take place every two weeks 10 x 2 hour sessions in the MT and LT.

Part B: 14 x 2 hour sessions, the seminars take place on alternate weeks to Part A in MT, LT and ST.

The seminars are held on Wednesday 4-6pm.

Assessment: The course is non-examined.

Teaching: Fortnightly meetings in MT, weekly in LT and ST (SA550).

Reading list: A full reading list will be provided as the course proceeds.

SA590**Seminar on Demographic Research Methods**

Teacher responsible: Professor J Hobcraft, A251

Availability: For MPhil/PhD students in Demography.

Teaching: 15 x 1½ hour seminars over the MT, LT and ST, given by research students and staff in Population Studies on their research (SA590).

The social psychology programme involves coursework which will be formally assessed. This includes a broad training in research methods together with the core course from the corresponding Master's programme (**Contemporary Social Psychology** (PS400); **Organisational Social Psychology** (PS404)). In addition students will follow a specialised option course in the Lent Term of their initial year appropriate to the topic of their doctoral research. This latter course will be assessed by coursework alone. Candidates may be exempt from some or all of these course requirements, depending on their prior qualifications. All students are required to attend the **Current Research in Social Psychology Seminar** (PS950) during their first two years of full-time registration, or until the candidate has upgraded from MPhil to PhD.

Initial registration is for the Degree of MPhil. The power to up-grade a student's registration from MPhil to PhD is vested in a thesis committee which will meet, normally, not later than 15 months after initial registration for MPhil. A decision to upgrade registration from MPhil to PhD will apply retrospectively to incorporate the initial period of registration for MPhil. Candidates on the programme will be expected to submit their thesis by the end of their third year of registration full-time or its equivalent part-time.

PS940**Social Psychology (Seminar)**

Teacher responsible: Professor Sonia Livingstone, S364

Availability: Staff and graduate students in the Department of Social Psychology.

Teaching: Fortnightly seminars (PS940), Sessional. Papers will be presented by outside speakers.

Assessment: Non-examinable.

PS950**Current Research in Social Psychology Seminar**

Teacher responsible: Dr Bradley Franks, S313

Availability: Academic staff and research students only.

Teaching: Weekly seminars (PS950) MT, LT and ST. Seminars for research students in Social Psychology and Organisational and Social Psychology throughout the academic session.

Assessment: Non-examinable.

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 courses are available under the entry for the Methodology Institute in this Calendar): MI411 **Quantitative Analysis in Social Research I** (1/2 unit), MI412 **Quantitative Analysis in Social Research II** (1/2 unit), MI421 **Social Research Design** (1/2 unit), MI422 **Text, Image and Sound in Social Research** (1/2 unit), MI431 **Topics in Philosophy of the Social Sciences** (half unit). Other specialist research courses (eg, SO502 **Research Seminar on the Sociology of Crime and Deviance**, SO505 **Research Workshop on Globalization**, SO506 **Studying Religion: A Research Workshop**, SO507 **Theory and Methods in Qualitative Research: Narrative and SO401 Methods of Sociological Study**) may be substituted for one or more of these courses after discussion and with the agreement of the student's supervisor.

Those students who have satisfactorily passed the first year requirements may, at the discretion of their supervisor, be required to complete further courses in their second and/or subsequent years.

In the Summer Term of each year the progress of each student registered in the Department will be discussed at a general meeting of all research student supervisors, the MPhil/PhD Board. This Board will decide whether to permit students to proceed. Various courses of action to assist students to reach performance standards deemed appropriate by supervisors may be required.

All full-time research students are expected to have made the transition from the MPhil to PhD within two years of first registration and to have completed their PhD theses within four years. Part-time students will normally be expected to be upgraded to PhD by the end of their third year, and to complete their theses within six years. The decision to upgrade from MPhil to PhD is taken by a panel consisting of the supervisor(s) and at least one other, all having read and commented on the student's work.

Part-time students will be expected to have completed the equivalent of full-time students' courses over a two-year period.

A detailed listing of the departmental regulations for MPhil/PhD students can be found in the introductory booklet available from the departmental office.

SO500**Research Class for 1st Year MPhil Students**

Teachers responsible: Dr E Weinberg (Convener), S666 and Dr C T Husbands, S687

Availability: For first-year research students in Sociology

Content: The research seminar aims, in the first term, to give a broad picture of some of the major types of sociological method and of the variety of aspects associated with their use and application. It is intended in the second term to enable students to present their initial ideas about their own research and about the methods which they wish to use, so that they may benefit from discussion with other members of the seminar, both students and teachers, about the issues and problems thereby raised. The principal objective of the seminar is to put students firmly on the path to being able to conduct their own research, self-confidently armed with knowledge about issues and methodologies gained from relevant reading and subsequent discussion and from constructively critical observations about their own and others' research intentions made by their peers and teachers present in the seminar. Each student is also required to attend the two-session course, MI500; **Introduction to Study for the MPhil and PhD**.

Teaching: 20 seminars in the MT and LT, each of two hours duration.

Assessment: Students are required to submit to Room A451 by Monday 1 May 2001 three copies of a typed and paginated essay of no more than 5,000 words on the 'Aims and Methods' of their research project. Part-time students will normally submit their essay to Room A451 by 1 June 2001, but may submit by 1 March 2002. Each is also required to submit further written work to his/her supervisor, to be arranged between him/her and the respective supervisor. Approval by the supervisor and Drs Weinberg and Husbands of the 'Aims and Methods' paper, and approval by the supervisor of additional written work, are both necessary in order to proceed to the next stage of the course. The work of all full-time students is evaluated by a

PS960**Classical Texts in Social Psychology**

Teachers responsible: Dr Martin Bauer, Dr Sandra Jovchelovitch, Professor George Gaskell and others

Availability: No restrictions.

Core syllabus: To maintain awareness of classic monographical studies of social psychology, in both its psychological as well as its sociological tradition. To provide a forum for entire textual reading and contextual discussions of contributions by J Vygotsky, K Piaget, Lewin, G H Mead, LeBon, McDougall, F Bartlett, S Freud, E Goffman, Ichheiser, Buehler and others.

Teaching: A series of discussion seminars centering on key texts and authors in the LT and ST.

Reading list: R M Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996. Further readings will be suggested at the start of the seminar.

Assessment: Non-examinable.

Review Panel in the ST of their first year. Part-time students may elect to be evaluated at the end of the first year or during their second year.

SO501**Research Students' Seminar**

Teacher responsible: Dr L Sklair, A350

Availability: For continuing (second and subsequent years) research students in Sociology.

Content: The course will consist of papers given by continuing research students and specialists in areas relating to social research. The focus of the seminar is on the research process and practical and ethical as well as cognitive problems of sociological research.

Teaching: 25 seminars in the MT, LT and ST each of two-hours duration.

SO502**Research Seminar on the Sociology of Crime and Deviance**

Teachers responsible: Professor D Downes, A237, Professor Paul Rock, A454b and Professor S Cohen, S684

Availability: For students preparing dissertations on the Sociology of Deviance, Crime, Social Control and allied areas for the MPhil and PhD degrees.

Core syllabus: Designed to encourage public discussion of evolving work, the seminar will enable participants to review their own, others', and general problems encountered in the process of exploring crime, deviance, social control and allied subjects.

Teaching: Twenty-five seminars of 90 minutes duration in the MT, LT and ST.

Assessment: Students are expected to deliver an oral report each year on

the design, methods and development of their research before an audience of fellow students and academic teachers specializing in the discipline.

SO504**Research Seminar on The Implications of Moral Diversity**

Teacher responsible: Professor Steven Lukes

Availability: MPhil/PhD students in Sociology; graduate students in Government, Philosophy and Anthropology may apply, if space is available.

Teaching: Two hours per week during the LT.

Content: The course will explore the question: what connection, if any, holds between the evidence of moral diversity across cultures and the thesis that moral disagreements are incapable of rational resolution? This leads to several others, such as: what exactly does that evidence show? Do cultural differences in morality entail moral relativism? What are the implications for tolerance? For liberal political philosophy? For the idea and the practice of human rights?

Reading: This will include classics, such as Montaigne and Hume; and present-day philosophers, anthropologists and political theorists.

SO505**Research Workshop on Globalization**

Teacher responsible: Dr L Sklair, A350

Availability: For MPhil/PhD students whose research has a global dimension.

Content: Critical analysis of theories and research in globalization.

Teaching: Ten fortnightly meetings in MT and LT, starting second week of MT, each of two-hours duration.

Assessment: Students are required to submit two papers of not more than 2,500 words each, one on general methodological issues relating to globalization research and the other on specific issues relating to the research of the individual student.

SO506**Studying Religion: A Research Workshop**

Teacher responsible: Professor Eileen Barker, A454a

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.

Teaching: Fifteen meetings fortnightly each of 90 minutes duration during MT, LT and ST. All students will be expected to lead and to participate actively in the workshops and take part in exercises such as role playing.

Assessment: Students will be expected to present papers on their own research, and a variety of exercises will be given throughout the course.

SO507**NA 00/01****Theory and Methods in Qualitative Research: Narrative**

Teacher responsible: Professor Richard Sennett, Y310

Availability: This course is aimed at students preparing dissertations involving sustained interviews or students considering such dissertation

STATISTICS

All students are normally first registered for the MPhil degree. Transfer to the PhD takes place at the end of the second year in suitable cases.

During the first year of registration, students often attend MSc and Research Training courses to improve their background knowledge. They are required in all years of registration to attend Departmental Seminars. Students must make presentations of their work, and their progress is regularly assessed by a Departmental Committee.

ST504**Workshop in Applied Statistics**

Teacher responsible: Dr I Moustaki, B606

Availability: This course is intended primarily for Research students, PhD, MPhil and research fee and MSc students in all departments of the School whose research or project work involves the use of or appreciation of statistical techniques and methodology, and the use of computer packages for statistical analyses. Prerequisites: None except the need for such support.

Core syllabus: The workshop will deal with the practicalities of statistical data analysis in research within the social sciences.

work. All prospective students should be in touch with Professor Sennett as soon as possible. Numbers for this course are limited.

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 or narrative in 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 analyze the narratives gathered in the field.

Assessment: Each student will be asked to write an analytic paper on the interviews he or she has conducted.

SO508**Research Seminar for Media, Communication and Culture**

Teachers responsible: Professor Roger Silverstone, S486 and Professor Sonia Livingstone, S366

Availability: For Research students.

Core syllabus: The aim of the course is to help raise awareness of theoretical, conceptual and methodological issues in media, communication and cultural studies.

Content: Analytical and interpretive strategies in media research with special reference to consumption, globalisation and the changing media environment. Conceptual issues in media, communication and cultural theory.

Teaching: 10 x 1½ hour weekly seminars throughout the MT and LT, plus 6 x 1½ in the ST.

Reading list: Roger Silverstone, *Why Study the Media?*, Sage, 1999; Klaus Bruhn Jensen & Nicholas Jankowski (Eds), *Handbook of Qualitative Methodologies for Mass Communication Research*, Routledge, 1991. Other reading will be given as appropriate during the course.

Assessment: This course is based predominantly on student presentations on their work in progress. First year students will be required to produce a 5,000 word essay based on their presentation by the end of the LT.

SO510**Research Seminar on Sociology & Politics of the 20th Century**

Teacher responsible: Professor Perry Anderson

Availability: Normally restricted to MPhil/PhD Sociology and Government students although numbers will be limited. If space is available, other graduate students may apply.

Teaching: Two hours per week during the MT.

Reading list: Will be given at the beginning of the course.

Assessment: Students will be expected to present papers.

SO511**Research Seminar in Political Sociology**

Teacher responsible: Mr Angus Stewart

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.

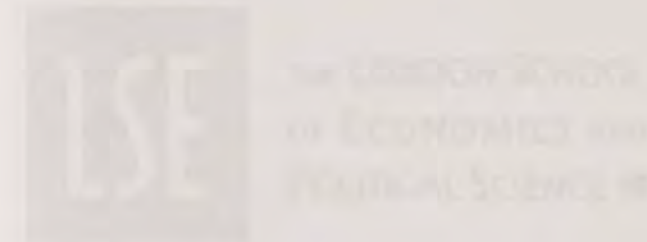
Assessment: Students are required to present two papers in the course of the session, one on methodological issues and one on substantive aspects of their research project.

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Undergraduate Handbook

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KEY ADDRESSES AND DATES

KEY ADDRESSES

Dean of Undergraduate Studies Mr Mark Hoffman, A203	<i>Secretary</i> Ms Nicky Dallen, A202, ext 7849
Adviser to Women Students Dr Kirsten Schulze, E507, ext 7105	Adviser to Students with Disabilities Ms Stephanie Black, H509, ext 7694
Academic Registrar Mr George Kiloh, H209, ext 7121	<i>Secretary</i> Miss Linda Newman, H210, ext 7121
Deputy Academic Registrar Dr Ian Stephenson, H211, ext 7122	Assistant Registrar (Undergraduate Office) Mr David Ashton, H310, ext 7457
Administrative Officer (Undergraduate Office) Mrs Janetta Futerman, H310, ext 7139	Registry Section of the Undergraduate Office H310, ext 7130, 7146, 7752, 7753, 7143, 7142, 7966, 7131
Accommodation Office E294, phone 020 7955 7531/7532	Careers Service E388, phone 020 7955 7134
Students' Union Reception E65, phone 020 7955 7158	Welfare and Accommodation Office E297, phone 020 7955 7145
Health Service St Philip's Building; phone 020 7955 7016	Dentist St Philip's Building; phone 020 7955 7444
Chaplaincy K51; phone 020 7955 7985	

DEPARTMENTAL TUTORS AND ADMINISTRATORS - 2000/2001

Department	Tutor (T)/Names Admn (A)	Ext	Room	Study Room
Accounting and Finance	T: Dr J Horton A: Osmana Raie	6210 7324	Y208 A383	A306
Anthropology	T: Professor H Moore A: Barbara Wesley	7409 7202	A611 A603	A607
Economic History	T: Mr D Baines (ML) T: Dr W Kennedy (S) A: Linda Sampson	7059 7074 7084	C414 C314 C419	C220
Economics	T: Mr J J Thomas A: Jan Henning	7523 7680	S74 S86	S69
Geography	T: Dr D Perrons A: Susan Edhouse	7899 7587	S506b S409	S514
Government	T: Mr E Thorp A: Nicole Boyce	7199 7204	K101 K102	K104
Industrial Relations	T: Dr S Ashwin (to first-years) T: Mr S Dunn (to years 2 & 3) A: Sandra Bayne	7036 7045 7026	H709 H711 H807	H716/H717
International History	T: Dr J Hartley A: Carol Toms	7119 7548	E405 E403	E509
International Relations	T: Dr J Kent A: Hilary Parker	7167 7404	D407 D607	7th Floor Clement House
Law	T: Dr S E Worthington (ML) T: Dr D Chalmers (S) A: Angela White	6389 7623 7278	A159 A361 A301	A306
Management	T: Dr R Richardson A: Julie Bennett	7028 7920	G509 G506	G500
Mathematics	T: Dr J Van Den Heuvel A: David Scott	7625 6373	B410 B405	B402
Operational Research	T: Dr S Powell A: Brenda Mowlam	7643 7653	G409 G407	G211
Philosophy	T: Dr R Bradley (MS) T: Professor J Worrall (L) A: Angela Waplington	7333 7335 7340	A208 A286 A212	A287
Russian Joint Studies	T: Dr A Innes A: Marian Clark	6155 6780	J208 J217	
Social Policy	T: Dr J Beall A: Julia Shaw	7563 7371	A267 A253	A131
Social Psychology	T: Dr A Wells A: Sarah van Hest	7709 7712	S384 S304	S315
Sociology	T: Dr C Badcock A: Joyce Allen	7288 7305	S777 A451	A347
Statistics	T: Dr C Phillips (BMS students) T: Dr A Dassios (Actuarial Science students) A: Suzi Wood	7644 7749 7650	B608 B603 B611	B402

Dates of Terms

Session 2000-2001

Michaelmas Term: Thursday, 28 September 2000 to Friday, 8 December 2000

(Teaching begins Monday, 2 October 2000)

Lent Term: Monday, 8 January 2001 to Friday, 16 March 2001

Summer Term: Monday, 23 April 2001 to Friday, 29 June 2001

Session 2001-2002

Michaelmas Term: Thursday, 4 October 2001 to Friday, 14 December 2001

(Teaching begins Monday, 8 October 2001)

Lent Term: Monday, 14 January 2002 to Friday, 22 March 2002

Summer Term: Monday, 29 April 2002 to Friday, 5 July 2002

ABOUT LSE

THE BUILDINGS

In term

Mondays to Fridays: 0800 to 2130 (after 1830 by main entrances only; after 2130 identification required).

Saturdays: 0800 to 1700 (A and S only, by main entrances only; after 1700 identification required. Access to other buildings by Main Lodge in A: identification required.)

Sundays: Access via Main Lodge: identification required.

In vacation

Mondays to Fridays: 0800 to 1830 (from 1830 to 2130, A and S by main entrances only; after 2130 identification required).

Saturdays & Sundays: Access via Main Lodge; identification required.

Access to K, L, T, X, Y, Z, PS, G and N is restricted after 1830 and restricted at weekends. Access to B is restricted after 1730 and at weekends. C opens between 0800 and 1830 in term-time only; at other times access to it is via Main Lodge; identification required.

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

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

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

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

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

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

If you are keeping computer data 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.

Normal opening times

see below for building codes

Other restrictions

Room numbering

Fire precautions

COMMUNICATIONS

Your address

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

DATA PROTECTION

The law

The Data Protection Officer is Dr I L Stephenson.

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

The DPA register

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

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

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

- There is only one academic file for each student.
- Access to student files is restricted to those who have a direct interest in them, namely
 - The Director, Pro-Directors, Deans, the Secretary and Academic Registrar's staff.
 - Tutors, Conveners, departmental tutors, class teachers, teachers named as referees by students, or teachers who have other bona fide reasons for examining a file.
 - The School's medical staff.
- Files contain application forms, references supporting application, academic records showing progress at the School, and accumulated correspondence.
- 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.
- 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.
- The medical records of students are kept entirely separate from their academic files and medical staff alone have access to them.
- The School's practice in dealing with outside requests for information about current students (other than those of a routine and public nature, eg confirmation that a named student is registered at the School) is to refer the request to the student, leaving it to him or her to decide whether to respond.

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.

Normally, you will already have registered by the time you receive this handbook. If you have been unable to register for unavoidable reasons, you should go to the Undergraduate Office and register there as soon as possible after 4 October. Records for all students who have not registered or re-registered by the deadline date of 29 October 2000 will be cancelled. Students are not normally allowed to register after this date because they will have missed a significant part of their programme of study.

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

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

The final date by which new and returning students may register for the session is 29 October 2000. If you have not completed registration by the deadline of 29 October your record will be cancelled.

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

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

You will have a tutor, who will advise you on course selection and will monitor your academic achievement throughout the year. Your tutor is the first point of contact for advice on any matter – academic or personal – affecting your undergraduate experience. You are expected to see your tutor regularly. The Code of Practice on Teaching and Learning for Undergraduates on page 42 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

REGISTRATION

New students

Continuing students

LSE card

Your programme

Your department

Your tutor

The Departmental Tutor

- Where this is not undertaken by the Chair of the departmental Examinations Sub-Board, to chair the meeting on student progression following the Sub-Board, and to advise the Committee on Student Progress on students who have not met the progression criteria
- To consider requests for degree transfers, including General Course transfers, in consultation with the department's Admissions Tutor(s), and make recommendations to the Academic Studies Committee
- To consider requests for suspensions of regulations for an individual undergraduate student or body of undergraduate students, and make recommendations to the Academic Studies Committee
- To consider and, where appropriate, approve requests for changes of course where students have failed or deferred a paper and wish to follow a different course
- To consider and approve requests for changes of classes taught in the department
- To consider and, where appropriate, approve requests for repeat teaching by students who have failed (or deferred) the examination for a course offered by the department (except where the Committee on Student Progress has given permission for repeat registration)

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

Each department also has a Departmental Administrator, who can help you with matters relating to your degree programme and the courses offered. They are always willing to give whatever advice and information they can. A list of Departmental Administrators and their room numbers can be found on page 2.

Most departments have a room for use by their students for study and discussion, but because of the requirements for teaching, these rooms are often used for teaching during the normal teaching week. Details of these can be found on page 2.

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

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

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

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

You are not normally advised to interrupt your studies. However, if you think you need to do so you should write formally to the Undergraduate Office, Room H310, explaining why you wish to break your studies and seeking permission. If your request is approved you will be allowed to interrupt your registration for a year and resume your studies at the point you left off. The maximum period of interruption normally allowed is one year. If you are given permission to interrupt your registration, your fees will be adjusted and you will be charged fees when you resume your registration at the new rate in operation at the time.

*Before you make a final decision to terminate your studies, discuss your position with your tutor or one of the School's Advisers or the Dean of Undergraduate Studies. If, for whatever reason, you decide you are unable to continue with your programme and wish to leave in mid-session, you should write to the Undergraduate Office, Room H310. Any refund due will be calculated on the basis of a 30-week year. **You will be liable for fees up to and including the week the Undergraduate Office receives written notification of your withdrawal.***

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

The Departmental Administrator

Study room

DURATION OF STUDY

Attendance requirements

Interruption of studies

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

Withdrawal from the School

Duration of contract and discipline

Teaching starts on Monday, 2 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. In addition it is expected that there will be some timetable only web access points in main entrances to buildings around the School where information and changes can be checked. The address is <http://www.lse.ac.uk/admin/secretariat/services/timetables> or follow the links from the School's home page.

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, 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 <http://www.lse.ac.uk/admin/secretariat/services/timetables> or follow the links from the School's home page.

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 84.

This permission should be sought from the Academic Studies Committee via the Undergraduate Office.

If you wish to change your degree programme you must obtain a *Change of Degree Course Application Form* from the Undergraduate Office, Room H310, or from most Departmental Offices. You must then seek written approval from the Departmental Tutor of the department responsible for the degree you wish to follow and from the Departmental Tutor of the department responsible for the degree you wish to leave.

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

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

Your degree programme is made up of a number of courses. You should have selected your courses before registration. Before finalising course choices, you should consult the degree regulations for your degree programme. First year students should have completed a *Provisional Course Choice Form*, having consulted the booklet, *Choosing Your First Year Courses*. Continuing students should select the course choices for the following session at the end of the Lent term. Course choices for the current session are confirmed by your tutor at your first meeting with him/her in the Michaelmas term. You should note that it is your responsibility to ensure that your choices are consistent with the degree regulations. The deadline for final course choice is the end of week 5 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.

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.

CHOOSING YOUR COURSES

Initial course choice

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

If you wish to change courses within degree regulations you will need to seek permission and must complete a *Course Change Form* available in the Undergraduate Office and Departmental Offices. This should be countersigned by your tutor and returned to the drop box in the Undergraduate Office. You can also send this through the internal mail system, but it will obviously take longer to process. The office will check the requested change against the regulations and the teaching timetable, and will post confirmation of the amendment on the intranet on <http://www.lse.ac.uk/admin/secretariat/services/timetables>. Any changes made to your courses must have approval from your tutor and must be made by the end of week 5 of the Michaelmas term. If you miss the deadline for changing courses, you will have to apply to the Academic Studies Committee to be allowed a late change of course. *This is only agreed in exceptional circumstances*, so you should ensure that you have met the normal deadline. *Late Change of Course Application Forms* are available from the Undergraduate Office and most departmental offices.

If, in exceptional circumstances, you wish to take a course outside the regulations for your degree programme, you should seek permission by completing a *Suspension of Regulations Application Form*, available from the Undergraduate Office and from most Departmental Offices. This form must be completed and returned to the Undergraduate Office. The application will then be considered by the Academic Studies Committee. *You must not assume that you will be allowed suspension of regulations*. You should therefore continue to follow courses specified within the regulations until a decision has been taken. We will inform you in writing if approval has been given. Applications must be submitted by week 5 of the Michaelmas term.

When you are choosing your options you are limited to courses available at the School. In some circumstances you will be allowed to take courses offered at other University of London colleges, but normally only after approval has been given by the Academic Studies Committee. You should complete a *Suspension of Regulations Application Form*, unless an intercollegiate course is specified within the regulations for your degree (for example in the BA degree in History), by week 5 of the Michaelmas term.

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

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

See *STUDENT SERVICES*
See *ILLNESS AND EXAMINATIONS*

If you are unwell during your programme of study you should inform your tutor as soon as possible. If you are ill for more than two weeks you should inform the Undergraduate Office, Room H310, of your non-attendance because of ill-health and of when you expect to return. If you think your illness may affect your examination performance you should get a medical certificate from your doctor and pass a copy with a letter of explanation to the Undergraduate Office. The Undergraduate Office will keep the letter on file and advise the relevant Board of Examiners for your degree.

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

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

Changing course within degree regulations

Changing courses outside degree regulations

Courses at other University of London colleges

Repeating teaching in courses

Changing classes

ILLNESS DURING YOUR STUDIES

STUDYING ABROAD

LEARNING SUPPORT AND CAREER DEVELOPMENT SKILLS

LSE offers a wide range of stimulating and intellectually challenging courses. For many of you, the School's approach to teaching will be quite different from anything you have experienced before. To enable you to make the most of your time at the School, we provide a range of opportunities to develop your **study skills** and **information seeking abilities**. If English is not your first language there is support for **language development**. There are also opportunities to develop modern foreign languages. Finally, as you prepare to move on from LSE to your future career there are seminars, workshops and individual support for **career planning** and **job seeking**.

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

Study Skills

Contact: Liz Barnett, Teaching and Learning Development Officer; email l.barnett@lse.ac.uk or ext 6623, room H417c Connaught House

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

Teaching Sessions scheduled for Wednesday afternoons – mainly in the Old Theatre. Visit the web site for access to further support materials, and look out for posters and adverts in *News and Views*, and around the School. Further one-to-one support/study clinics also available during term-time.

Contents The series of lectures and practical workshops addresses basic study concerns in the Social Sciences. There are three lectures at the start of the Michaelmas term:

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

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

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

In the Lent term, there is a series of three sessions to help you prepare effectively for your exams. These sessions will include ideas on:

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

Suggested reading: P J Dunleavy, *Studying for a degree in the humanities and social science*; D Rowntree, *Learning how to study*.

Library and information skills

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

Who should attend? It is recommended that all new students at LSE make use of a selection of the Library training sessions.

Teaching There is a regular programme of hands-on training sessions held in the Library, run throughout the year. Dates and times of classes are in the Information Skills training leaflet, available in the Library and on the Library's website. No booking is needed.

Contents *Induction:* At the start of the session, tours of the Library are available throughout the day for the first few weeks of term. These will enable you to find your way around the building and find out what services are available. Throughout each term there are also several hands-on sessions on using the Library's catalogue (Unicorn).

In addition, there are regular hands-on sessions on information sources and applications such as:

- *Finding Information on the Internet:* use search engines, subject gateways and other search services to find information more effectively on the Internet.
- *Finding journal articles:* How to use journal index databases such as *IBSS: The International Bibliography of the Social Sciences* (via BIDS) and *The Social Sciences Citation Index* so that you can search for articles from any networked terminal in the School or from home, and email or download the results. Sessions on electronic journals show you how to find full text articles available on the Internet and how to save the results.

- *Using EndNote:* How to use a bibliographic software package which enables you to keep and organise your references to books and journals electronically, download references from library catalogues and the like, and then export them into a document as citations and footnotes.
- *How to find Business Information:* An introduction to the Business Information resources available in the Library, including company data, journal literature and internet sources. Other regular classes are available on finding Government Publications and on using electronic data sources.

IT Skills

Contact Sam Thornton, IT Training and Information Manager, IT Services; email s.thornton@lse.ac.uk

Who should attend? It is recommended that all new students make use of a selection from the IT Induction Programme and/or the independent learning options.

Teaching Classes run throughout the Michaelmas and Lent terms. Advanced booking is necessary. The weekly schedule of classes is posted on the notice board outside Room S169. To book a place, simply sign your name on the appropriate booking sheet. Each class consists of a hands-on practical lesson in a computer classroom.

For further information, see the booklet *IT Training Courses for Students*, available from the IT Services Information Desk in S198, or on the Web at www.lse.ac.uk/depts/its/stdtrain/intro.htm. Alternatively, follow the IT link on the Learning Support and Careers Development Skills Website.

Contents

The IT induction programme

The principal aim of the IT Induction Programme is to provide you with a set of skills to enable you to use the IT facilities at the LSE. The programme is aimed at all students new to the School, even with some experience of computers, as the courses introduce you not only to the use of computers but also to the IT environment at the LSE.

The Programme consists of a series of training modules based on Windows 2000. They cover Microsoft Office 2000 (Word, Excel, PowerPoint), Microsoft Outlook (email), Internet Explorer (Web browser) and SPSS (statistics software).

There is also a 'fast track' course called *Introduction to IT at the LSE*, intended for students already familiar with Windows and applications such as word processing, spreadsheets and electronic mail, who simply need to be introduced to the IT facilities at LSE.

Independent Learning

- *Computer-based training:* For students who prefer to work on their own rather than in a classroom situation or who wish to extend their IT skills beyond the level of the Induction Programme, computer-based training (CBT) is available in the computer classrooms and public areas. CBT packages available include Windows and Microsoft Office (Word, Excel, PowerPoint, Access).
- *Typing tutor:* There is a typing tutor on the network, called AccuType, to help you to improve your typing skills, both speed and accuracy.
- *Online tutorials:* Many software packages for Windows include online tutorials, which give new users a short introduction to the use of the software. These are normally found on the Help menu of the application.
- *Books and manuals:* Copies of the manuals and books for many of the main software packages used in the School can be borrowed from the Course Collection in the Library.

English for Academic Purposes

Contact John Heyworth on ext 7933 or j.heyworth@lse.ac.uk

LN990

English for Academic Purposes

- If you are a student whose first language is not English, the LSE Language Centre can provide a flexible programme of support relating to your needs.
- In order to establish the level of the support you may need, you must have your English assessed by a member of our team.
- We hope to assess most students during the first two weeks of the study term. Please contact the LSE Language Centre on arrival to find out when you can be assessed.

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:

- You must have your English assessed as soon as possible
- 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 termly update.

Modern Foreign Languages

Contact John Heyworth on ext 7933 or j.heyworth@lse.ac.uk
Languages other than those below may be offered: ask for the latest update.

INTRODUCTION

Certificate courses are

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

The following levels are offered for all eight languages:

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

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

Each level will be sub-divided into categories that may reflect differentiated sub-levels or specialist interests, for example:

- French Level 2A: Level 2 but with an initial revision of key areas of level 1
- French Level 2B: Level 2 Fast-track
- German Level 5A: Grammar
- German Level 5B: Politics

Special modules may be offered for *Management and Business, Law and European Studies* at Level 5 (Advanced/Specialist interest) (**F, G, S**).

Classes have the following formats, all at a course price of £95:

Ordinary programmes: 40 hours contact time + recommended independent study. Class size 16. Certificate optional.

Fast/Speedtrack programmes: 30/40 hours contact time + compulsory guided study. Class size 12/16. Certificate mandatory.

Specialist programmes: 20 hours contact time + recommended independent study. Class size 8. Certificate optional.

Teaching: Two hours per week.

Books: Contact the Language Centre or enquire on enrolment.

THE CERTIFICATE COURSES

Languages for Social Sciences: Ordinary Programmes

Level One (Absolute Beginners)

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

Level Two (Re-start/Elementary)

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

Level Three (Lower Intermediate)

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

Level Four (Higher Intermediate)

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

Level Five (Advanced)

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

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

Some of the Ordinary Programmes will be supplemented by Fast-track, Specialist and Guest Lecture Programmes. Further details available direct from Language Centre. Guest speaker programmes are mostly timetabled on Wednesday afternoon and Monday to Thursday 1800-2000.

Career Development Programme

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

Who should attend?

All students from the first year onward should be thinking about career development and developing their skills for the future.

Teaching Contents

Dates and venues are available from the Careers Services E388 or via the Website. Workshops and seminars will be arranged through the year. Topics may include:

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

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

FINANCIAL MATTERS

Your status as Home/EU or Overseas is determined by the Undergraduate Office. All other enquiries should be made to the Finance Office, Room H403.

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

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.

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

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.

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.

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.

FINANCIAL ASSISTANCE

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

UK undergraduate students are eligible to apply for an award from the Access Fund. Applications will be available from the Graduate School Reception as soon as the Government has confirmed funding for 2000/01, probably in late October.

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

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

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.

Small sums of money are available for helping students with disabilities. A free photocopying service may be available to some students. Apply through the Student Advice Centre.

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.

FEES

Fees for the 2000/01 session

Undertaking

Status

Debts

Refunds

Part-time Students

Student Support Fund

Access Funds

Student loans

Other sources of financial assistance

Students' Union Women's Right to Choose Fund

Students' Union Fund for Disabled Students

COUNCIL TAX

Liability

Definition of your status

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

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.

Certification

EMPLOYMENT

Non EEA students:
For full details see
www.dfee.gov.uk/ols/html/nboard/student_working.htm

LSE rules

Undergraduate Prizes

Akzo-Nobel Prize	One of £150; One of £100	Best and second-best performance in Financial Accounting Paper
Bassett Memorial Prize	£30 each; two prizes	Best performance in BSc Government
Bernard Cullen Prize	£100	Best performance in finals of BSc Economics
Janet Beveridge Awards	£50 each; two prizes	Conspicuous merit in 1st/2nd year of a degree in the Department of Social Policy & Administration. Best performance in an Undergraduate Degree in Social Policy & Administration
Christie Memorial Prize	£125	Awarded to students pursuing a course in Department of Social Policy & Administration
Citibank Prize	One of £150; One of £100	1st & 2nd best performance in AC320, Corporate Finance & Financial Markets
Ellicott-Hollows Memorial Prize	£25	Best performance in an undergraduate degree in the Department of Social Psychology
Farr Prize	£80	Best performance in the BSc degree in Economics
Financial Times Prize	£100	Best performance in AC340, Auditing & Accounting paper for students in the final year of the BSc degrees in Actuarial Science or Accounting and Finance
George & Hilda Ormsby Prize	£100 each; two prizes	Best examination performance in an undergraduate degree and best dissertation in the Department of Geography and Environment
The GAAPS Actuarial Science Prize	£300 (may be divided between a number of students)	Continuing Undergraduate on BSc degree in Actuarial Science
Goodwin Prize	£50	Best performance during 2nd year for an Undergraduate student in the Department of International Relations
Hughes Parry Prize	£50	Best performance in the subject of LL104, Law of Obligations I
Gourgey Prize	£25	Best performance by an Undergraduate in finals of BSc degree in Industrial Relations
KPMG Peat Marwick Prize	£500	Outstanding performance in AC100, Elements of Accounting & Finance
Harold Laski Scholarship	£100	Third year students showing the most promise in the first 2 years of BSc Government examinations
Maxwell Law Prize	£150	Best performance in the LLB examinations
Andrea Mannu	£100 each; two prizes	Best overall performance in undergraduate examinations for students in the Department of Philosophy, Logic & Scientific Method
C S Mactaggart Scholarship	£250 each; eight prizes	For 2nd & 3rd year students on undergraduate degrees with a good performance in the Mathematical area. Usually given to students with the highest exam overall average marks in each year.
Morris Finer Memorial Prize	£100	Best performance in Part I, LLB examinations
Raynes Undergraduate Prize	£100	Best performance in the final year examinations for students on the BSc degree in Actuarial Science
Rishi Madhani Award	£101	Awarded to an undergraduate student obtaining the top mark in Macroeconomic Principles (EC210)
Robson Memorial Prize	Between £2,000 and £3,000	To help current or recent students of the School to prepare for articles or books in subjects covering public administration, planning, law, nationalised industries and city and local government within a national or international perspective.
Slaughter & May	£150 each; two prizes	Best performance in Part I & II of the LLB degrees
Michael Sallnow Undergraduate Prize	£120	Best dissertation for BSc/ BA Social Anthropology
Lillian Knowles Scholarship	£250 each; two prizes	Best set of marks for a finalist and best set of marks for a 1st year in the BSc degree in Economic History

SCHOOL SERVICES

Introduction

- Students deserve service of the highest possible standard and quality. To achieve it, students and staff are expected to meet their obligations to each other and to maintain an effective working relationship, resolving difficulties through normal internal channels. This section sets out the agreed obligations; see also the appropriate codes of practice for teaching and learning. The obligations represent statements of intent which are not part of the formal relationship between student and School, and do not create any new legal relationship; nor do they affect students' legal rights. Any failure to comply with them or with any of the delivery targets set will not itself give rise to any legal liability on the part of the School. The obligations do not apply during School closure periods.
- This section is reviewed annually. Constructive ideas and suggestions will be seriously considered. They should be made in writing and addressed to the Academic Registrar.

Obligations of students

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

Special circumstances

- There may be occasions when 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, and 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

- Anyone who has a complaint about any aspect of a service should speak, in the first instance, to the appropriate member of staff concerned. If no remedy is found, concerns may be stated in writing to the office supervisor or manager; their names appear in the Code. Complaints or concerns may also be pursued through the Students' Union. If no adequate explanation and/or apology is obtained the matter may be taken further by writing to the appropriate senior officer: names are published in the *Calendar*.
- Students have elected representatives on School committees which deal with the various services. A full list of these committees and their memberships can be found in the *Calendar* 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 2000. All telephone numbers are internal. Each can be dialled from outside by using the (UK) code 020 7955 followed by the appropriate four-digit number.

Accommodation Office

East Building

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

Opening hours

Term-time and vacation	Monday, Tuesday	1030 to 1630
	Wednesday	1030 to 1330
Closed on Saturday and Sunday	Thursday, Friday	1030 to 1630

Useful telephone number

7531

LSE aims to provide

see also *Student Advice Centre* in this section

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

Accounts Office

Fourth floor, Connaught House

Accounts collects and processes student fee payments, distributes grant cheques and pays School loans, grants and scholarships.

Opening hours

Term-time and vacation	Monday, Tuesday	1030 to 1630
	Wednesday	1030 to 1330
Closed on Saturday and Sunday	Thursday, Friday	1030 to 1630

Useful telephone numbers

Fee billing	7765, 7468	Bank transfers	7889, 7874
Fee payment	7877, 7878, 7882	Award cheque collection	7877, 7878, 7882, 7765, 7468

During registration and at the beginning of each term some numbers give recorded information rather than offer a personal response. To protect security, specific information and details of any fee account or grant values will be given only on production of a valid student registration card. No information will be given over the telephone.

LSE aims to provide

- receipt for the payment of fees at the counter during opening hours.
- public notice when grant cheques have arrived and when and where they can be collected.
- loan, grant or scholarship cheques within two days of receiving written notice from the Financial Support Office.
- enquiries to be dealt with promptly and efficiently at the counter.
- a bank payment trace to be completed within three working days, subject to bank's time.
- an internal payment trace to be completed within two working days.
- in the event of a major problem, a point by which the matter should be resolved, normally one or two working days.

Students undertake to help the Accounts Office by

- collecting grant cheques when they are available.
- showing proof of identity (registration card) when asked to do so.
- paying all fees due on time.
- providing evidence of sponsorship when requested.

Careers Advice

East Building

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

Opening hours

Term-time and vacation	Monday - Thursday	1000 to 1700
Closed on Saturday and Sunday	Friday	1200 to 1700

Useful telephone numbers

Senior Careers Adviser: Mike Tiley	7133	Office Manager	7135
Careers Advisers: Mary Baldwin and Lesley Martin	7132	Information Officer	7135

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

LSE aims to provide

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

Students undertake to help the Careers Service by

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

Catering

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

Opening hours

Brunch Bowl	Term-time	Monday - Friday	0900 to 1900
		Saturday	1100 to 1600
	Vacation	Monday - Friday	0900 to 1700
Robinson Room	Term-time	Monday - Friday	1200 to 1430
Fast Food	Term-time	Monday - Friday	1200 to 1700

Beavers Retreat	Term-time	Monday - Friday	1200 to 1430, 1700 to 2100
	Vacation	Monday - Friday	1200 to 1400, 1700 to 1900
Café Pepe	Term-time	Monday/Tuesday, Thurs	1000 to 1900
		Wednesday, Friday	1000 to 1700

Contact Catering Services Manager 7220

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

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

Comments and complaints

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

Chaplaincy

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

Useful telephone numbers 7965

Chaplains		
Church of England	Rev David Peebles (full time), Flat 3, 80a Southampton Row, London WC1	020 7831 9288
Orthodox	Fr Alexander Fostiropoulos, 99 Kenilworth Avenue, London SW19 7LP	020 8879 1461
Roman Catholic	Fr Jeremy Fairhead, Newman House, 111 Gower Street, London WC1	020 7387 6370
Free Churches	Rev Nadim Nasser, 333 Essex Road, London N1 3PT	020 7288 1416
Associate Chaplains	Rabbi Jonathan Dove	020 7387 0207
	Rev Chong Kah Geh	020 8570 2573
	Rev E K Frimpong (Ghanaian Chaplain)	020 7353 6261

Cloakrooms and lockers

Access hours

Term-time and Easter vacation	Monday - Friday	0900 to 2120
	Saturday	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.
- c2000 lockers around the main School buildings for general use, in addition to library cloakroom short term use lockers.
- 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.

Financial Support at the Graduate School, second floor, Connaught House

The Office aims to give a high-quality service to students and staff on all matters to do with financial support.

Opening hours

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

During registration these times may be reduced, and some numbers may give recorded information rather than offer a personal response.

Useful number 7751

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

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

LSE aims to provide Please note that turnaround times may be exceeded at peak periods.

- Student Support Fund**
- a decision within four weeks of receiving a completed application with all the necessary documentation.
 - loan applications submitted by 1400 on any working day: a decision within two working days.
- Other loans and awards**
- Access Fund: a decision within four weeks of receiving a completed application with all the necessary documentation.
 - processing times and dates vary according to selection procedures. Students will be informed of appropriate details and receive every practical assistance from the Financial Support Office.
- General**
- prompt answers to counter enquiries during opening hours.
 - replies to letters/emails within ten working days of receipt.

- Students undertake to help the relevant office by**
- enclosing all necessary documentation when making an application for financial support.
 - submitting loan applications early in the day.
 - notifying the Financial Support Office immediately of any changes in financial circumstances taking place after receiving an award from the School.
 - repaying all loans on time according to set payment schedules.

Information Technology Services St Clement's Building

IT Services are responsible for managing and maintaining School IT equipment and facilities and also provide training and user support.

Opening hours

<i>Emergency cover only is provided at weekends and when the School is closed.</i>			
Term-time	Monday - Friday	0930 to 1900	
	Vacations	Monday - Friday	0930 to 1700
Open access IT	Term-time	Monday - Sunday	24 hour
	Vacations	Monday - Friday	0900 to 2400
Student Help Desk	Saturday - Sunday	1000 to 2200	
	Term-time	Monday - Friday	1000 to 1900
Vacations	Monday - Friday	1030 to 1700	

Contacts

Student Help Desk	6728	email: IT_Help_Desk@lse.ac.uk
User Services Manager: Sue Wing	7722	Training and Information Manager: Sam Thornton 7735
Head of IT Services: David Dalby	7752	

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

- Information Desk**
- 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.
- Students' Help Desk**
- opening hours and scheduled weekly rota of advisory staff, clearly displayed.
 - all student 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 one week in advance; 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.
 - equipment faults reported to the Information Desk during opening hours investigated within one hour.
 - in term, no more than one workstation a room out of use due to hardware error, at the start of any day.
 - equipment faults reported to the Information Desk in normal office hours investigated within one working day.
 - no more than 4% of workstations out of use awaiting repair.
- IT public areas**
- training sessions in the use of selected IT facilities and software packages; list of available courses with enrolment details displayed.
- Training**

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.

Students undertake to help IT Services by

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

LSE Library**Southampton Buildings**

The LSE Library is the library of the School, purchasing books and subscribing to a large number of journals and electronic information services which students need for courses and research. It maintains extensive collections for research students and academic staff.

Opening hours

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

* Services close 10 minutes earlier

Useful numbers

Library admission enquiries	6733	Web	http://www.blpes.lse.ac.uk
Book renewals	7225	Loan enquiries	7225
		Information desk	7229

LSE aims to provide**Access**

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

Customer service

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

Materials

- at least one copy of each item notified to the Library as on a current LSE reading list, subject to availability.
- priority at all stages of the ordering and cataloguing process to books on current notified LSE reading lists.
- books awaiting cataloguing, and so identified through the Library system, catalogued on request and given priority processing.
- materials available from closed access and held locally, fetched for the user within one hour of request.
- renewal of borrowed items if not reserved by another user and if no fines are owed; renewals in person or by telephone during opening hours.
- facility to reserve an item that may be borrowed for a week or more if all copies are on loan.
- daily analysis of reservations and loans, to assess demand and to take appropriate action to change of the loan period.
- reshelving of all general open access materials within a 48-hour cycle in opening hours.
- availability of online catalogue and system loan facilities for over 95% of opening hours over a session.
- professionally qualified staff to deal with enquiries.
- a referral enquiry service if the query cannot be answered in sufficient detail immediately.
- information on subjects within the scope of the Library, as well as advice on other sources.
- guidance on how to use sources.
- a full range of printed leaflets and guides to the Library services and collections, free to all.
- up-to-date information on Library services available on the World Wide Web.
- a variety of special services to support students with special needs, for example a study room, a book-fetching service, free photocopying.

Information**Special help****Students undertake to help the Library by**

- obeying the Library rules: failure may result in disciplinary action and affect access and borrowing rights.
- showing consideration for other users: eg by returning books to the reshelving stacks after consulting them; by returning books on loan by the due date; by not hiding items, thereby preventing others from access; by not vandalising materials.

St Philip's 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
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Useful telephone numbers

All medical enquiries	7016	Dentist	7444
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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.
- access on the same day.

**Nurse
Psychotherapist**

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

Dentist

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

Additional services for those registered with the NHS

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

Additional services

- immediate emergency cover for all students and staff on site during opening hours.
- liaison with School staff in individual cases where required and with patient's permission.
- involvement of medical staff in Schod 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 the Centre of changes of name or address as soon as possible.
- being patient and understanding in circumstances where they cannot be seen by the specified time; this might be because of an emergency or the needs of other patients.

Nursery**Parish Hall**

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

Opening hours

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

Useful telephone number

7772

LSE aims to provide

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

Students undertake to help by

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

Security**LSE aims to provide**

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

Students undertake to help School security in the following ways

- by calling 666 only when necessary.
- by reporting anything suspicious on extension 666.
- by never leaving offices unlocked and unattended.
- by leaving personal belongings, bags or bicycles unattended *only* in designated places.

Timetables and teaching rooms**Connaught House**

All enquiries should be made to the Undergraduate Office.

LSE aims to provide

Subject to course choice procedures

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

Undergraduate Office **Third floor, Connaught House**

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

Opening hours			
Term-time and vacation	Monday, Tuesday	1030 to 1630	<i>During registration there may be fewer staff at the office itself and therefore an increased risk of having to queue.</i>
	Wednesday	1030 to 1330	
	Thursday, Friday	1030 to 1630	

Useful numbers 7130, 7146, 7752, 7753, 7143, 7142, 7966, 7131
 email undergraduate@lse.ac.uk Fax 020 7955 6368

- The Undergraduate Office offers
- during normal School hours, self-service information in Undergraduate Reception. Here you can pick up forms and leaflets or check the notice boards for information on undergraduate matters and leave completed forms for certain matters in the drop box.
 - during opening hours, personal attention by staff available to help you if required. If you need to speak in private please let the member of staff know and he or she will arrange that for you. At busy times of the day we might ask you to wait or call back at a later time.
 - specific help on completing forms for the Student Loans Company.

LSE aims to provide Please note that turnaround times may be exceeded at peak periods.

- | | |
|---|--|
| General | <ul style="list-style-type: none"> prompt answers to counter enquiries during opening hours. replies to letters/emails within ten working days of receipt. |
| Registration and student records | <ul style="list-style-type: none"> full information on procedures and deadlines; clear and concise instructions communicated in good time and prominently displayed. certificates of registration within five working days of a request. completion of other forms within five working days of receipt. a replacement student registration card within one working day of request. |
| Examinations | <ul style="list-style-type: none"> the examinations timetable by subject by the end of the Lent term. permission for special examination arrangements at least one week before examination. individual seat numbers posted outside each room on the day of the examination. results by post between the end of July and the middle of August. |
| Students undertake to help by | <ul style="list-style-type: none"> informing the office immediately of changes such as address or name. observing all applicable examination arrangements. informing the office of any problems about examination arrangements as soon as possible so that alternative arrangements may be made in good time. |

The Students' Union

GENERAL E296

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

- To represent students to the School and to outside institutions on student-related and wider issues.
- A social function: the Union runs a bar, shop and vegetarian café and puts on regular entertainments. In addition there are dozens of societies catering for numerous nationalities, interests and political persuasions.

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 Advice Centre if supported by a written request from an authorised member of the LSE Health Service. Non-members do not have separate membership on School committees.

No additional charge is made to non-members for the use of any Union services to which the School may decide they are still entitled.

STUDENT ADVICE CENTRE E297

Opening hours		
Term-time and September	Weekdays	1030 to 1600
	Other times	Weekdays 1030 to 1400

General

Membership

Opting out of SU membership

No rebate will be made to students who opt out.

Enquire at Reception or by telephone; an appointment can be made for you to see a member of staff. We use an ansaphone outside these hours – you will be called back as soon as possible.

Welfare Advisers
 Louise Allison, Schimpf Carruthers, Paul Conroy, Sue Garrett

The Welfare Advisers advise on student welfare issues including immigration, finance, academic difficulties, childcare, disability, Childcare Fund, Women's Right to Choose Fund, Disabled Students' Fund, etc. Welfare drop-in advice sessions are now at 1030-1230 on Thursday in Term-time.

The Counsellor sees students who are experiencing personal or emotional problems for both long- and short-term counselling (Tuesday and Wednesday only).

Counsellor
 Sheila Gill

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

Housing Advisers
 Schimpf Carruthers, Paul Conroy, Sue Garrett

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

020 7631 0101

See also Student Advice Centre, Supervision and assessment of progress.

STUDENT ADVISERS

The Dean of Undergraduate Studies has a wide range of responsibilities covering all aspects of the undergraduate experience at the School. He may be consulted by any undergraduate student at the School who wishes to discuss any problem, whether academic or personal. *The Dean will see students during his office hours in the Deans' Office (A203) or by appointment.*

Dean of Undergraduate Studies
 Mark Hoffman, D512, ext 7393

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

Adviser to Women Students
 Dr Kirsten Schulze E507, ext 7105

The Adviser is in contact with support groups within the School and in the South East area and will be able to offer advice and information on disability issues. The Student Advice Centre and the Medical Centre also play a vital role in relation to students with disabilities. A notice board for disability issues and information is on the second floor of St Clement's Building. A leaflet giving guidance for disabled students is available from the Undergraduate Office and will have been sent to everyone declaring a disability.

Adviser to Students with Disabilities
 Stephanie Black H509, ext 7694

ALUMNI RELATIONS

The Alumni Relations programme aims to create a fuller relationship between the School, its alumni and friends. Its aims are:

- to maintain contact with former students of LSE and to encourage support for the School's strategic objectives.
- to support a network of alumni groups organised in sometimes overlapping ways, geographical, professional or academic, including some groups linked to School departments.
- to encourage involvement of non-alumni including staff, former staff, parents, academic visitors, and other individuals and organisations linked to the School.

The alumni website is located at <http://www.lsealumni.org> It includes lists of alumni events in and outside the UK, alumni contacts, bulletin boards, chat rooms and mentoring scheme.

All alumni are automatically members of the Alumni Association and receive the following services free of charge: free access to the Library, the *LSE Magazine* twice a year, a free alumni email address, discounts on accommodation in London, invitations to public lectures and reunions and a mail forwarding service.

LSE has several active UK-based groups: the LSE Lawyers' Group, the LSE Environmental Initiatives Network, the LSE Media Group and the Economicals football club to cater for alumni with particular professional or personal interests. There is also a London alumni group, the London Activities Committee.

There are LSE alumni groups in more than 60 countries, varying considerably in range and scale of activities. Their main aims are:

- to keep LSE's alumni and friends in touch with each other and with the School;
- to organise activities of interest and benefit to alumni;
- to provide information about LSE to potential students;
- to promote the interests of LSE locally and regionally.

Activities include seminars and lectures on topical and professional issues, social events and group meetings with visiting LSE academics. Some groups give career advice to recent LSE graduates or help with student recruitment and publicity.

Countries with LSE contacts include Argentina, Australia, Austria, Bahrain, Belgium, Bolivia, Brazil, Brunei, Bulgaria, Canada, Central America, Central Asia, Chile, China, Colombia, Cyprus, Denmark, Finland, France, Germany, Greece, Hong Kong, Iceland, India, Indonesia, Israel, Italy, Jamaica, Japan, Kenya, Latvia, Liechtenstein, Luxembourg, Malaysia, Malta, Mauritius, Mexico, Nepal, Netherlands, New Zealand, Nigeria, Norway, Pakistan, Peru, Philippines, Poland, Romania, Russia, Saudi Arabia, Singapore, South Africa, Spain, Sri Lanka, Sudan, Switzerland, Taiwan, Thailand, Turkey, Uganda, USA, Venezuela, Zambia, Zimbabwe.

The American Friends of LSE are in Atlanta, Arizona, Boston, Chicago, Davis/Sacramento, Denver, downstate Illinois, Florida N, Florida S, Indiana, Los Angeles, Maine, Michigan, New York, Ohio, Philadelphia, San Diego, San Francisco, Seattle, Texas and Washington DC. New chapters are formed according to local interest. General enquiries to The American Friends of LSE, Box 7712, McLean, VA 22106, USA. Tel +1 (202) 296 2406; email USAFLSE@aol.com. AFLSE Scholarships offer financial aid for LSE graduate study.

The Canadian Friends of LSE are in Alberta, British Columbia, Halifax, Montreal, Ontario and Winnipeg. Membership is by annual subscription. General enquiries to The Canadian Friends of LSE, 6709 Jubilee Road, Halifax, NS B3H 2H7, tel +1 (902) 421 6262 or email elarkin@coxdownie.ns.ca. Robert McKenzie Scholarships offer aid for LSE graduate study.

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

Online services

LSE Alumni Association

UK alumni activities

International alumni activities

USA

Canada

The examinations timetable will be published by the end of the Lent term. Examinations will take place in the Summer term.

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

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

School regulations normally require you to sit all examinations in the academic session in which you first studied the courses. If you wish to defer an examination, you will need to obtain the permission of the Chair of the Sub Board of Examiners for your degree. You should ideally obtain this before the end of the first week of the Summer term, but the regulations allow you to do this as late as seven days before your first examination. You should note that permission to defer is only given in exceptional circumstances. LLB students cannot normally ask for deferral.

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

If you wish to withdraw from taking all your examinations this session, you should first discuss your position with your tutor. You are also advised to discuss this with the Dean of Undergraduate Studies. You will need to obtain permission from the Chair of the Sub Board. The Undergraduate Office must be informed at least seven days before your first examination.

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

If you are a registered student, you must sit your examinations at the School, unless they are intercollegiate examinations, in which case students would normally sit at the institution that delivered the teaching for the course being examined. Private unregistered students may apply to sit examinations overseas at an approved overseas centre by writing to the Undergraduate Office.

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

If you are taken ill during your examination, or have an accident just before it, you must contact the Undergraduate Office immediately to discuss your position. You must submit medical information and details of extenuating circumstances within seven days of your last examination. Any information submitted after the meeting of the Board of Examiners cannot be taken into consideration.

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

If, because of a physical, medical or psychological condition, you have special needs for your examinations you should inform the Undergraduate Office as soon as possible and no later than seven weeks before your first examination. Special arrangements agreed in the past have included the use of aids, extra time, rest periods, special examination accommodation, etc. You will need medical certification and/or other supporting documentation to support your case. In order to apply for special examination arrangements, you should complete and submit a Request for Special Examination Arrangements form, available from the Undergraduate Office. Students with long-term physical or medical conditions should register these on their Registration Form at the beginning of session.

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

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

EXAMINATIONS

EXAMINATION TIMETABLE

EXAMINATION ENTRY

DEFERRING EXAMINATIONS

Deferral is only given in exceptional circumstances.

WITHDRAWING FROM EXAMINATIONS

EXAMINATIONS OVERSEAS

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

ILLNESS AND EXAMINATIONS

Before examinations

During examinations

SPECIAL FACILITIES

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

ASSESSMENT OFFENCES

Cheating

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

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

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

You are allowed three entries only for each examination paper.

If you have passed an examination, you are not allowed to resit it (the exceptions to this rule only apply in some circumstances on the LLB degrees).

If you have failed an examination and have not been classified for an Honours or a Pass degree, you are normally expected to resit the failed paper at the first possible opportunity. You should confirm resit examinations as part of the normal confirmation of examinations. If you wish to apply for a failed examination to be condoned, you should obtain permission from the Chair of the Sub Board of Examiners for your degree at least seven days before your first examination. Such permission will only be given in exceptional circumstances. It may also require the permission of the Committee on Student Progress. If you have been classified, you are not permitted to resit any paper.

If you are not in registration and are therefore considered to be a private unregistered candidate, you should confirm with the Undergraduate Office your intention to resit your examinations by the end of November of the session in which the examinations take place.

All private unregistered students are required to pay a fee of £60 per full unit paper and £35 per half unit paper. There is also an additional £100 for those allowed to sit overseas.

The Committee on Student Progress considers applications from students who wish to proceed to the next year of study despite not meeting the requirements specified in the progression rules for their degree, or who wish to apply for repeat registration as a full- or part-time student.

Degree programmes have rules about progression, details of which are laid out within the degree regulations. Students who fail to meet these progression rules will not automatically be allowed to proceed to the next year of study for their degree programme. They may resit examinations as a private unregistered student.

If you have failed to meet the requirements specified in the progression rules for your degree, the Undergraduate Office will write to you and invite you to make applications to the Committee on Student Progress. You are normally asked to complete a form stating which form of registration you wish to apply for in the next session, and write a formal letter of application, giving the reasons for poor performance (including details of health, domestic or personal difficulties encountered during the session which might justify additional registration or progression).

Additional registration is not automatic. It will not be granted unless a strong case has been made and unless it is also likely that any problems will have been resolved. The Committee takes into account the views of your personal tutor, medical reports, if relevant, and class reports.

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

Plagiarism

RESULTS

EXAMINATION RE-SITS

Re-sits in registration

Re-sits out of registration

Re-sit fees

COMMITTEE ON STUDENT PROGRESS

Progression rules

Procedure

Applications should be sent to the Undergraduate Office as soon as possible in the summer vacation and not later than the start of the next session.

PRESENTATION CEREMONIES

Late in the Lent term, we send booking forms to all students expected to be eligible. Please make sure the Undergraduate Office has an up-to-date address for you. We normally allow for each student to have two guest tickets. We charge for these (£15 in 2000) and you should also allow up to £30 for the hire of academic robes if you wish to take part. Extra guest tickets may be made available if there is room. For this reason, we must ask for booking forms to be returned by mid-May. We cannot guarantee to fit in students or guests who do not book by the advertised date (we will refund payments for guest tickets where we receive notice of withdrawal, or if for any reason a student becomes unable to take part in a ceremony).

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

EXAMINATION APPEALS

REGULATIONS ON ASSESSMENT OFFENCES IN TAUGHT DEGREE AND DIPLOMA COURSES

Introduction

1. These Regulations apply to the making of allegations of assessment misconduct against any candidate, to the subsequent hearing of those allegations and the actions that may then follow. In these Regulations the word script refers to work of any kind submitted for assessment, and the term examination board refers to the body of examiners that initially considers the work of the candidate.
2. Assessment offences are defined by the General Academic Regulations. Such an offence can take place in connection with any work handed in for assessment, as part of an examination or part of coursework.

Assessment offences

3. Assessment is the means by which the standards that students have achieved are declared to the School and beyond, and which provides students with detached and impartial feedback on their performance. It is also a significant part of the process by which the School monitors its own standards of teaching and student support. It follows that in all cases all work presented for assessment, by whatever means are specified, must be that of the candidate and must be prepared and completed according to regulation and to the instructions of examination boards.
4. Infringement of these regulations will render a candidate liable to action under these regulations and under the *Regulations for Students*.
5. Cheating is an attempt to deceive the examiners and is an offence under these regulations. It includes but is not limited to
 - 5.1 the use of books, notes, instruments, computer files or other materials or aids in the examination room that are not expressly permitted,
 - 5.2 assistance or the communication of information by one candidate to another in an examination room or where not permitted by the examiners,
 - 5.3 copying or reading from the work of another candidate or from another candidate's books, notes, instruments, computer files or other materials or aids, unless expressly permitted by the examiners,
 - 5.4 plagiarism.
6. Work submitted by a candidate for assessment must be his/her own alone. The passing off of the work of others as the work of the candidate is plagiarism. It refers to any work by others, whether published or not, and can include the work of other candidates. Any quotation from the published or unpublished works of other persons including other candidates must be duly acknowledged.
7. The examination board will specify such books, notes, instruments, computer files or other materials or aids as are permitted to be used in conjunction with assessment.
8. Where candidates are permitted to use their own electronic calculators in examinations, the machine to be used must be of the hand-held type, quiet in operation and compact, and must have its own power supply. Candidates are entirely responsible for ensuring that their machines are in working order and for providing in advance for alternative means of calculating in the event of calculator failure during the examination. Where a candidate uses an electronic calculator at an examination he/she must state clearly on the examination script the name and type of machine used. The unauthorised use of information contained in the memory of an electronic calculator or the use of unauthorised software constitutes cheating.
9. Except as provided in 7 and 8 above no books, notes, instruments, computer files or other materials or aids whatsoever may be handled or consulted during an examination. Any such articles in the possession of a candidate on entry to the examination room must be deposited immediately with the invigilator.
10. Any unauthorised books, notes, instruments, computer files or other materials or aids introduced by a candidate into an examination room must on request be surrendered to the invigilator. The invigilator will pass such articles to the School, which may in turn pass them to the University. Either or both of the School and the University may make copies of such articles, and the original articles (together with the copies) may be retained by the School and/or the University at their absolute discretion.

Making the allegation

11. Any member of the School may make the suggestion that a candidate has committed an assessment offence, by writing confidentially to the Academic Registrar, who will refer it to the relevant examiner.
12. Only an invigilator or examiner may make an actual allegation of assessment misconduct against a candidate. An invigilator should normally make an allegation in connection with his or her report on the examination concerned. An examiner proposing to make an allegation should first inform the chair of the examination board concerned before making the allegation, which should specify the passages of any script thought to be affected, but he/she should continue to mark the script in the usual way.
13. All allegations must be made confidentially in writing to the Academic Registrar. They will be acknowledged. The making of an allegation renders the matter effectively *sub judice*, and candidates against whom an allegation has been made should be questioned, only under these regulations, about possible offences.

The allegation

15. On receipt of an allegation, the Academic Registrar will consult the chair of the examination board responsible for the course in question. The results of the consultation will be as follows, on condition that where no agreement is reached the course of action more favourable to the candidate shall be adopted:
 - 15.1 Where it is agreed that the evidence does not support an assessment offence no further reference will be made to the allegation except that the Academic Registrar will so inform the person making the allegation. Information about it will not be added to the student's file.

- 15.2 Where it is agreed that the evidence supports a technical but not material case of an assessment offence, then with the consent of the candidate a note will be placed on his or her file and the tutor or supervisor may counsel the candidate as to his or her future behaviour; the examination board will be informed of the technical offence but will assess the candidate as if no assessment offence has taken place. If the candidate does not so consent the allegation will be heard under regulations 16 to 24.
- 15.3 Where it is agreed that the evidence supports a *prima facie* case of a material assessment offence the allegation will be heard under regulations 16 to 24. The Academic Registrar will inform the person(s).

Hearing the evidence

16. The candidate has a right to know precisely what is alleged, to know the rules of procedure under which action will be taken and be advised how to obtain advice. The Academic Registrar will:
- send to the candidate a copy of the allegation and the procedures for hearing it
 - invite the candidate to state whether the allegation is true or false and provide a statement and/or any evidence relevant to the case
 - advise the candidate that he/she might wish to seek advice (if an undergraduate) from the Tutor, Departmental Tutor or Dean of Undergraduate Studies, or (if a graduate student) from the supervisor or Dean of the Graduate School.
- However, communication with the candidate and any action under these Regulations may be delayed pending the sitting of any examinations being imminently taken by the candidate.
17. If the candidate admits the allegation, the Academic Registrar shall ask him/her for any written observations that would assist the School in determining the action to be taken and shall refer the matter to the appropriate Misconduct Sub-Committee for action under Regulation 26.
18. Each Main Examination Board and the Graduate School Committee shall annually establish a Misconduct Sub-Committee comprising four persons, normally the Chair of the Main Examination Board or of the Graduate School Committee as appropriate, who shall chair the Sub-Committee, two examiners and sabbatical officer of the Students' Union or a student drawn by lot from the panel of student members of Boards of Discipline. No person directly involved in the assessment in question or connected in any way with the allegation will serve when the Sub-Committee considers the case. All relevant documentation shall be placed before the Sub-Committee which shall be required
- to determine the truth of any allegation as to assessment offences, and
 - to make a recommendation drawn from the penalties set out in these procedures, where the allegation is found proved.
19. The Sub-Committee is quorate when there are three of its members present, one of whom must be the Chair.
20. The Sub-Committee should where practicable interview the person(s) making the allegation, as well as the candidate, unless the candidate chooses to have the matter heard in his/her absence. The Sub-Committee may seek such other evidence, oral or written, as would assist it in its work. The School reserves the right to enquire in detail into any use of its information technology hardware or software to assist in resolving allegations of copying or plagiarism, consistent with its published rules and practices.
21. If the candidate does not reply to the invitation set out in 16(b) above or if the candidate denies the charge, the Academic Registrar shall inform him/her of the date on which the hearing of the allegation is to take place. The candidate shall be invited to comment on the allegation and the evidence, both in response to particular questions and generally. He/she may elect to be accompanied by an officer of the Students' Union or by a friend or representative, who shall have the same rights as the candidate.
22. The candidate shall have the rights to see or to listen to, as appropriate, all evidence given; to question the witnesses appearing before the Sub-Committee; and to submit documents to the Sub-Committee.
23. The validity of the proceedings of the Sub-Committee shall not be affected by the unwillingness or inability of the candidate, or other person acting with or for him/her, to reply to questions, orally or in writing, or to appear before the Sub-Committee.
24. The Sub-Committee shall in all cases decide that an allegation is not proved unless and until the evidence demonstrates the contrary to the satisfaction of a majority of its members present.

Subsequent action

25. If the Sub-Committee decides that the allegation is not proved, the Academic Registrar shall so inform the candidate in writing. No further action shall be taken, and no record of the allegation or the proceedings shall be included on the student's record.
26. If the Sub-Committee decides that an offence against these Regulations has been committed by the candidate, or if an offence has been admitted with or without written observations submitted under Regulation 17, the Sub-Committee shall have the power to recommend to the examination board either
- that the results in all papers taken in the year be cancelled and a mark of zero returned and, subject to the approval of the Director, the candidate's right to re-register for the examinations or equivalent be withdrawn, or
 - that the results in all papers taken in the year be cancelled and a mark of zero returned, or
 - that the results in the paper or papers concerned be cancelled and a mark of zero returned and, subject to the approval of the Director, without the right to re-register for the examinations or equivalent, or
 - that the results in the paper or papers concerned be cancelled and a mark of zero returned, or
 - that it admonish the candidate and proceed to assess the candidate on the basis of such of his/her work as is unaffected by the offence.
27. The decision of the Sub-Committee under Regulation 26 may be given to the candidate orally by the chair of the Sub-Committee and shall be conveyed to him/her in writing by the Academic Registrar.
28. The examination board may at its discretion accept or not accept any recommendation made to it under Regulation 26, except that it shall not call into question any relevant facts established by the Sub-Committee and it shall not be empowered to apply a penalty more severe than that recommended to it.
29. The decision of the examination board under Regulation 28 shall be conveyed to the candidate in writing by the Academic Registrar.
30. Where a Sub-Committee has decided that an offence against these regulations has been committed by the candidate, the candidate shall have the right to appeal against that decision on the grounds that the Sub-Committee was constituted in such a way as to cast doubt on its impartiality and/or that relevant fresh evidence has been received that might have caused a different decision to have been made provided that it can be shown that it was neither reasonable nor practical for such evidence to have been presented to the Sub-Committee before its decision. Any such appeal must be received by the Academic Registrar within five working days of the date of the letter sent under Regulation 27. The Director or a Pro-Director shall have the sole right of determining whether sufficient evidence is presented to warrant the reopening of the hearing. If he or she so determines, he or she shall direct a rehearing either by the original Sub-Committee or by a different one, which shall consider the matter *de novo*.
31. The examiners will not take into account any work presented by a candidate that is affected by the assessment offence, except where covered under Regulation 15.2.

Representations

32. If a candidate wishes to make representations against the decision of the examination board on grounds of procedural irregularity or against the penalty imposed, he/she should write in the first instance to the examination board through the Academic Registrar, within twenty eight working days of the despatch of the letter referred to in Regulation 29.
33. Any appeal against a decision of the examination board may be made under the Regulations for the consideration of appeals against decisions of Boards of Examiners for taught courses.

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

General

- 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. Such complaints and grievances must be raised under the appropriate regulations, procedures and codes before any examination is held.

Grounds for making an appeal

- The grounds for making an appeal shall be only that there was such procedural defect in the conduct of the examination or in the subsequent processing of scripts or marks (including the proceedings of boards of examiners) as to render the decision of the examiners unsafe.
 - The grounds in regulation 3 shall include but shall not be limited to
 - miscalculation of marks.
 - failure to consider evidence, such as medical evidence, available to the board.
- 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 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

- 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
 - the name of the student,
 - an address or addresses at which the student may be contacted during the period of the hearing of the appeal,
 - the examination in respect of which the appeal is made,
 - the grounds for claiming procedural defect, and if it has been signed and dated by the student.
- The Academic Registrar shall acknowledge receipt of the appeal and shall inform the chair of the board of examiners that it has been made.

First stage of appeal

- The Academic Registrar shall forthwith cause a scrutiny to be made of the facts of the case and shall present it to the chair of the board with any comments s/he may wish to make.
- The chair of the board shall expeditiously decide 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.
- If the chair shall have decided 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 14 to 20.

Second stage of appeal

- A student shall have the right to appeal against a decision under Regulation 11 not to refer the matter to the board for re-consideration.
- 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 11, request the Academic Registrar to invoke the formal procedures for the second stage of appeal.
- On receipt of a valid request under regulation 14 the Academic Registrar shall
 - acknowledge receipt to the appellant
 - call a meeting of the Appeals Committee as constituted under Regulations 22 to 25
- The Appeals Committee shall meet as soon as is practicable. 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.
- The Academic Registrar shall cause a record to be made of the proceedings of the Committee.
- The Committee may at its discretion and on behalf of the School make one of the following decisions:
 - that the appeal be allowed and the matter be referred back to the board, or
 - that the appeal be dismissed.
- The Academic Registrar shall by letter convey the decision under regulation 19 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 19.1 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

- 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 whose appeal has been dismissed under Regulation 19.2
 - if a student registered on a programme leading to a degree, to petition the Visitor of the University of London by request to the Academic Registrar of the University.
 - if not a student eligible to petition the Visitor, to petition the Chairman of the Court of Governors who may assign a Governor or Governors (not being staff or students of the School) to consider whether the appeal has been properly considered according to

regulation and procedure and, if not, whether it should succeed. A petition under this regulation must be in writing and must have been despatched so as to have been received by the Chairman within fourteen days of the despatch of the letter sent to the appellant under regulation 20. If the Governor or Governors shall have decided 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

22. 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.
23. The Committee shall consist of
- 23.1 an experienced chair of examiners, in the chair
- 23.2 two members of the academic staff
- 23.3 one member of the academic staff appointed by the appellant.
24. 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.
25. Membership for each case shall be determined by the Director or Pro-Director who shall make appointments from a panel annually established by the Academic Board.

Schedule 1

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

Programme	Relevant board
BA and BSc degrees	The School Board of Examiners for BA and BSc Degrees
LLB degrees	The School Board of Examiners for LLB Degrees

LIBRARY AND IT SERVICES

RULES OF THE LSE LIBRARY

Admission to the Library

1. The Library is open for the purpose of study and research to:
- Governors of the School
 - Honorary Fellows of the School
 - Current members of the staff of the School and retired members of the academic and academic related staff
 - Registered students of the School
 - Members of the LSE Association (including life members of the LSE Society and members accorded the privilege by overseas groups of Friends of LSE on payment of a fee)
 - Members of the academic staffs and research students of the Schools and institutions of the University of London
 - Students enrolled for courses of study in the Schools and institutions of the University of London (on such basis as is from time to time agreed)
 - Members of the academic staffs of 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 educational, commercial and industrial organisations on payment of a fee
 - Such other persons as may, on application to the Librarian or his/her representatives, be granted an official authority to use the Library.
2. All users must possess a current Library card or permit and show it on request. Admission may be refused to anyone who does not do so. Such authorisations to use the Library are not transferable.
3. Applicants for a Library card or permit may be required to provide evidence of status.
4. The Library Committee will, from time to time, prescribe fees to be charged to certain categories of permit holders.
5. Users may bring cases or bags into the Library but must present such bags for checking by security staff at the exit.

Hours of opening

6. Hours of opening shall be determined from time to time by the Librarian in consultation with the Library Committee.
- 6.1 The Library will normally be closed
- on School holidays
 - on such other occasions as the Director of the School or the Librarian may direct.

Loan facilities and terms of borrowing

7. Subject to the terms set out in this Section, the following persons may borrow from the Library:
- Those stipulated in categories (a) to (f) of Rule 1
 - Other persons covered by a reciprocal agreement with another institution
 - Such other persons who, on application to the Librarian, may in exceptional circumstances receive official authorisation to borrow.

Main Collection Books

8. Books listed in the Library's catalogues are normally available for borrowing with the following exceptions:
- those in the reference collections
 - those in the special collections
 - those designated as 'Not for loan'. Some of these may, in special circumstances, be borrowed by arrangement with the Librarian or an authorised representative.
9. Books may be borrowed from the Course Collection subject to the terms set out in Rules 16-19.
10. Loans may be renewed if the book is not required by the Library for another user.
11. The limits on borrowing shall be as follows:
- Governors, Honorary Fellows, Academic and Academic-related staff of the School may borrow up to forty volumes of books and serials at any one time.
 - Secretarial, technical, clerical and related staff of the School may borrow up to forty volumes of books at any one time.
 - Teaching assistants and research students of the School may borrow up to thirty volumes of books at any one time.
 - Undergraduate and postgraduate course work students of the School may borrow up to twenty volumes of books at a time.

Main Collection Serials

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

Nonbook materials

15. Nonbook materials – eg microforms, CD-ROMs, computer discs and tapes – are not normally available for loan. Videos may be borrowed, as may computer discs which accompany printed works.

Course Collection

16. Books, serials and offprints are available in the Course Collection to support courses taught within the School. They may not be removed from the Collection unless issued on loan by a member of the Library staff at the Service Counter.
17. Books, serials and offprints housed in the Course Collection are subject to special loan conditions and periods as determined from time to time by the Librarian in consultation with the Library Committee.
18. Borrowing from the Course Collection is normally restricted to registered students of the School and to members of its staff.
19. External users may have Course Collection items made available to them for reference use, at the discretion of Library staff.

General

20. All loans shall be authorised by a member of the Library staff at the Service Counter. Borrowers shall present a current Library card on each occasion of borrowing.
21. Loan periods applicable to particular categories of material or categories of borrower shall be determined from time to time by the Librarian in consultation with the Library Committee.
22. Books or serials on loan to any one person may not be transferred to another. The person in whose name the loan is made is solely responsible for the safekeeping and due return of the volumes loaned.

23. Books or serials on loan may be recalled at any time if required by the Library for the use of another reader or for placing in the Course Collection, and the borrower must return the book within seven days of the recall notice.
24. Failure to return a recalled book within the specified time may result in the imposition of a fine as provided by Rule 27.
25. All books and serials borrowed must be returned within the stipulated loan period. Failure to do so may result in the imposition of a fine as provided by Rule 27.
26. Where the last day for the return of a book or serial falls during vacation the Librarian or an authorised representative may, at the Librarian's discretion, decide to extend the stipulated loan period by such a period as shall appear reasonable in the circumstances.
27. Fines shall be charged at rates determined from time to time by the Librarian, in consultation with the Library Committee. The late return of a book or serial or failure to pay a fine imposed for late return may result in the suspension of borrowing privileges.
28. Where an item is lost, returned damaged or not returned after a reasonable period of time, the borrower will be charged for the item at replacement cost. An item charged for as above remains the property of the Library.

Use of material within the Library

29. Library materials on open access shelves may be removed for use within the Library without reference to Library staff. After use they should be replaced in their correct position or left on the re-shelving stacks.
30. Library materials not on open access may be read following application to the Library staff member on duty at the appropriate service point.
31. Special rules apply to the use of rare books, manuscripts and other materials in the Archives Reading Room or administered by its staff. These rules are on display in the Archives Reading Room.
32. Readers are permitted to bring their own books and papers into the Library but no responsibility is accepted for their safety.
33. No book or other property of the Library may be taken from the building at any time without authority.
34. Readers allocated a locker may keep in it Library materials formally on loan to them and recorded as such at the Service Counter. Any non-issued Library materials found will be removed and the reader will be asked to return the key to the locker.

Copyright

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

Use of Information Technology Services within the Library

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

Conduct within the Library

37. Noise, disturbance or unseemly behaviour is prohibited in any part of the Library.
38. Food and drink must not be brought into the public areas of the Library.
39. Smoking is not permitted in any area of the Library.
40. The use of mobile phones is prohibited in the Library.
41. Readers may not alter the arrangement of furniture, fittings or equipment or misuse them in any way.
42. No broad sheets, hand bills, newspapers or any material other than official notices from the Library may be distributed within the Library.
43. Personal books and papers should not be left at reader places overnight.
44. Readers must, on leaving the Library, present for inspection by Library staff all books, newspapers and folders they are carrying and any bag large enough to contain a book.
45. Any damage or defacement of Library materials, by marking, erasure or mutilation is strictly prohibited. Library users are asked to report to a member of Library staff any instances of such defacement noted.

Enforcement

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

Application of Rules

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

POLICY STATEMENT ON THE USE OF INFORMATION TECHNOLOGY

Introduction

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

Scope

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

Authorised Users

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

Obligations of users

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

Detailed Regulations and Conditions

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

Permissions

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

Access to the Systems

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

Penalties

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

CONDITIONS OF USE OF IT FACILITIES

Disclaimer of Liability

1. Any facility or service, including software, provided by IT Services is used entirely at the risk of the user. IT Services will not be liable for any loss, damage or inconvenience arising directly or indirectly from the use of any IT facility at the LSE.
2. Whilst IT Services takes appropriate security measures against unauthorised access to data and the deliberate or accidental alteration, disclosure or destruction of personal or other data, it does not operate high security systems and cannot, and does not, give any warranties or undertakings to users about the security or confidentiality of personal or other data. Users must make appropriate data security arrangements.
3. Although IT Services takes reasonable care to prevent the corruption of information, it cannot, and does not, give any warranties or undertakings to users about the integrity of information.
4. Although IT Services takes reasonable care, it will not be responsible for any loss, damage or inconvenience arising from any operation on or with equipment owned by the School or any other body, including personally-owned equipment.

General

5. Users will observe the Code of Conduct for the Use of Computer Software at Higher Education and Research Council Establishments 1992. In particular, users must comply with the licence agreements of all software, not to copy or distribute copies of software and to use the software only for the purposes defined in the agreement.
6. It is the user's responsibility to comply with all statutory and other provisions and regulations currently in force in the field of data protection and information policy.
7. No work of a commercial nature, or for reward, may be performed using the facilities provided by IT Services.
8. Users must not load on to the School's IT facilities any software contrary to licence agreements nor any software that interferes with the normal working of the equipment.
9. Users must not deliberately introduce a virus nor take any action to circumvent, or reduce the effectiveness of, any anti-virus precautions established by IT Services.
10. Users are responsible for all use of their username. They should not make their username or password available to another user nor use any other user's username.
11. Users must not create, display, produce or circulate offensive material in any form or medium.
12. Users must not use electronic mail for the mass distribution of unsolicited messages.

Legal, disciplinary and good conduct rules

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

The law

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

LSE Disciplinary regulations:

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

Consideration for other IT users

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

Computer Misuse

20. Users must comply with the provisions of the *Computer Misuse Act (1990)* which makes it an offence to access, or try to access, any computer system for which access authorisation has not been given.

Copyright

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

Internet Publishing

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

Data Protection

23. Users must not act in breach of any requirement of the *Data Protection Act (1984)* and are required to comply with the Data Protection Principles. The Act is "To regulate the use of automatically processed information relating to individuals and the provision of services in respect of such information". All persons using computers to hold data about living individuals are, with very few exceptions, required to register that fact. Contact the LSE's Data Protection Officer, if you think you may need to register under the Act.
24. Student users must not construct or maintain computer files of personal data for use in connection with their academic studies/research without the express authority of an appropriate member of staff. When giving such authority, the member of staff should make the student aware of the Act's requirements, inform them that they must abide by the Data Protection Principles, and of the appropriate level of security arrangements which should attach to a particular set of personal data.

DISCIPLINARY AND OTHER REGULATIONS AND PROCEDURES

REGULATIONS FOR STUDENTS

Preamble

1. The School exists for the pursuit of learning. Its fundamental purpose can be achieved only if its members, and visitors to it, can work and conduct their business peacefully in conditions which permit freedom of thought and expression within a frame-work of respect for the rights of other persons.
2. The Regulations exist to maintain these conditions, in accordance with the purposes of the School as set out in paragraph 3(a) of its Memorandum and Articles of Association, and with the Code of Practice on Free Speech, and to protect the School from actions which would damage its reputation or the standing of the School and its members.
3. The School does not consider that disciplinary proceedings instituted under the Regulations are the most appropriate way of dealing with conduct or matters which appear to involve a serious criminal offence.
4. The School reserves the power to commence disciplinary proceedings in all cases where there appears to have been a breach of the Regulations, including circumstances where a breach of the Regulations also appears to the School to involve a criminal offence.
5. The School reserves the power to suspend or discontinue proceedings at any time. The School will immediately suspend proceedings if the complainant or respondent refers the matter to the police.
6. The School reserves the right to refer the matter to the police in circumstances which the School considers so serious that it must take such action in order to protect its own rights and interests.
7. The continued suspension of disciplinary proceedings will not necessarily be dependent on a police decision on whether or not to take action.

Alterations and Additions

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

General

9. No student of the School shall:
 - (a) disrupt teaching, study, research or administrative work, or cause or threaten to cause injury or otherwise prevent any member of the School and its staff from carrying on his or her work, or do any act likely to cause such disruption or prevention;
 - (b) damage or deface any property of the School, or perform any act likely to cause such damage or defacement;
 - (c) use the School premises contrary to Regulations and Rules, or do any act reasonably likely to cause such use;
 - (d) engage in any conduct in the School, or in relation to the School, or in relation to the activities of its members in connection with the School, which is, or is likely to be, detrimental to the School's purposes or reputation;
 - (e) behave dishonestly;
 - (f) breach any School Regulations and Codes, particularly the Regulations for Students, the Code of Practice on Free Speech, the Rules Relating to Student Activities, the Regulations on Assessment Offences, the Policy Statement on the Use of Information Technology, and the Conditions of Use of IT Facilities, including all the codes referred to therein.

Friendly settlement [conciliation] procedure

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

The Press

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

Public Statements

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

Copyright in Lectures

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

Data Protection

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

Misconduct

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

Penalties for Breaches of Regulations

19. The following penalties may be imposed for misconduct:
- 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**

- 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.
- 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.

- 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 for Boards of Discipline, one member of the Panel of Student members of the Board of Discipline and one member of the Panel of Lay Governor Members for Boards of Discipline who shall not be persons concerned in the original hearing, selected in the same manner as the academic members and lay member of the Board of Discipline. The Appeals Committee shall not be obliged to rehear evidence but may at its discretion do so and may allow new and fresh evidence to be called. It shall otherwise determine its own procedure and shall report in writing its decision to the student concerned, to the student's tutor or supervisor, to the Director, and, unless the student otherwise directs, to the General Secretary of the Students' Union.

Regulations for Students – Annex B**Student Support and Liaison Committee, Panel of Student Members for Boards of Discipline, Panel of Lay Governor Members for Boards of Discipline, Panel of Academic Members for Boards of Discipline**

- The Student Support and Liaison Committee shall consider appropriate regulatory mechanisms for student activities and School Rules and Regulations for students, and may appoint such groups as it sees fit for the purpose.
- The Student Support and Liaison Committee may make recommendations to the Council for alterations and additions to the Regulations for Students. The Committee may also make recommendations to the Director on Rules for the Conduct of School Affairs, and the Director or any other person authorised by the Director may make and issue Rules that are not inconsistent with the Regulations for Students after consultation with the Committee. The Director or any other person authorised by the Director may also, in circumstances which in the opinion of the Director or other such person constitute an emergency, issue Instructions for the duration of the emergency.
- The student members of the Student Support and Liaison Committee shall be elected annually. The election shall be carried out by the Returning Officer of the Students' Union in accordance with the normal procedure for the election of student members of School committees.
- The Panel of Student Members for Boards of Discipline shall consist of ten persons who are registered full-time students selected annually by lot in accordance with paragraph 5 of this Annex.
- 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.
- The Panel of Lay Governor Members for Boards of Discipline shall consist of ten Lay Governors appointed annually by the Council, provided that no Governor who is a member of the Council shall be a member of the Panel. The appointment of Lay Governors to the Panel shall take place in the year preceding the year of office. Additional appointments may be made during the year of office to fill casual vacancies.
- 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**1. Preamble**

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

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

2. Meetings and Functions

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

3. Times of Opening and Closing the School

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

4. Responsibility for Visitors

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

5. Admission of the Press

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

6. Sale of Alcohol on School Premises

- 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.
- 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.

7. Notice Boards

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

8. The Law of the Land

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

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

CODE OF PRACTICE ON FREE SPEECH

1. Preamble

- The following is one of the most important of the clauses in the School's Memorandum and Articles of Association.
 - 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:*
 - 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 responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - For respect of the rights or reputations of others;
 - For the protection of national security or of public order or of public health or morals.
 - European Convention on Human Rights, Article 10:*
 - Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This Article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.
 - The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

2. Range and application

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

3. Responsibilities of the School authorities

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

4. Responsibilities of the Students' Union

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

5. Responsibilities of event organisers

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

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

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

7. Sanctions

- If any person is dissatisfied with the School authorities' exercise of their responsibilities as set out in Section 1 and 3 of the Code or with the Students' Union's exercise of its responsibilities as set out in paragraph 4 of the Code, he or she may appeal personally or in writing to the Director; a report will be made to the Standing Committee of the Court on the action the Director then takes in response to such complaint.

- 7.2 If event organisers fail to comply with their responsibilities as set out in paragraph 5 of the Code, the School authorities may refuse or withdraw permission for the relevant event at any time, or terminate the event once begun. In the action they take the School authorities will bear in mind whether the organisers of the meeting are or are likely to be responsible for unlawful acts or whether persons not connected with the organisers, are or are likely to be responsible for such acts.
- 7.3 Action by any member of the School or other person contrary to this Code, will be regarded as a serious disciplinary offence and, subject to the circumstances of the case, may be the subject of proceedings under the relevant disciplinary regulations, as promulgated from time to time.
- 7.4 Action by anyone who is not a member of the School, including a visiting speaker, contrary to this Code, may result in the withdrawal of his or her licence to be on School premises, resulting in future exclusion from the School's premises or action for trespass if necessary.
8. **Operation and interpretation of the Code**
- 8.1 The Standing Committee of the Court will be responsible for policy issues connected with interpretation of the Code, and will consider matters relevant to the Code as circumstances require. After appropriate consultation in the School the Standing Committee will review and approve the Code every three years on behalf of the Court of Governors.
- 8.2 The Director will be responsible for appeals made under clause 7.1 of the Code.
- 8.3 The Secretary of the School is appointed by the Director to be responsible for the day to day operation of the Code.
- 8.4 In the event of disciplinary proceedings, interpretation of the Code will be entirely a matter for the relevant disciplinary body.

PROCEDURE FOR THE SUBMISSION OF GRIEVANCES BY STUDENTS ON ACADEMIC MATTERS

- 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 with other academic or related administrative matters may seek redress and correction of any deficiency. The procedure does not apply to matters arising from the results of examinations, which are governed by the Regulations for the consideration of appeals against decisions of boards of examiners for taught courses or, for research students, the University of London appeal regulations. In this procedure the term Director means either the Director of the School or such other person authorised by the Director to act on the Director's behalf.
- A student who is dissatisfied should as soon as possible seek a remedy at the time informally, if an undergraduate through the Tutor, Departmental Tutor, Departmental Convener or Dean of Undergraduate Studies, or if a graduate student through their Supervisor, Research Student Tutor, Departmental Convener or Dean of the Graduate School, as appropriate.
- A student who wishes to submit a formal grievance shall give written notice to a Pro-Director within fourteen days of the instance giving rise to the grievance. The notice shall explain the grounds on which the grievance is submitted and the evidence offered in support of it. The Pro-Director will cause the complaint to be investigated expeditiously. A notice submitted after the student has left the School will not normally be considered.
- If as a result of the investigation the Pro-Director is satisfied that there is a case to answer, the case will be referred to the Director for action under paragraph 6.
- If as a result of the investigation the Pro-Director decides that there is no case to answer, the Pro-Director will inform the student accordingly and will take no further action. A student who is not satisfied with such a decision by the Pro-Director may submit a written appeal to the Director within 14 days of the date of the Pro-Director's letter being sent, and the Director will either uphold the Pro-Director's decision (and so inform the student) or proceed under paragraph 6.
- If the Director decides that it would be appropriate for the grievance to be disposed of informally, the Director will seek the agreement of the student to this course of action. The student's non-reply to the Director's letter will not be taken as agreement. Where there is agreement the Director will proceed at his discretion. Where there is no agreement the matter will be considered under paragraph 7.
- If the grievance has not been disposed of informally under paragraph 6, the Director shall expeditiously either:
 - decide that the subject matter of the grievance could properly be considered with (or form the whole or any part of) a complaint under the Disciplinary and Dismissals Procedure for Academic Staff, or make a determination under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmity and take action accordingly, notifying in writing the student submitting the grievance, or;
 - refer the matter to a Grievance Committee appointed by the Council as set out below.
- Where the Director proceeds under paragraph 7.2, the student shall be notified in writing:
 - of the establishment of the Committee and its membership. If the student objects to a member, he or she should state the reasons for that objection in writing to the Secretary of the School and the Director shall determine whether the member objected to should be excluded from membership;
 - of his/her right to be heard by the Committee and to present evidence;
 - of the date, time and place when the case will be considered by the Committee. The date arranged for the hearing must give the student reasonable time to prepare the case. The student may ask for an adjournment which may be granted or refused at the discretion of the Committee;
 - of his/her right to present the grievance by means of a written submission or to appear before the Committee in person and to bring a friend or adviser (who might be a legal adviser) and to call witnesses on his/her behalf;
 - of the procedure to be adopted. The student shall receive notification of the procedures to be followed both when the student is to appear before the Committee in person and when the student makes a submission in writing.
- The student will be asked to state in writing, by a specified date in advance of the hearing, whether he or she proposes to make a written submission or to attend in person with or without a friend or adviser. If proposing to bring a friend or adviser, the student shall provide in writing to the Secretary of the School, not later than three days before the date fixed for the hearing of the grievance, notice of the name and status of the friend or adviser.
- The student will also be asked whether he/she would require the meeting of the Committee to be held in public. In the absence of any such requirement it will meet in private according to these procedures.
- After hearing the case and considering the evidence, the Grievance Committee shall make such report or recommendation to the Director, as it considers appropriate in the circumstances of the case. The report may propose whatever remedy the Committee considers appropriate in respect of a grievance which is found to be substantiated; such remedy may include a proposal that all or part of the subject matter of the grievance be considered under the Disciplinary and Dismissals Procedure for Academic Staff, or determined under the Procedure for Termination of Appointment for Incapacity Arising From Ill-Health or Infirmity.
- The report of the Committee will be presented to the student and to its members. In writing its report the Committee shall have regard to the need to protect the position of any witnesses. The student will be notified in writing of the decision of the Director, with the reasons for that decision.

- The Grievance Committee shall be appointed by the Council of the School in consultation with the Students' Union, and shall comprise:
 - a lay governor member of the Council;
 - a member of the academic staff appointed by and from a panel established for this purpose by the Academic Board;
 - another person, not employed by the School, preferably a recent alumnus of the School.
 The Committee shall appoint one of its members to take the chair.

PROCEDURE FOR COMPLAINTS OF SEXUAL HARASSMENT

The procedure is designed to cover complaints made by any student – male or female – against a member of staff. The procedure is open to review in the light of experience. A full copy of the procedure document is available from the School's Resource Centre in Room H616.

Preliminary Stages

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

Informal Procedure

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

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

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

Formal Procedure

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

Criminal Offence

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

STUDENT REPRESENTATION

The Students' Union represents students to the School and outside institutions on student-related and wider issues.

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.

The Committee acts as a focus for departments' staff-student committees and draws its student membership from them. It discusses issues that are common to departments as well as those which affect undergraduate academic experience as a whole. The Committee nominates two of its members, not more than one of whom is a Students' Union Sabbatical Officer, to sit on the Academic Studies Committee and one of its members to sit on the Teaching Quality Assurance Committee. The Committee meets twice in the Michaelmas and Lent terms and once in the Summer term.

Two members of the Committee on Undergraduate Studies are elected by that Committee to sit on the Academic Studies Committee, which is concerned with the undergraduate academic experience. The Committee meets three times in the Michaelmas and Lent terms, and twice in the Summer term.

CODE OF PRACTICE ON TEACHING AND LEARNING FOR UNDERGRADUATES

Introduction

This Code applies to all undergraduates and General Course students and to all teachers. It sets out general School practices which establish required minimum standards and lays down the reciprocal obligations of staff and students necessary to a framework in which teaching can take place effectively and efficiently. Within this framework each student, with guidance from his or her tutor, is expected to choose, plan and carry through the work required for each course. Each teacher must provide a fully professional service, and the School will provide support and advisory services.

Obligations and responsibilities of tutors of undergraduate and General Course students

- 1.1 On joining the School every student is allocated a member of the academic staff in his or her Department as a tutor.
- 1.2 The tasks of tutors are
 - to get to know their students, to become acquainted with their background and interests, and to make them aware of the support that they can access. Tutors should make it their business to be aware of the general welfare of each tutee, for example their health and their conditions of living in London, and try to ensure that they are not getting into difficulties through want of advice where it may affect their academic work.
 - to be a channel of communication between individual students and those responsible for providing and administering the teaching for the programme or course concerned.
 - to consider the academic progress of tutees, and write their observations and a summary of progress on students' record cards.
 - to make every reasonable effort to discuss the class teachers' reports with their tutees at the beginning of the Lent and Summer terms, and to sign the record cards either to confirm that the reports have been discussed, or that the tutees have failed to keep appointments with them.
 - to inform tutees whose attendance and progress are not satisfactory, in writing, that improvement is necessary, or ask the Dean of Undergraduate Studies or Academic Registrar to make enquiries.
 - in the most serious cases to decide whether to recommend that tutees be barred from examinations and/or reported to the Committee on Student Progress via the Academic Registrar.
 - to sign tutees' course choice forms.
 - to advise the Director or other School officers should a tutee apply for financial or other special assistance, or get into serious academic or other difficulties. Tutors should make themselves acquainted with the various sources of special assistance available within the School
 - to write references for their tutees, or, where unwilling, to explain why they are not able to do so.
- 1.3 Tutors must see tutees individually at least twice a term and, in the first term of a student's first year, at least three times. The timing of such interviews should enable both student and tutor to meet current administrative requirements, and the first such meeting should take place early in the term. Tutors must discuss tutees' general academic progress and other matters with them, in the light of their class performance. At the end of each meeting the timing of the next meeting should be agreed, with details to be supplied later if necessary.
- 1.4 The length of tutorial meetings will vary according to the particular needs of the tutee. Tutees should feel that they have full opportunity to outline their problems and receive help.
- 1.5 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.
- 1.6 Tutors must have a good working knowledge of the structure and regulations of the programmes of the School. The Calendar/Undergraduate Handbook is the authoritative source of information on all programmes and courses. Tutors needing advice on rules and regulations should consult the Departmental Tutor or the Dean of Undergraduate Studies.
- 1.7 Where a tutee's questions concern a particular course the tutor may advise the tutee to consult the teacher responsible (as shown in the Course Guide). Where such questions occur regularly the Department concerned should distribute guidance notes to help both tutor and tutee.
- 1.8 All tutors should display notices on their doors giving their Office Hour times (at least one per week) 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.

The Students' Union

Staff-student committees

Committee on Undergraduate Studies

Academic Studies Committee

- 1.9 Each department appoints a Departmental Tutor, who is the immediate link between students and the Dean of Undergraduate Studies, and who co-ordinates tutorial and class work within the department.
- 1.10 It sometimes happens that the relationship between the tutor and tutee does not prosper. If this occurs, the Departmental Tutor should arrange for a change of tutor. If the Departmental Tutor is also the tutor, the Convener will make the arrangements.

Obligations and responsibilities of lecturers and class teachers

Timekeeping

- 2.1 Lectures and classes start at five minutes past the hour and end at five minutes to the hour.
- 2.2 Teachers must be punctual for their teaching commitments, and should only exceptionally take on commitments which would lead to a lecture or class being missed. If cancellation of a teaching commitment is unavoidable the teacher should inform the Teaching Room Resources Unit and the department as soon as possible and should promptly arrange an additional meeting to make up the loss. Teachers should note that if they are absent without warning from a teaching commitment the students will inform the Teaching Room Resources Unit.
- 2.3 All teachers should be accessible to their students and ready to help them with problems they encounter with topics in the lectures to which the courses relate. Full-time teachers, and where possible part-time teachers, should display notices giving their Office Hour times (at least one per week) when they will be available to see any student without prior appointment, and the names and room numbers of their secretaries or other support. Teachers may use their Office Hours to see tutees but should in any case set aside separate times for this purpose. The departmental office must have the teacher's timetable and other commitments in order that advice may be given on other times when the teacher may be available, and have the teacher's home telephone number so that he or she may be contacted in emergencies. To maximise accessibility, Office Hours and other open-door times should not start and finish on the hour but should extend from half-past to half-past, whenever practicable.

Lectures

- 2.4 Lectures are an important part of the teaching and learning experience. The structure and content of each course is set out in the Course Guides, and lecturers should ensure that their teaching is consistent with this information.
- 2.5 When the content of a course changes to the extent that previous examination papers may not be a reliable guide to future papers, lecturers should warn students and should produce sample questions for the new parts of the course. When the course is new there will be no previous papers, and a full sample paper should be produced. Students must be given clear advance warning of any approved change to examination format.
- 2.6 Reading lists are essential guides to the material relevant to courses. Lecturers should ensure that reading lists are up-to-date and indicate the relative importance of their contents. Lecturers should help the Library to ensure that the right items, in the right numbers and at the right time, are available in the Library Course and/or Offprint Collections, by providing it in good time with all the necessary information.

Classes

- 2.7 Lecturers are responsible for organising the class programmes for their courses, and for liaising with class teachers to ensure that everything is well-organised and properly co-ordinated not only before classes begin but also during the course. They must advise class teachers on the standards to which class work should be marked.
- 2.8 Lecturers must give class programmes to students well in advance, usually at the first lecture or first class of the course, and should indicate the written work required. Lecturers must give the class programmes to the class teachers.
- 2.9 Class work for full-year courses should normally include at least four pieces of written work (two each in the Michaelmas and Lent terms), set either by the course lecturer or class teacher. It should be marked by the class teacher except in cases where it forms part of the overall assessment of the course, where special arrangements apply. Class work should be distributed in advance, done by students in their own time and, if marks are to be awarded, should be collected, marked by the class teacher, and returned with the marks clearly indicated, within two weeks. The class teacher must record marks in the class registers.
- 2.10 Class teachers should ensure that they record student class attendance and marks for work done. They must report to the Academic Registrar on forms provided when, without satisfactory explanation, any student is regularly absent or absent on two consecutive occasions or fails to submit class work on time.
- 2.11 Class teachers must not arrange or accept additions to or deletions from their classes until such changes have been formally recorded by the Undergraduate Office, and should report to the Office any students who try to attend their classes but whose names do not appear on the official register.
- 2.12 Class reports are integral to the School's feedback system on the academic progress of students and an essential source of information for references to potential employers. Class teachers must complete reports on each of their students during and at the end of both the Michaelmas and Lent terms. They must ascertain procedures within their department for returning class registers to the Undergraduate Office so as to ensure that they are returned on or before the due date.
- 2.13 Class teachers are required to give a grade for each student's class work and class participation in their end of term reports. This grade is an indication of the student's performance and of his/her ability to work under non-examination conditions.

Obligations and responsibilities of students

- 3.1 Students must attend the School for the full duration of each term. Students who wish to be away for good reason in term-time must first consult their tutors and should normally apply four weeks in advance to the Undergraduate Office. Students away through illness must inform their tutor and, where the absence is for more than a fortnight, also the Undergraduate Office. The School is required to notify the relevant local education authority if a home student is absent for more than three weeks.
- 3.2 Students must see their tutors at least three times in the first term of their first year, and at least twice a term thereafter, and should keep all appointments made with them. The meetings at the beginning of the Lent and Summer terms, at which class teachers' reports are discussed, are particularly important.
- 3.3 Students should decide their choice of courses after discussion with tutors; if the tutor is not available, the student can consult the Departmental Tutor. Students must check with tutors that their choice of course accords with the programme regulations published in the Calendar/Undergraduate Handbook and ensure that tutors sign the course choice form. Completed and signed forms must be returned to the Undergraduate Office by the date given on the forms or on covering letters. Students must report all subsequent changes to the Undergraduate Office. They will not normally be able to take the examination in any course for which they are not formally registered by the Undergraduate Office.
- 3.4 Students should know the timetable for their courses by consulting the publicly-displayed lecture timetables and class lists and the Timetables Alterations notice boards and/or website.
- 3.5 Students may not change classes unless there is a clash with another legitimate academic requirement or a compelling non-academic reason supported in writing by the Departmental Tutor in the department responsible for that course. Class changes must be arranged and recorded by the Undergraduate Office. They will not otherwise be recognised for attendance and assessment purposes.
- 3.6 Attendance at classes is compulsory and records are kept by class teachers, who are required to report to the Academic Registrar any student absent on two consecutive occasions or regularly absent without good reason. If a teacher is absent with little or no warning from a teaching commitment, students should inform the Teaching Room Resources Unit Office.

- 3.7 Students must submit all required work on time and take note of guidance and feedback from their class teachers and tutors. Class teachers are required to report to the Academic Registrar when written work is not handed in on time. Class teachers give a grade for each student's class participation in their end of term reports, as well as a general assessment of the student's progress.
- 3.8 Students who regularly miss classes and/or do not provide required written work will not normally be allowed to take the examination in the course concerned.
- 3.9 Students should complete the School teaching questionnaires, whether electronic or on paper.
- 3.10 Students must communicate changes of address to the Undergraduate Office as soon as they occur. Examination and some other important material is sent to term-time addresses.

The examination system

- 4.1 Most students follow four courses of study during the academic session and are examined in them at the end of the year. Exceptions are set out in the relevant regulations in the Calendar/ Undergraduate Handbook.
- 4.2 No student will be admitted to an examination without having attended the appropriate course of study in accordance with the regulations. To meet this requirement the School monitors the attendance of students at classes and their submission of coursework. Tutors have to satisfy themselves, on the basis of class teachers' reports, that students have followed their courses satisfactorily. If they are not satisfied they may recommend that a student be set conditions for entry to, or be barred from, to the examination or examinations concerned.
- 4.3 Most examinations are of the traditional three-hour (or, for half-unit courses, two-hour) unseen written type. Some are either by advanced notice written examination or by one or more essays, which usually have to be submitted by May. Methods of examination are given in the Course Guides in the Calendar/Undergraduate Handbook.
- 4.4 Once the examination timetable has been produced an examinations admission form, with a unique examination number, and *Notes for Candidates* are sent to each candidate at the term-time address held by the Undergraduate Office. *Notes for Candidates* is a most important document and should be read in full.
- 4.5 The full examinations timetable is posted on noticeboards. All candidates should not only consult the timetable when first posted to ascertain examination dates and times, but should also look at the noticeboards at regular intervals to see if any changes have had to be made.
- 4.6 All students who require special examination arrangements must see their tutor or the Adviser to Disabled Students, who will pass the information to the Academic Registrar. The School will do all it can to assist students with special needs, but will not normally accept applications for special examination arrangements later than the end of the Lent term.
- 4.7 The School provides special examination rooms for candidates who for approved reasons cannot take examinations in the usual halls.

THE DEGREES**REGULATIONS FOR FIRST DEGREES****General**

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

Programme

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

Recognition of previous study

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

Students undertaking study elsewhere

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

Examinations

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

Progression from one year to another

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

Methods of assessment

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

The award of a degree

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

Information to students

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

Special provisions

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

Appeals against decisions of boards of examiners

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

SCHEDULE TO THE REGULATIONS FOR FIRST DEGREES

The powers of the School set out in these Regulations shall be exercisable as follows:

Regulation	All students	BA/BSc students only	LLB students only
5 - 7, 13, 36	Academic Studies Committee		
8 - 10	Admissions Committee or Academic Studies Committee as appropriate		
14, 18, 19, 23 (resit permission), 24 - 26, 27, 31, 32, 35, 38, 47)		School Board of Examiners for BA and BSc degrees	School Board of Examiners for LLB degrees
17, 41	Academic Board on the recommendation of Academic Studies Committee		
21	Dean of Undergraduate Studies		
28, 30	Committee on Student Progress		
15, 23 (fee date), 37, 43 - 46	Academic Registrar		

Classification Scheme for the BSc/BA Degrees

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

1. Award of Marks

The examiners for each course will determine a numerical mark for each candidate based on the following scale of honours class or division, pass and fail grades:

First Class Honours	70 - 100
Upper Second Class Honours	60 - 69
Lower Second Class Honours	50 - 59
Third Class Honours	40 - 49
Pass	34 - 39
Fail	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.

3. Treatment of Half-Units

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

- 3.1 according to the appropriate degree regulations;
- 3.2 according to the stage of the degree: half-units taken in the same year should be paired;
- 3.3 according to department in which the half-units are taken: half-units with the same departmental prefix (eg, MA) should be paired;
- 3.4 according to the marks awarded for each half-unit: the two half-units with the highest marks, then those with the next highest marks should be paired.

4. Classification Marks

The classification of each candidate shall be based on:

- 4.1 all eight marks of second and third year papers;
- 4.2 a ninth mark being the average (being rounded up or down if necessary to the nearest whole mark) of the best three first year marks. For second-year direct entry candidates, the ninth mark will be the average (rounded up or down if necessary to the nearest whole mark) of the best six second and third year marks.

The aggregate for each candidate will be determined by adding all nine marks together. In all cases, the marks shall be based on the mark obtained by the candidate at the latest attempt of the examination for each course.

5. Treatment of Borderline Marks

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

6. Classification Guidelines

A candidate who is eligible for the award of a degree and who has achieved the minimum requirement for the award of an honours degree of a particular class or division, or a pass degree as set out in sub-paragraphs 6.1 to 6.5 below shall be classified in that class, division or pass grade, subject to the penalty rules that:

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

7. General Proviso

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

Programme Regulations

A course may only be taken under one paper number even if it is available under more than one paper number.
H denotes a half unit course. (not 00) denotes not running in the 2000/01 session.

BSc Accounting and Finance

Paper Course number and title

Year 1

- 1 AC100 Elements of Accounting and Finance
- 2 EC102 Economics B
- 3 Either MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H or MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H or ST102 Elementary Statistical Theory
- 4 Either SO105 Industrial Enterprise in Comparative Perspective or an approved paper taught outside the Department

Year 2

- 5 AC211 Managerial Accounting
- 6 AC212 Principles of Finance
- 7 Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC210 Macroeconomic Principles
- 8 One of
Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
Either ID200 Organisational Theory and Behaviour MN200 The Process of Management or OR201 Operational Research for Management or OR202 Operational Research Methods
Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third year students)

Year 3

- 9 AC330 Financial Accounting
- 10 & Two of AC340 Auditing and Accountability, AC320 Corporate Finance and Financial Markets, AC310 Advanced Managerial Accounting
- 11 Accounting
- 12 One of
LL209 Commercial Law
Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
A further paper named in 8 above
Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third year students)

BSc Actuarial Science

Paper Course number and title

Year 1

- 1 ST102 Elementary Statistical Theory
- 2 MA100 Mathematical Methods
- 3 AC100 Elements of Accounting and Finance
- 4 EC102 Economics B

Year 2

- 5 ST202 Probability, Distribution Theory and Inference
- 6 MA201 Further Mathematical Methods (Linear Algebra) H and MA200 Further Mathematical Methods (Calculus) H
- 7 ST227 Survival Models H and ST226 Actuarial Investigations – Financial H
- 8 Courses to the value of one unit from:
SO100 Principles of Sociology, PS102 Self, Others and Society: Perspectives on Social and Applied Psychology, IS143 Information Technology for the Social Scientist (may not be selected if IS240 has previously been taken), SA103 Population, Economy and Society, MA103 Introduction to Pure Mathematics, ST218 Project in Applied Statistics, and an approved paper taught outside the Department

Year 3

- 9 ST302 Stochastic Processes H and ST304 Time Series and Forecasting H
- 10 ST306 Actuarial Mathematics: General H and ST300 Regression Analysis and Generalised Linear Models H
- 11 ST305 Actuarial Mathematics: Life
- 12 ST330 Stochastic and Actuarial Methods in Finance

Students can replace 10, 11 or 12 with subjects to the value of one unit approved by their tutor, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries.

BA/BSc Social Anthropology

Paper Course number and title

Year 1

- 1 AN100 Introduction to Social Anthropology
- 2 AN101 Ethnography and Theory
- 3 AN102 Reading Other Cultures: The Anthropological Interpretation of Text and Film
- 4 An approved paper taught outside the Department

Year 2

- 5 AN200 Kinship, Sex and Gender
- 6 AN226 Political and Legal Anthropology
- 7 AN227 The Anthropology of Economic Institutions and their Social Transformations
- 8 Papers to the value of one unit from Selection List A below

Year 3

- 9 AN300 Advanced Theory of Social Anthropology
- 10 AN301 Anthropology of Religion
- 11 Papers to the value of one unit from Selection List A below
- 12 Either papers to the value of one unit from Selection List A below or AN399 Special Essay Paper in Social Anthropology

Anthropology Selection List A

AN203	The Anthropology of Lowlands Latin America H	AN221	The Anthropology of Christianity H
AN206	The Anthropology of the Mediterranean, with special reference to Greece and Cyprus H (not 00)	AN223	The Anthropology of South East Asia H (not 00)
AN207	The Anthropology of Madagascar H	AN229	The Anthropology of Religious Nationalism and Fundamentalism H (not 00)
AN208	Anthropological Linguistics H	AN230	The Anthropology of Industrialisation and Industrial Life H
AN209	Research Methods in Social Anthropology H (not 00)	AN231	The Anthropology of China H (not 00)
AN210	The Anthropology of Conflict, Revolution and War H (not 00)	AN232	Film and Photography in Anthropological Practice and Theory H
AN211	The Anthropology of Death H (not 00)	AN233	The Anthropology of South-West Asian and North African Societies H (not 00)
AN212	The Anthropology of Art and Communication H (not 00)	AN235	The Anthropology of Southern Africa H (not 00)
AN213	Anthropological Theories of Exchange H (not 00)	AN236	The Anthropology of Governance in the Modern State H (not 00)
AN214	The Anthropology of India (not 00)	AN237	The Anthropology of Development H
AN215	The Anthropology of Hunters and Gatherers of Sub-Saharan Africa H (not 00)		An approved paper taught outside the Department
AN216	Cognition and Anthropology H (not 00)		
AN217	The Anthropology of East and Central Africa H (not 00)		
AN219	The Anthropology of Agrarian Development and Social Change H (not 00)		

BA Anthropology and Law

Paper Course number and title

Year 1

- 1 AN100 Introduction to Social Anthropology
- 2 AN101 Ethnography and Theory
- 3 LL106 Public Law
- 4 LL104 Law of Obligations

Year 2

- 5 AN226 Political and Legal Anthropology
- 6 LL108 Criminal Law
- 7 LL105 Law of Property I H and a further paper to the value of one half-unit to be selected from either Anthropology Selection List A or from the Law Selection List
- 8 Courses to the value of one unit to be selected from the Anthropology Selection Lists A and B

Year 3

- 9 LL232 Law and Institutions of the European Union
- 10 One course not already taken in the second year to be selected from Anthropology Selection List B
- 11 & 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
- 12

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
LL203	Law of Business Associations	LL257	Labour Law
LL204	Advanced Torts	LL259	Legal and Social Change since 1750
LL205	Medical Law	LL265	Legislation (Essay)
LL207	The Law Relating to Civil Liberties	LL269	Civil Litigation - Processes and Functions
LL210	Computers, Information and Law (not 00)	LL272	Outlines of Modern Criminology H
LL212	Conflict of Laws	LL275	Property II
LL221	Domestic Relations	LL278	Public International Law
LL223	Economic Analysis of Law (not 00)	LL282	Law of Restitution (not 00)
LL231	The Substantive Law of the European Union	LL284	Sentencing and Treatment of Offenders H
LL232	Law and Institutions of the European Union	LL287	Social Security Law I H and LL288 Social Security Law II H
LL233	Law of Evidence	LL293	Taxation
LL235	Housing Law (not 00)	LL294	Law, Theory and Policy of Consumer Markets
LL242	International Protection of Human Rights	LL297	Women and the Law (not 00)
LL247	Land Development and Planning Law (not 00)	LL305	Jurisprudence
LL250	Law and the Environment		
LL251	Intellectual Property Law		

BSc Business Mathematics and Statistics – For students registering before October 1999

Paper Course number and title

Year 1

- 1 ST102 Elementary Statistical Theory
- 2 MA100 Mathematical Methods
- 3 Either EC100 Economics A or EC102 Economics B
- 4 AC100 Elements of Accounting and Finance

Year 2

- 5&6 Papers to the value of two units from:
ST202 Probability, Distribution Theory and Inference
ST218 Projects in Applied Statistics
MA200 Further Mathematical Methods (Calculus) H and MA201 Further Mathematical Methods (Linear Algebra) H

- MA103 Introduction to Pure Mathematics
OR202 Operational Research Methods
ST227 Survival Models H
ST226 Actuarial Investigations – Financial H
- 7&8 *Papers to the value of two units from:*
Courses to the value of one unit not previously taken under papers 5&6
EC221 Principles of Econometrics
EC202 Microeconomic Principles II
EC210 Macroeconomic Principles
IS143 Information Technology for the Social Scientist (*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
AC212 Principles of Finance
- Year 3**
- 9, *Courses to the value of three units from:*
10 & ST304 Time Series and Forecasting H
11 ST300 Regression Analysis and Generalised Linear Models H
ST302 Stochastic Processes H
ST316 Sample Survey Theory and Methods H
ST318 Multivariate Methods and Contingency Table H (*not 00*)
ST327 Marketing and Market Research
OR304 Decision Analysis
MA203 Real Analysis H
MA311 Discrete Mathematics H
MA308 Theory of Graphs H (*not 00*)
MA301 Game Theory I H
MA303 Chaos in Dynamical Systems H
MA208 Optimisation Theory H
MA305 Control Theory and Calculus of Variations H (*not 00*)
MA310 Mathematics of Finance and Valuation H
OR303 Combinatorial Optimisation H
OR301 Model Building in Operational Research
ST324 Actuarial Applied Statistics (*not after 99*)
ST325 Simulation Modelling and Analysis H (*not if OR301 is also taken*)
ST326 Actuarial Investigations: Statistical H (*not after 99*) and ST322 Actuarial Life and other Contingencies: II H (*not after 99*)
IS340 Information Systems in Business
IS143 Information Technology for the Social Scientist (*if not already taken under 7 & 8, may not be selected if IS240 has previously been taken*)
Either SA255 Mathematical and Statistical Demography (*not 00*) or SA250 Demographic Description and Analysis
MA313 Probability for Finance and Economics H
An approved paper taught outside the Department (*includes courses listed under 12 below*)
- 12 *One from:*
A paper from 9,10 &11 above not previously taken
EC313 Industrial Economics
EC321 Monetary Economics
Either AC212 Principles of Finance (*if not already taken under 7 & 8*) or AC320 Corporate Finance and Financial Markets
AC211 Managerial Accounting
ID200 Organisational Theory and Behaviour
PS315 The Social Psychology of Economic Life
PS311 Social Psychology of the Media
LL226 Elements of Labour Law
LL209 Commercial Law
MN200 The Process of Management

BSc Business Mathematics and Statistics – For students registering in and after October 1999

Paper Course number and title

Year 1

- 1 ST102 Elementary Statistical Theory
2 MA100 Mathematical Methods
3 Either EC100 Economics A* or EC102 Economics B
4 AC100 Elements of Accounting and Finance

*The Course Tutor must approve and countersign the selection of options form for any student wishing to take EC100

Year 2

- 5 MA200 Advanced Calculus H and MA201 Advanced Linear Algebra H
6 Either ST202 Probability, Distribution Theory and Inference or ST218 Projects in Applied Statistics
7 *Courses to the value of one unit from* ST202 Probability, Distribution Theory and Inference, ST218 Projects in Applied Statistics (*if not taken under paper 6*), MA103 Introduction to Pure Mathematics, OR202 Operational Research Methods, ST227 Survival Models H, ST226 Actuarial Investigations – Financial H
8 *Courses to the value of one unit from:*
EC221 Principles of Econometrics
EC202 Microeconomic Principles II (*only if EC102 has previously been taken*)
EC210 Macroeconomic Principles (*only if EC102 has previously been taken*)
IS143 Information Technology for the Social Scientist (*may not be selected if IS240 has previously been taken*)
AC212 Principles of Finance
PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
SO105 Industrial Enterprise in Comparative Perspective

Year 3

- 9, *Courses to the value of three units from:*
10, ST300 Regression Analysis and Generalised Linear Models H

- 11 ST302 Stochastic Processes H
ST304 Time Series and Forecasting H
ST316 Sample Survey Theory and Methods H
ST318 Multivariate Methods and Contingency Table H (*not 00*)
ST325 Simulation Modelling and Analysis H (*not if OR301 also taken*)
ST327 Marketing and Market Research
ST305 Actuarial Mathematics (Life)
ST306 Actuarial Mathematics: General H
ST331 Decision Theory and Bayesian Statistics
MA312 Convexity and Fixed Point Theorems H
MA203 Real Analysis H
MA311 Discrete Mathematics H
MA301 Game Theory I H
MA303 Chaos in Dynamical Systems H
MA305 Control Theory and Calculus of Variations H (*not 00*)
MA308 Theory of Graphs H (*not 00*)
MA310 Mathematics of Finance and Valuation H
MA313 Probability in Economics and Finance H
MA208 Optimisation H
MA314 Theory of Algorithms 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**
- 12 *Courses to the value of one unit from:*
EC313 Industrial Economics
EC321 Monetary Economics
AC320 Corporate Finance and Financial Markets
AC211 Managerial Accounting
ID200 Organisational Theory and Behaviour
LL226 Elements of Labour Law
LL209 Commercial Law
MN200 The Process of Management
SA250 Demographic Description and Analysis
Courses to the value of up to one unit, from paper 7 and/or 8, and/or papers 9,10 & 11 or from courses taught outside the Departments of Mathematics and Statistics subject to the signature of the Course Tutor.

* Students will not be permitted to take any first year course under these options, with the exception of MA103 and either PS102 or SO100

BSc Economic History

Paper Course number and title

Year 1

- 1 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
2 Either EC100 Economics A or EC102 Economics B
3 An approved paper from outside the Department
4 An approved paper from outside the Department

Year 2

- 5 EH245 Foundations of the Industrial Economy
6 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan

7 &

- 8 *Two from:*
EH225 Latin America and the International Economy (*not 00*)
EH236 The Integration of Europe's Economy, 1815-1990
EH210 Economic and Social History of Britain from 1830
EH240 British Business and Contemporary Economic Performance
EH205 Towns, Society and Economy in England and Europe, 1450-1750 (*not 00*)
EH101 The Internationalisation of Economic Growth, 1870 to the Present Day (*if not taken in year 1*)
A paper from Selection List A (*pre-requisites allowing*)

Year 3

9 &

- 10 *Two from:*
EH315 Africa and the World Economy (*not 00*)
EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870 (*not 00*)
EH320 The World Economic Crisis, 1919-1945
EH301 The Origins of the World Economy, 1450-1750
EH325 Issues of Modern Japanese Economic Development
EH302 Work, Class and Organization: British Labour from Industrialization to General Strike

- 11 A further paper from those listed under 7 & 8 with the exception of those on the Selection List or 9 & 10

- 12 EH390 Long Essay in Social or Economic History

Economic History Selection List A

HY205	The Witchcraze and Modern Witch-hunts (<i>not 00</i>)	AN227	The Anthropology of Economic Institutions and their Social Transformations
HY227	From Adam Smith to Globalisation	IR304	The Politics of International Economic Relations
SA251	The Demographic Transition and the Western World Today	LN250	Literature and Society in Britain: 1900 to the Present Day
SA252	Third World Demography	LL259	Legal and Social Change since 1750
SA254	The Population of the Indian Sub-Continent	EC200	Economics of Social Policy
SA212	Family, Gender and Society	EC230	European Economic Policy
SO103	Aspects of British Society	SA253	The Population of Developed Societies (<i>not 00</i>)
SO205	Sociology of Development (<i>not 00</i>)		An approved language course

BSc Economics and Economic History

Paper Course number and title

Year 1

- 1 EC102 Economics B
- 2 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
- 3 Either MA107 Quantitative Methods (Mathematics) **H** and ST105 Quantitative Methods (Statistics for Economists) **H** or EC110 Basic Mathematics for Economists
- 4 Either ST100 Basic Statistics (if EC110 taken) or an approved paper taught outside the Departments of Economics and Economic History

Year 2

- 5 One from:
Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
Or EC210 Macroeconomic Principles
- 6 Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
- 7 EH245 Foundations of the Industrial Economy
- 8 One from:
EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH225 Latin America and the International Economy (not 00)
EH236 The Integration of Europe's Economy 1815-1990
EH210 Economic and Social History of Britain from 1830
EH240 British Business and Contemporary Economic Performance
EH205 Towns, Society and Economy in England and Europe 1450-1750 (not 00)

Year 3

- 9 One from:
Either EC201 Microeconomic Principles I (if EC220 taken) or EC202 Microeconomic Principles II (if EC221 taken)
Or EC210 Macroeconomic Principles
- 10 A paper from Selection List A or an approved paper taught outside the Departments of Economic History and Economics
- 11 One from:
EH315 Africa and the World Economy (not 00)
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 00)
EH320 The World Economic Crisis, 1919-1945
EH325 Issues of Modern Japanese Economic Development
EH302 Work, Class and Organization: British Labour from Industrialization to General Strike
- 12 EH390 Long Essay in Social or Economic History

Economics Selection List A

EC313 Industrial Economics	EC315 International Economics
EC305 Comparative Economic Systems	EC307 Development Economics
EC333 Problems of Applied Econometrics	EC311 History of Economic Thought (not 00)
EC301 Advanced Economic Analysis	EC303 Economic Analysis of the European Union
EC325 Public Economics	EC317 Labour Economics
EC321 Monetary Economics	

BSc Economic History with Economics

Paper Course number and title

Year 1

- 1 EC102 Economics B
- 2 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
- 3 Either EC110 Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) **H** and ST105 Quantitative Methods (Statistics for Economists) **H**
- 4 An approved paper taught outside the Departments of Economics and Economic History

Year 2

- 5 Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
Or EC210 Macroeconomic Principles
- 6 EH245 Foundations of the Industrial Economy
- 7 One from:
EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH225 Latin America and the International Economy (not 00)
EH236 The Integration of Europe's Economy 1815-1990
EH210 Economic and Social History of Britain from 1830
EH240 British Business and Contemporary Economic Performance
EH205 Towns, Society and Economy in England and Europe, 1450-1750 (not 00)
- 8 An approved paper taught outside the Departments of Economic History and Economics

Year 3

- 9 One from:
Either EC201 Microeconomic Principles I (if EC220 taken) or EC202 Microeconomic Principles II (if EC221 taken)
Or EC210 Macroeconomic Principles
- 10 One from:
EH315 Africa and the World Economy (not 00)
EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870 (not 00)
EH320 The World Economic Crisis, 1919-1945
EH301 The Origins of the World Economy, 1450-1750
EH325 Issues in Modern Japanese Economic Development
EH302 Work, Class and Organization: British Labour from Industrialization to General Strike
- 11 Either a further paper from 7 above or a further paper from 10 above
- 12 EH390 Long Essay in Social or Economic History

BSc Economic History with Population Studies

Paper Course number and title

Year 1

- 1 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
- 2 SA103 Population, Economy and Society
- 3 Either ST103 Statistical Methods for Social Research or an approved paper from outside Economic History and Population Studies
- 4 An approved paper taught outside the Department

Year 2

- 5 SA250 Demographic Description and Analysis
- 6 EH245 Foundations of the Industrial Economy
- 7 One from SA251 The Demographic Transition and the Western World Today, SA252 Third World Demography, SA253 The Population of Developed Societies (not 00), SA254 The Population of the Indian Sub-Continent
- 8 One from:
EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH225 Latin America and the International Economy (not 00)
EH236 The Integration of Europe's Economy 1815-1990
EH210 Economic and Social History of Britain from 1830
EH240 British Business and Contemporary Economic Performance
EH205 Towns, Society and Economy in England and Europe, 1450-1750 (not 00)
SA212 Women, The Family and Social Policy in 20th Century Britain
HY205 The Witchcraze and Modern Witch-hunts (not 00)

Year 3

- 9 One from:
EH315 Africa and the World Economy (not 00), EH301 The Origins of the World Economy, 1450-1750, EH325 Issues in Modern Japanese Economic Development
- 10 A further paper from 9 above or from among the EH papers in 8 above
- 11 A further paper from 7 above
- 12 Either EH390 Long Essay in Social or Economic History or SA399 A Special Essay in Population Studies

BSc Economics

Paper Course number and title

Year 1

- 1 EC102 Economics B
- 2 Either EC110 Basic Mathematics for Economists or MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) **H** and ST105 Quantitative Methods (Statistics for Economists) **H**
- 3 Either ST100 Statistics (if EC110 taken) or ST102 Elementary Statistical Theory (if MA100 taken) or an approved paper taught outside the Department (if MA107 and ST105 taken)
- 4 An approved paper taught outside the Department

Year 2

- 5 EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
- 6 EC210 Macroeconomic Principles
- 7 Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
- 8 An approved paper taught outside the Department

Year 3

- 9, 10, 11 Three from the Selection List below
- 12 One from:
A further paper from the Selection List
LL209 Commercial Law
AC211 Managerial Accounting
Either OR201 Operational Research for Management or OR202 Operational Research Methods
MA300 Game Theory
MA100 Mathematical Methods
MA200 Further Mathematical Methods (Calculus) **H** and MA201 Further Mathematical Methods (Linear Algebra) **H**
PH211 Philosophy of Economics
EH315 Africa and the World Economy (not 00)
EH240 British Business and Contemporary Economic Performance
EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH210 Economic and Social History of Britain from 1830
EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870 (not 00)
EH225 Latin America and the International Economy (not 00)
EH236 The Integration of Europe's Economy 1815-1990
IR304 The Politics of International Economic Relations I
GY201 Locational Change and Business Activity
GY300 Europe and the Global Economy
SA250 Demographic Description and Analysis
SA255 Mathematical and Statistical Demography (not 00)

In exceptional circumstances a student may substitute an outside paper for one of papers 9-12. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Selection of Papers for Next Session form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

Economics Selection List

EC301	Advanced Economic Analysis	EC319	Mathematical Economics
EC305	Comparative Economic Systems	EC321	Monetary Economics
EC307	Development Economics	AC212	Principles of Finance
EC303	Economic Analysis of the European Union	AC320	Corporate Finance and Financial Markets (<i>if AC212 taken in second year</i>)
EC311	History of Economic Thought (<i>not 00</i>)	EC333	Problems of Applied Econometrics
EC313	Industrial Economics	EC325	Public Economics
EC315	International Economics		Any other paper approved by the Department
EC317	Labour Economics		

BSc Economics with Economic History

Paper Course number and title

Year 1

- 1 EC102 Economics B
- 2 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
- 3 *Either* EC110 Basic Mathematics for Economists *or* MA107 Quantitative Methods (Mathematics) **H** *and* ST105 Quantitative Methods (Statistics for Economists) **H**
- 4 An approved paper taught outside the Department

Year 2

- 5 *Either* EC201 Microeconomic Principles I *or* EC202 Microeconomic Principles II
- 6 EC210 Macroeconomic Principles
- 7 EH245 Foundations of the Industrial Economy
- 8 *One from:*
EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH225 Latin America and the International Economy (*not 00*)
EH236 The Integration of Europe's Economy 1815-1990
EH210 Economic and Social History of Britain from 1830
EH240 British Business and Contemporary Economic Performance
EH205 Towns, Society and Economy in England and Europe, 1450-1750 (*not 00*)

Year 3

- 9 & 10 *Two from:*
EC313 Industrial Economics
EC305 Comparative Economic Systems
EC301 Advanced Economic Analysis
EC325 Public Economics
EC321 Monetary Economics
EC315 International Economics
EC307 Development Economics
EC311 History of Economic Thought (*not 00*)
EC303 Economic Analysis of the European Union
EC317 Labour Economics
- 11 *Either* EC220 Introduction to Econometrics *or* EC221 Principles of Econometrics
One from:
EH315 Africa and the World Economy (*not 00*)
EH310 Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870 (*not 00*)
EH320 The World Economic Crisis, 1919-1945
EH301 The Origins of the World Economy, 1450-1750
EH325 Issues of Modern Japanese Economic Development
- 12 An approved paper taught outside the Departments of Economics and Economic History

BSc Econometrics and Mathematical Economics

Paper Course number and title

Year 1

- 1 EC102 Economics B
- 2 MA100 Mathematical Methods
- 3 ST102 Elementary Statistical Theory
- 4 An approved paper taught outside the Department of Economics

Year 2

- 5 *Either* EC201 Microeconomic Principles I *or* EC202 Microeconomic Principles II
- 6 EC221 Principles of Econometrics
- 7 *One from:*
MA200 Further Mathematical Methods (Calculus) **H** *and* MA201 Further Mathematical Methods (Linear Algebra) **H**
EC210 Macroeconomic Principles
AC100 Elements of Accounting and Finance
OR201 Operational Research for Management
MA300 Game Theory
PH211 Philosophy of Economics
- 8 *Either* ST202 Probability, Distribution Theory and Inference *or* an approved paper taught outside the Department

Year 3

- 9 *Either* EC333 Problems of Applied Econometrics *or* EC309 Econometric Theory *or* EC319 Mathematical Economics
- 10 One from the Selection list below
- 11 *Either* a further paper from 9 above *or* an approved paper from the Selection list below
- 12 EC331 Project in Quantitative Economics

Econometrics and Mathematical Economics Selection list

EC301	Advanced Economic Analysis	EC210	Macroeconomic Principles (<i>if not taken under 7 above</i>)
EC305	Comparative Economic Systems	EC321	Monetary Economics
EC307	Development Economics	AC212	Principles of Finance
EC303	Economic Analysis of the European Union	AC320	Corporate Finance and Financial Markets (<i>if AC212 taken in second year</i>)
EC317	Labour Economics	AC100	Elements of Accounting and Finance (<i>if not taken under 7 above</i>)
EC311	History of Economic Thought (<i>not 00</i>)	OR201	Operational Research for Management (<i>if not taken under 7 above</i>)
EC313	Industrial Economics	MA300	Game Theory (<i>if not taken under 7 above</i>)
EC315	International Economics	PH211	Philosophy of Economics (<i>if not taken under 7 above</i>)

BSc Environmental Geography

Paper Course number and title

Year 1

- 1 GY100 Environment, Economy and Society
- 2 GY120 The Natural Environment
- 3 GY140 Methods in Spatial and Social Analysis
- 4 An approved paper taught outside the Department

Year 2

- 5 GY240 Research Techniques (Spatial, Social and Environmental)
- 6, 7, 8 *Up to one unit from:*
GY200 Space, Society and Culture
GY201 Location and Spatial Analysis
GY103 Contemporary Europe (*can only be taken in Year 2*)
GY202 The Third World: A Study of Social and Economic Development (*not 00*)
An approved outside option taught at LSE
An approved intercollegiate course
Two or three units from:
GY220 Contemporary Environmental Debates
GY221 Environmental Assessment and Management

Year 3

- 9 GY350 Independent Geographical Essay
- 10, 11, 12 *Three units from below of which at least two must be taken from List A and up to one from List B*

List A

GY321	The Environmental Policy Process: National and Local Level	GY320	Environmental Risk Management
GY322	Transport, Environment and Planning	GY340	Geographical Information Systems

List B

GY301	The Political Geography of Development and the South	GY302	Urban Development: Politics, Policy and Planning
	<i>One unit from 6-8 (excluding GY103 Contemporary Europe and an outside option taught at LSE)</i>	GY300	Europe and the Global Economy
		GY303	The Geography of Gender: Global Perspectives (<i>not 00</i>)

BSc Environmental Management and Policy

Paper Course number and title

Year 1

- 1 GY100 Environment, Economy and Society
- 2 GY120 The Natural Environment
- 3 GY140 Methods in Spatial and Social Analysis
- 4 An approved paper taught outside the Department

Year 2

- 5 GY222 Environment and Economy
- 6 GY221 Environment Assessment and Management
- 7 GY220 Contemporary Environmental Debates
- 8 GY240 Research Techniques (Spatial, Social and Environmental)

Year 3

- 9 GY350 Independent Environmental Project
- 10 GY321 The Environmental Policy Process
- 11 & 12 *Two from:*
GY320 Environmental Risk Management
GY322 Applied Location and Spatial Analysis
GY340 Geographical Information Systems
GY302 Urban Development: Politics, Policy and Planning
An approved paper taught in the Department of Geography and Environment or another Department in the School

BSc Environmental Policy with Economics

Paper Course number and title

Year 1

- 1 GY100 Environment, Economy and Society
- 2 GY120 The Natural Environment
- 3 EC102 Economics B
- 4 Either EC110 Basic Mathematics for Economics or MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H

Year 2

- 5 GY222 Environment and Economy
- 6 GY221 Environmental Assessment and Management
- 7 GY220 Contemporary Environmental Debates
- 8 Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II

Year 3

- 9 GY321 The Environmental Policy Process
- 10 One from:
EC210 Macroeconomic Principles, EC307 Development Economics, EC313 Industrial Economics, EC315 International Economics, EC325 Public Economics
- 11, Two from
- 12 GY320 Environmental Risk Management
GY322 Applied Location and Spatial Analysis
GY340 Geographical Information Systems
GY302 Urban Development: Politics, Policy and Planning

BA Geography

Paper Course number and title

Year 1

- 1 GY100 Environment, Economy and Society
- 2 GY140 Methods in Spatial and Social Analysis
- 3 Either GY120 The Natural Environment or GY103 Contemporary Europe
- 4 An approved paper taught outside the Department

Year 2

- 5 GY240 Research Techniques (Spatial, Social and Environmental)
- 6,7 Two or three units from Selection List A and up to one unit from Selection List B
- 8

Year 3

- 9 GY350 Independent Geographical Project
- 10, Three units from:
- 11 & GY301 The Political Geography of Development and the South
- 12 GY302 Urban Development: Politics, Policy and Planning
GY300 Europe and the Global Economy
GY321 The Environmental Policy Process: National and Local Level
GY340 Geographical Information Systems
GY320 Environmental Risk Management
GY322 Applied Location and Spatial Analysis
GY303 The Geography of Gender, Global Perspectives (not 00)
One unit from 6-8 (excluding GY103 and an LSE taught Outside Option)

Geography Selection List A

GY220 Contemporary Environmental Debates	GY200 Space, Society and Culture
GY201 Location and Spatial Analysis	

Geography Selection List B

GY221 Environmental Assessment and Management	GY222 Environment and Economy
GY103 Contemporary Europe (if not taken in Year 1)	GY202 The Third World: A Study of Social and Economic Development (not 00)
An approved outside option taught at LSE	

BSc Geography and Population Studies

Paper Course number and title

Year 1

- 1 GY100 Environment, Economy and Society
- 2 SA103 Population, Economy and Society
- 3 GY140 Methods in Spatial and Social Analysis
- 4 One from:
AN100 Introduction to Social Anthropology
EC100 Economics A
EC102 Economics B
IR100 The Structure of International Society
ST100 Basic Statistics
ST102 Elementary Statistical Theory
ST103 Statistical Methods for Social Research
SA100 Introduction to Social Policy
PS102 Self, Others and Society: Perspectives on Social and Applied Psychology

Year 2

- 5 & Two from:
- 6 GY103 Contemporary Europe
GY200 Space, Society and Culture
GY201 Location and Spatial Analysis
GY202 The Third World: A Study of Social and Economic Development (not 00)
GY220 Contemporary Environmental Debates
GY221 Environmental Assessment and Management
GY222 Environment and Economy
GY240 Research Techniques (Spatial, Social and Environmental)
SA250 Demographic Description and Analysis
- 7
- 8 One from:
SA251 The Demographic Transition and the Western World Today
SA252 Third World Demography
SA253 The Population of Developed Societies (not 00)
SA254 The Population of the Indian Subcontinent
SA255 Mathematical and Statistical Demography (not 00)

Year 3

- 9 One from:
GY300 Europe and the Global Economy
GY301 The Political Geography of Development and the South
GY303 The Geography of Gender: Global Perspectives (not 00)
GY320 Environmental Risk Management
GY321 The Environmental Policy Process: National and Local Level
GY322 Applied Location and Spatial Analysis
GY340 Geographical Information Systems (GIS)
GY302 Urban Development: Politics, Policy and Planning
- 10 One unit from paper 8
- 11 An approved LSE taught course (excluding GY103)
- 12 SA399 Special Essay in Population Studies

BSc Geography with Economics

Paper Course number and title

Year 1

- 1 EC102 Economics B
- 2 Either EC110 Basic Mathematics or MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H
- 3 GY100 Environment, Economy and Society
- 4 Either GY140 Methods in Spatial and Social Analysis or GY103 Contemporary Europe

Year 2

- 5 Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
- 6 GY201 Location and Spatial Analysis
- 7 & Two from the following:
- 8 GY220 Contemporary Environmental Debates
GY221 Environmental Assessment and Management
GY200 Space, Society and Culture
GY202 The Third World: A Study of Social and Economic Development (not 00)
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
EC200 Economics of Social Policy

Year 3

- 9 EC210 Macroeconomic Principles
- 10 GY322 Applied Location and Spatial Analysis
- 11 & Two from:
- 12 GY350 Independent Geographical Project
GY300 Europe and the Global Economy
GY302 Urban Development: Politics, Policy and Planning
GY303 The Geography of Gender: Global Perspectives (not 00)
GY340 Geographical Information Systems
GY320 Environmental Risk Management
GY301 The Political Geography of Development and the South
GY321 The Environmental Policy Process: National and Local Level
One other Geography course not taken under 7 & 8
An approved Economics course

BSc Government

Paper Course number and title

Year 1

- 1 GV101 Introduction to the Study of Politics
- 2 GV100 Introduction to Political Theory
- 3 An approved paper taught outside the Department
- 4 An approved paper taught outside the Department

Years 2 and 3

- NB: Options in Government may require GV101 or GV100 to have been completed; Course Guides should be checked accordingly
- 5 GV217 Russia/The CIS: Institutions and Policies
EU202 Government, Politics and Public Policy in France
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 00*)
 GV244 Government, Politics and Public Policy in the European Union
 GV246 Government and Politics in Eastern Europe
- 6
One from:
 GV218 Ancient and Early Christian Political Thought (*not 00*)
 GV219 Medieval and Renaissance Political Thought (*not 00*)
 GV220 Modern Political Thought
 GV221 Political Philosophy
 GV222 Gender in Political Thought (*not 00*)
 GV237 Radical Political Philosophy (*not 00*)
- 7
One from:
 GV223 Democracy and Democratisation
 GV224 Voters, Parties and Elections (*not 00*)
 GV225 Public Choice and Politics
 GV226 Executive Government and its Modernization in Selected OECD Countries
 GV227 The Politics of Economic Policy (*not 00*)
- 8
 An approved paper taught outside the Department
- 9-12
Four from:
 GV100 Introduction to Political Theory (*must be taken and examined at the end of the second year of the degree if not taken in Year 1*)
 GV229 Politics and Society (*not 00*)
 GV230 Political Change in Modern Britain
 GV231 British Political Ideas
 A paper from 5 above
 A further paper from 5 above
 GV218 Ancient and Early Christian Political Thought (*not 00*)
 GV219 Medieval and Renaissance Political Thought (*not 00*)
 GV220 Modern Political Thought
 GV221 Political Philosophy
 GV222 Gender in Political Thought (*not 00*)
 GV223 Democracy and Democratisation
 GV224 Voters, Parties and Elections (*not 00*)
 GV225 Public Choice and Politics
 GV226 Executive Government and its Modernization in Selected OECD Countries
 GV227 The Politics of Economic Policy (*not 00*)
 GV239 Game Theory for Politics (*not 00*)
 GV233 Politics and Ecology
 An approved paper taught outside the Department

BSc Government and Economics

Paper Course number and title

Year 1

- 1 EC102 Economics B
 2 *Either* EC110 Basic Mathematics for Economists *or* MA107 Quantitative Methods (Mathematics) **H** *and* ST105 Quantitative Methods (Statistics for Economists) **H**
 3 & *Two from:*
 4 GV101 Introduction to the Study of Politics
 GV100 Introduction to Political Theory
 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

- 5 EC201 Microeconomic Principles I
 6 EC210 Macroeconomic Principles
 7 *One from:*
 GV101 Introduction to the Study of Politics (*should normally be taken and examined at the end of the second year if not taken in Year 1*)
 GV100 Introduction to Political Theory (*should normally be taken and examined at the end of the second year if not taken in Year 1*)
 An approved paper from the Government Selection List (*if both GV100 and GV101 taken under 3&4 above*)
 An approved paper taught outside the Departments of Economics and Government (*if both GV100 and GV101 taken under 3&4 above*)
- 8
One from:
 GV217 Russia/The CIS: Institutions and Policies
 EU202 Government, Politics and Public Policy in France
 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 00*)
 GV244 Government, Politics and Public Policy in the European Union
 GV246 Government and Politics in Eastern Europe
 GV225 Public Choice and Politics
- 9
 An approved paper from the Economics Selection List
- 10
 An approved paper from the Government Selection List
- 11
 An approved paper from the Government Selection List
- 12
One from:
 EC220 Introduction to Econometrics (*3rd year only*)
 An approved paper from the Economics Selection List
 An approved paper from the Government Selection List
 An approved paper taught outside the Departments of Economics and Government

Government Selection List

GV218	Ancient and Early Christian Political Thought (<i>not 00</i>)	GV219	Medieval and Renaissance Political Thought (<i>not 00</i>)
GV220	Modern Political Thought	GV221	Political Philosophy
GV222	Gender in Political Thought (<i>not 00</i>)	GV224	Voters, Parties and Elections (<i>not 00</i>)
GV223	Democracy and Democratisation	GV227	The Politics of Economic Policy (<i>not 00</i>)
GV226	Executive Government and its Modernization in Selected OECD Countries	GV230	Political Change in Modern Britain
GV229	Politics and Society (<i>not 00</i>)	GV239	Game Theory for Politics (<i>not 00</i>)
GV231	British Political Ideas	GV233	Politics and Ecology

Economics Selection List

EC301	Advanced Economic Analysis	EC303	Economic Analysis of the European Union
EC305	Comparative Economic Systems	EC307	Development Economics
EC311	History of Economic Thought (<i>not 00</i>)	EC313	Industrial Economics
EC315	International Economics	EC321	Monetary Economics
EC325	Public Economics		

BSc Government and History

Paper Course number and title

Year 1

- 1 *Either* GV101 Introduction to the Study of Politics *or* GV100 Introduction to Political Theory
 2 *One from:*
 HY114 War and Society from the Renaissance to the Napoleonic Era c. 1500-1815
 HY101 The European Civil War, 1890-1990
 HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
 HY100 The History of European Ideas since 1700 (*not after 00*)
 HY112 Race, Sex and Slavery: The Western Experience

- 3 *Either* the paper not taken under 1 *or* a further paper from 2
 4 An approved paper taught outside the Departments of Government and International History

Years 2 and 3

NB: Options in Government may require GV100 or GV101 to have been completed; Course Guides should be checked accordingly

- 5 *One from:*
 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*)
 GV100 Introduction to Political Theory (*must be taken and examined at the end of the second year if not taken in Year 1*)
 An approved paper from the Government Selection List (*if both GV100 and GV101 taken under 1 above*)
- 6
One from:
 GV217 Russia/ The CIS: Institutions and Policies
 EU202 Government, Politics and Public Policy in France
 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 00*)
 GV244 Government, Politics and Public Policy in the European Union
 GV246 Government and Politics in Eastern Europe
- 7 An approved paper from the Government Selection List
 8 An approved paper from the History Selection List A below
 9 An approved paper from the History Selection List B below
 10 An approved paper not already taken from the History Selection List A below (*normally to be taken in Year 3*)
 11 *One from:*
 An approved paper not already taken from the Government Selection List
 An approved paper from the History Selection Lists A, B or C
 HY300 Essay Option
- 12 *One from:*
 An approved paper not already chosen from the Government Selection List
 An approved paper not already chosen from the History Selection Lists A, B or C
 An approved paper taught outside the Departments of Government and International History

Government Selection List

GV218	Ancient and Early Christian Political Thought (<i>not 00</i>)	GV219	Medieval and Renaissance Political Thought (<i>not 00</i>)
GV220	Modern Political Thought	GV221	Political Philosophy
GV222	Gender in Political Thought (<i>not 00</i>)	GV224	Voters, Parties and Elections (<i>not 00</i>)
GV223	Democracy and Democratisation	GV227	The Politics of Economic Policy (<i>not 00</i>)
GV226	Executive Government and its Modernization in Selected OECD Countries	GV230	Political Change in Modern Britain
GV229	Politics and Society (<i>not 00</i>)	GV239	Game Theory for Politics (<i>not 00</i>)
GV231	British Political Ideas	GV233	Politics and Ecology
GV225	Public Choice and Policies		

History Selection List A

HY205	The Witchcraze and Modern Witch-hunts (not 00)	HY209	The Spanish Civil War: its Causes, Course and Consequences
HY229	China and the World, 1840-1990	HY221	The History of Russia, 1682-1917
HY201	British History, 1760-1914	HY208	The History of the United States since 1783
HY211	Japan in the Twentieth Century	HY230	The Early Colonial Empires: Europe and the World 1400-1750
HY223	From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871	HY231	Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
HY224	The Rise and Fall of the Spanish Monarchy and Empire (not 00)	HY232	Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990
HY314	Representing the Past: Historiography and Historical Methods (not 00)		

History Selection List B

HY302	Anglo-Spanish Relations in the Age of Elizabeth I and Philip II	HY303	The Russian Revolutions and Europe, 1917-1921
HY304	Germany's New Order in Europe, 1939-45	HY305	The Reshaping of Europe, 1943-1957
HY311	The United States and the Vietnam Wars, 1945-75: An International History (cannot be taken with HY220)	HY312	Britain, the United States and Arab Nationalism, 1955-61
HY314	Representing the Past: Historiography and Historical Methods (not 00)	HY313	The International History of East Asia, 1917-1950
		HY316	The Independence and Partition of India

History Selection List C

HY202	International History since 1890	HY214	The Middle East in the Twentieth Century
HY226	The Great War 1914-18	HY222	France in International Affairs, 1940-1981: European, Colonial and East-West Conflict
HY228	Leadership or Detachment?: British Policy Towards Western Europe, 1947-1973	HY227	Adam Smith to Globalization: the International History of Free Trade since 1776
HY232	Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe 1914-1990	HY315	The European Enlightenment, 1680-1830
		HY233	Empire and Nation: Britain and India since 1800

BA History

Paper Course number and title

Year 1

- 1 & Two from:
 2 HY114 War and Society from the Renaissance to the Napoleonic Era c. 1500-1815
 HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
 HY101 The European Civil War, 1890-1990
 HY100 The History of European Ideas since 1700 (not after 00)
 HY112 Race, Sex and Slavery: The Western Experience

3 An approved paper taught outside the Department

4 Either an approved paper taught outside the Department or a further paper from 1&2 above

Year 2

- 5 One from:
 EH205 Towns, Society and Economy in England and Europe 1450-1750 (not 00)
 HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
 HY315 The European Enlightenment 1680-1830
 HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
 HY230 The Early Colonial Empires: Europe and the World 1400-1750
 HY231 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640

6 & Two papers from the Selection List (below)

7
8 Either an approved intercollegiate course (one Group 2 (D) paper listed in the University White Pamphlet) or an approved paper taught outside the Department**Year 3**

- 9 One from:
 One from Selection List C for the BSc degree in International History
 HY312 Britain, the United States and Arab Nationalism, 1955-1961
 HY316 The Independence and Partition of India
 An approved intercollegiate course (one Group 3 (E) paper in the University White Pamphlet)
- 10 Either a document-based paper (if required for approved intercollegiate course under paper 9 above) or a further paper from the Selection List
- 11 A further paper from the Selection List
- 12 HY300 Essay (this may be linked directly to the choice of an (E) paper)

History Selection List

HY202	International History Since 1890	HY223	From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
GV230	Political Change in 20th Century Britain	HY201	British History 1760-1914
HY209	The Spanish Civil War: its Causes, Course and Consequences	HY208	The History of the United States Since 1783
HY211	Japan in the 20th Century	HY229	China and the World, 1840-1990
HY221	The History of Russia 1682-1917	HY226	The Great War 1914-1918
HY222	France in International Affairs 1940-1981: European, Colonial, and East-West Conflict	HY224	The Rise and Fall of the Spanish Monarchy and Empire (not 00)
HY228	Leadership or Detachment? British Policy Towards Western Europe, 1943-1973	HY214	The Middle East in the Twentieth Century
HY230	The Early Colonial Empires: Europe and the World 1400-1750	HY227	Adam Smith to Globalization: the International History of Free Trade since 1776
EH240	British Business and Contemporary Economic Performance	HY231	Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
HY313	The International History of East Asia, 1917-1950	EH220	Comparative Economic Development: Late Industrialisation in Russia, India and Japan
HY314	Representing the Past: Historiography and Historical Methods (not 00)	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 1800

BSc Industrial Relations and Human Resource Management — For students registered in and before

October 1997

Paper Course number and title

Year 1

- 1 ID100 Industrial Relations
- 2, 3 Three from:
- & 4 Either EC100 Economics A or EC102 Economics B
 Either ST103 Statistical Methods for Social Research or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H
 SO100 Principles of Sociology
 Either GV101 Introduction to the Study of Politics or GV100 Introduction to Political Theory
 PS100 Introduction to Individual and Social Psychology (not after 00)
 SO105 Industrial Enterprise in Comparative Perspectives
 IS140 Introduction to Information Systems (not after 99)
 Either LN130 French Language and Society 1 or LN110 German Language and Society 1
 An approved paper taught outside the Department

Year 2

- 5 ID290 Human Resource Management
- 6, 7 Three from Groups A and B below

& 8**Year 3**

- 9 ID300 Selected Topics in Industrial Relations and Human Resource Management
- 10, Three from Groups A and B below

11&**12****Group A**

(at least two and up to a maximum of four units to be taken in years 2 and 3)

LL226	Elements of Labour Law	EC317	Either Labour Economics or
		ID201	Economics of the Labour Market
ID200	Organisational Theory and Behaviour	SO212	Sociology of Work, Management and Employment
ID310	Industrial Psychology (3rd year only)	ID311	Strategic Human Resource Management (3rd year only) (not 00)

Group B

(at least two and up to a maximum of four units to be taken in years 2 and 3)

AC100	Elements of Accounting and Finance	EH240	British Business and Contemporary Economic Performance
SO208	Women in Society	MN201	Economics for Management
LL209	Commercial Law	GV239	Game Theory for Politics
IS340	Information Systems in Business	AC211	Managerial Accounting
OR201	Operational Research for Management	EH210	Economic and Social History of Britain from 1830
ID399	An essay of up to 10,000 words		Two approved papers taught outside the Department

BSc Industrial Relations and Human Resource Management — For students registered in and after October 1998

Paper Course number and title

Year 1

- 1 ID100 Industrial Relations
 2,3 Three from:
 & 4 EC100 Economics A or EC102 Economics B
 Either ST103 Statistical Methods for Social Research or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H
 SO100 Principles of Sociology
 Either GV101 Introduction to the Study of Politics or GV100 Introduction to Political Theory
 PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
 SO105 Industrial Enterprise in Comparative Perspectives
 IS143 Information Technology for the Social Scientist
 Either LN130 French Language and Society 1 or LN110 German Language and Society 1
 An approved paper taught outside the Department

Year 2

- 5 ID290 Human Resource Management
 6, 7 Three from Groups A and B below

& 8**Year 3**

- 9 ID300 Selected Topics in Industrial Relations and Human Resource Management
 10, Three from Groups A and B below

11&**12****Group A**

(at least three and up to a maximum of six units including at least one of the 3rd year only options)

LL226	Elements of Labour Law	EC317	Either Labour Economics or ID201 Economics of the Labour Market
ID200	Organisational Theory and Behaviour	SO212	Sociology of Work, Management and Employment
ID310	Industrial Psychology (3rd year only)	ID311	Strategic Human Resource Management (3rd year only)* (not 00)
D399	An essay of up to 10,000 words (3rd year only)		

Group B

(up to three units)

AC100	Elements of Accounting and Finance	EH240	British Business and Contemporary Economic Performance
SO208	Women in Society	MN201	Economics for Management
LL209	Commercial Law	GV239	Game Theory for Politics (not 00)
IS340	Information Systems in Business	AC211	Managerial Accounting
OR201	Operational Research for Management	EH210	Economic and Social History of Britain from 1830
	Two approved papers taught outside the Department		

BSc International History

Paper Course number and title

Year 1

- 1 & Two from:
 2 HY114 War and Society from the Renaissance to the Napoleonic Era c. 1500-1815 (NB: this course is recommended for students intending to follow this degree)
 HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
 HY101 The European Civil War 1890-1990
 HY100 The History of European Ideas since 1700 (not after 00)
 HY112 Race, Sex and Slavery: The Western Experience
 3 An approved paper taught outside the Department
 4 Either an approved paper taught outside the Department or a further paper from 1 & 2 above

Year 2

- 5 One from:
 HY205 The Witchcraze and Modern Witch-hunts (not 00)
 HY315 The European Enlightenment, 1680-1830
 EH205 Towns, Society and Economy in England and Europe 1450-1750 (not 00)
 HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
 HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
 HY230 The Early Colonial Empires: Europe and the World 1400-1750
 HY231 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640

6 One from Selection List A, not taken previously (below)

7 One from Selection Lists B or C (below)

8 An approved paper taught outside the Department

Year 3

- 9 One from Selection List B
 10 One from Selection List C
 11 One from Selection List A, B or C, or from 5 above
 12 HY300 History Essay

Selection List A

HY201	British History, 1760-1914	HY223	From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
HY208	The History of the United States since 1783	HY209	The Spanish Civil War: its Causes, Course and Consequences
HY221	The History of Russia 1682-1917	HY211	Japan in the Twentieth Century
HY229	China and the World, 1840-1990	HY232	Frontiers of Nationalism, Statehood and Independence: The History of Eastern and South-Eastern Europe, 1914-1990

Selection List B

HY202	International History Since 1890	HY226	The Great War 1914-1918
HY214	The Middle East in the Twentieth Century	HY222	France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict
HY227	Adam Smith to Globalization: the International History of Free Trade Since 1776	HY224	The Rise and Fall of the Spanish Monarchy and Empire (not 00)
HY230	The Early Colonial Empires: Europe and the World 1400-1750	HY228	Leadership or Detachment? British Policy Towards Western Europe, 1947-1973
HY314	Representing the Past: Historiography and Historical Methods (not 00)	HY231	Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
		HY233	Empire and Nation: Britain and India since 1800

Selection List C

HY302	Anglo-Spanish Relations in the Age of Elizabeth I and Philip II	HY303	The Russian Revolutions and Europe, 1917-1921
HY304	Germany's New Order in Europe, 1939-45	HY305	The Reshaping of Europe, 1943-1957
HY311	The United States and the Vietnam Wars, 1945-75: An International History Paper (cannot be taken with HY220)	HY312	Britain, the United States and Arab Nationalism, 1955-1961
HY315	The European Enlightenment, 1680-1830	HY313	The International History of East Asia, 1917-1950
		HY316	The Independence and Partition of India

BSc International Relations

Paper Course number and title

Year 1

- 1 IR100 The Structure of International Society
 2 One from:
 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day, HY101 The European Civil War, 1890-1990, HY113 From Empire to Independence: the Extra-European World in the Twentieth Century, HY114 War and Society from the Renaissance to the Napoleonic Era c. 1500-1815
 3 One from:
 HY100 The History of European Ideas since 1700 (not after 00), GV100 Introduction to Political Theory, PH103 Reason, Knowledge and Values: An Introduction to Philosophy, SO100 Principles of Sociology
 4 An approved paper taught outside the Department

Year 2

- 5 IR200 International Political Theory (examined at the end of year 3)
 6 HY202 International History since 1890
 7 One from: LL278 Public International Law, IR302 Ethics of War, IR305 Strategic Aspects of International Relations 1, EU201 Theories and Problems of Nationalism, IR201 Europe's Institutional Order (not 00). A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below
 8 An approved paper taught outside the Department

Note: Second year students should attend IR300.1, Foreign Policies of the Powers in preparation for IR300, Foreign Policy Analysis, a compulsory paper in year 3.

Year 3

- 9 IR300 Foreign Policy Analysis I
 10 IR301 International Institutions I
 11 IR304 Politics of International Economic Relations I
 12 One from:
 IR305 Strategic Aspects of International Relations I (if not taken under paper 7)
 IR302 The Ethics of War (if not taken under paper 7)
 IR303 Regional Integration in Western Europe I
 IR306 Sovereignty, Rights and Justice: Issues in International Political Theory
 EU201 Theories and Problems of Nationalism (if not taken under paper 7)
 LL242 International Protection of Human Rights
 IR399 Essay Option
 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	EH220	Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH225	Latin America and the International Economy (<i>not 00</i>)	GY220	Contemporary Environmental Debates
GV221	Political Philosophy	GV100	Introduction to Political Theory
GV223	Democracy and Democratisation	GV220	Modern Political Thought
GV227	The Politics of Economic Policy (<i>not 00</i>)	GV222	Gender in Political Thought (<i>not 00</i>)
GV230	Political Change in Modern Britain	GV226	Executive Government and its Modernization in Selected OECD Countries
EU202	Government, Politics and Public Policy in France	GV229	Politics and Society (<i>not 00</i>)
GV242	Government, Politics and Public Policy in Latin America	GV241	Government, Politics and Public Policy in Germany
GV244	Government, Politics and Public Policy in the European Union	GV243	Government, Politics and Public Policy in the USA (<i>not 00</i>)
HY209	The Spanish Civil War: its Causes, Course and Consequences	GV246	Government and Politics in Eastern Europe
HY220	The International History of East Asia, 1917-1950	GV233	Politics and Ecology
HY226	The Great War, 1914-1918	HY214	The Middle East in the Twentieth Century
HY305	The Reshaping of Europe, 1943-1957	HY222	France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict
LL250	Law and the Environment	HY304	Germany's New Order in Europe, 1939-1945
LN210	German Language and Society 2	LL242	The International Protection of Human Rights
LN230	French Language and Society 2	LN200	Russian Language and Society 2
SA213	European Social Policy	LN220	Spanish Language and Society 2
SO202	The Social Analysis of Russia and the CIS	PH203	Philosophy of the Social Sciences
SO205	Sociology of Development (<i>not 00</i>)	SO201	Sociological Theory
		SO204	Political Processes and Social Change (<i>not 00</i>)
		EU201	Theories and Problems of Nationalism

Any other paper, not on the exclusion lists, approved by the Departmental Tutor of the Department of International Relations

BSc International Relations and History

Paper Course number and title

Year 1

- 1 IR100 The Structure of International Society
- 2 *One from:*
HY114 War and Society from the Renaissance to the Napoleonic Era c. 1500-1815, HY101 The European Civil War 1890-1990, HY113 From Empire to Independence: the Extra-European World in the Twentieth Century, HY100 The History of European Ideas since 1700
- 3 & *Two from*
- 4 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
LL278 Public International Law
An approved language (LN) course
An approved paper taught outside the Department

Year 2

- 5 IR200 International Political Theory (*normally examined at the end of year 3*)
- 6 HY202 International History since 1890
- 7 *Either* IR300 Foreign Policy Analysis I *or* IR301 International Institutions I
- 8 *One from:*
HY222 France in International Affairs 1940-1981: European, Colonial, and East-West Conflict
HY209 The Spanish Civil War: its Causes, Course and Consequences
HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
HY224 The Rise and Fall of the Spanish Monarchy and Empire (*not 00*)
HY221 The History of Russia 1862-1917
HY229 China and the World, 1840-1990
HY214 The Middle East in the Twentieth Century
HY226 The Great War 1914-1918
HY227 Adam Smith to Globalization: The International History of Free Trade since 1776
HY230 The Early Colonial Empires: Europe and the World 1400-1750
HY231 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
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 1800

Year 3

- 9 The paper not taken under 7 above
- 10 *One from:*
IR302 The Ethics of War
IR304 The Politics of International Economic Relations I
IR305 Strategic Aspects of International Relations I
IR303 Regional Integration in Western Europe I
IR306 Sovereignty, Rights and Justice: Issues in International Political Theory
EU201 Theories and Problems of Nationalism
- 11 *One from:*
HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
HY303 The Russian Revolutions and Europe, 1917-21
HY304 Germany's New Order in Europe, 1939-45
HY305 The Reshaping of Europe, 1943-1957
HY311 The United States and the Vietnam Wars, 1945-75: An International History (*not to be taken with HY220*)
HY312 Britain, the United States and Arab Nationalism, 1955-1961
HY228 Leadership or Detachment? British Policy Towards Western Europe 1947-1973

- HY313 The International History of East Asia, 1917-1950
HY314 Representing the Past: Historiography and Historical Methods (*not 00*)
HY316 The Independence and Partition of India
- 12 *One from:*
A further paper from 10 or 11 above
HY300 History Essay
An approved paper taught outside the Department of International Relations and International History

BSc Management — For students registered in and before October 2000

Paper Course number and title

Year 1

- 1 *Either* EC100 Economics A *or* EC102 Economics B
- 2 *Either* MA106 Introductory Quantitative Methods (Mathematics) **H** *and* ST106 Introductory Quantitative Methods (Statistics) **H** *or* MA107 Quantitative Methods (Mathematics) **H** *and* ST107 Quantitative Methods (Statistics) **H**
- 3 SO105 Industrial Enterprise in Comparative Perspective
- 4 An approved paper taught outside the Department

Year 2

- 5 MN200 The Process of Management
- 6 AC100 Elements of Accounting and Finance
- 7 *One from:*
MN201 Economics for Management, EC210 Macroeconomic Principles, EC200 Economics of Social Policy
- 8 *One from* Groups A-F

Year 3

- 9 MN304 Introduction to Strategy **H** *and* MN303 International Context of Management **H**
- 10 MN302 International Marketing and Market Research
- 11, *Two from* Groups A-F
- 12

Group A, Accounting and Finance

AC212	Principles of Finance	AC320	Corporate Finance and Financial Markets
AC340	Auditing and Accountability	AC330	Financial Accounting
AC211	Managerial Accounting		

Group B, Economics

MN201	<i>Either</i> Economics for Management <i>or</i> Macroeconomic Principles	EC313	Industrial Economics
EC210	Macroeconomic Principles	ID201	Economics of the Labour Market (<i>may not be combined with EC317</i>)
EC317	Labour Economics (<i>may not be combined with ID201</i>)		
EC230	European Economic Policy (<i>may not be combined with MN201</i>)		

Group C, Management Science

OR201	Operational Research for Management (<i>may not be combined with OR202</i>)	ST102	Elementary Statistical Theory
OR202	Operational Research Methods (<i>may not be combined with OR201</i>)	OR304	Decision Analysis
OR301	Model Building in Operational Research	IS143	Information Technology for the Social Scientist (<i>may not be selected if IS240 has previously been taken</i>)
IS340	Information Systems in Business	ST254	Statistical Techniques for Management Sciences <i>or</i> MA207 Further Quantitative Methods (Mathematics) H <i>and</i> ST204 Further Quantitative Methods (Statistics) H <i>or</i> MA207 Further Quantitative Methods (Mathematics) H <i>and</i> MA301 Game Theory I H

Group D, The International Context of Management

IR303	Regional Integration in Western Europe I	IR301	International Institutions I
IR304	The Politics of International Economic Relations I	SO205	Sociology of Development (<i>not 00</i>)
GY300	Europe and the Global Economy	SO202	The Social Analysis of Russia and the CIS

Group E, Public and Voluntary Sector Management

SA203	Finance and Organisation of Human Services	SA207	Health Policy and Administration (<i>not 00</i>)
GV225	Public Choice and Politics		

Group F, Human and Organisational Aspects of Management

PS315	The Social Psychology of Economic Life	SO214	The Psychoanalytic Study of Society
LL209	<i>Either</i> Commercial Law <i>or</i> Law and Institutions of European Union	SO212	Sociology of Work, Management and Employment
LL232	Law and Institutions of European Union		
ID290	Human Resource Management	EH240	British Business and Contemporary Economic Performance

In exceptional circumstances a student may substitute a different outside paper for one of the papers 8, 11 and 12. This outside paper would normally be of an advanced nature or a 100 level foreign language paper (not permitted in their native language), and be coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the student's tutor and then confirmed by the Departmental Tutor, who must countersign the Selection of Papers for Next Session form and any subsequent course change form.

BSc Management — For students registered in and after October 2001

Paper Course number and title

Year 1

- 1 Either EC100 Economics A or EC102 Economics B
 2 Either MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H or MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H
 3 MN101 Introduction to Psychology and Behavioural Science for Management
 4 An approved paper taught outside the Department

Year 2

- 5 MN200 The Process of Management
 6 AC100 Elements of Accounting and Finance
 7 One from:
 MN201 Economics for Management
 8 One from Groups A-F

Year 3

- 9 MN304 Introduction to Strategy H and MN303 International Context of Management H
 10 MN302 International Marketing and Market Research
 11, 12 Two from Groups A-F

Group A, Accounting and Finance

AC212 Principles of Finance	AC320 Corporate Finance and Financial Markets
AC340 Auditing and Accountability	AC330 Financial Accounting
AC211 Managerial Accounting	

Group B, Economics

MN201 Either Economics for Management or	EC313 Industrial Economics
EC210 Macroeconomic Principles	
EC317 Labour Economics (may not be combined with ID201)	ID201 Economics of the Labour Market (may not be combined with EC317)
EC230 European Economic Policy (may not be combined with MN201)	

Group C, Management Science

OR201 Operational Research for Management (may not be combined with OR202)	ST102 Elementary Statistical Theory
OR202 Operational Research Methods (may not be combined with OR201)	OR304 Decision Analysis
OR301 Model Building in Operational Research	IS143 Information Technology for the Social Scientist
IS340 Information Systems in Business	ST254 Statistical Techniques for Management Sciences or
	MA207 Further Quantitative Methods (Mathematics) H and
	ST204 Further Quantitative Methods (Statistics) H or
	MA207 Further Quantitative Methods (Mathematics) H and
	MA301 Game Theory I H

Group D, The International Context of Management

IR303 Regional Integration in Western Europe I	IR301 International Institutions I
IR304 The Politics of International Economic Relations I	SO205 Sociology of Development (not 00)
GY300 Europe and the Global Economy	SO202 The Social Analysis of Russia and the CIS

Group E, Public and Voluntary Sector Management

SA203 Finance and Organisation of Human Services	SA207 Health Policy and Administration (not 00)
GV225 Public Choice and Politics	

Group F, Human and Organisational Aspects of Management

PS315 The Social Psychology of Economic Life	SO214 The Psychoanalytic Study of Society
LL209 Either Commercial Law or	SO212 Sociology of Work, Management and Employment
LL232 Law and Institutions of European Union	
ID290 Human Resource Management	EH240 British Business and Contemporary Economic Performance

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 including a foreign language degree option, 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 Senior Tutor, who must countersign the requisite paperwork.

BSc Management Sciences — For students registered in and before 1998

Paper Course number and title

Year 1

- 1 MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H
 2 Either EC100 Economics A or EC102 Economics B
 3 AC100 Elements of Accounting and Finance
 4 Either IS140 Introduction to Information Systems (not after 99) or IS240 Advanced Information Technology for the Social Scientist (not after 99)

Years 2 & 3

- 5 OR202 Operational Research Methods
 6 ST254 Statistical Methods for Management Sciences

7 &

- 8 OR301 Model Building in Operational Research
 OR304 Decision Analysis
 ST327 Marketing and Market Research (third year only)
 9 Papers to the value of one unit from:
 The paper not taken under 7 & 8 above
 OR302 Applied Management Sciences
 OR303 Combinatorial Optimisation H
 IS240 Advanced Information Technology for the Social Scientist
 IS340 Information Systems in Business
 ST226 Actuarial Investigations - Financial H
 SA250 Demographic Description and Analysis
 MA207 Further Quantitative Methods (Mathematics) H
 MA301 Game Theory I H

10

- Papers to the value of one unit from:
 EC201 Microeconomic Principles I
 EC202 Microeconomic Principles II
 MN201 Economics for Management
 EC210 Macroeconomic Principles
 EC313 Industrial Economics
 AC212 Principles of Finance
 AC211 Managerial Accounting
 AC320 Corporate Finance and Financial Markets (only if AC212 taken in second year)
 ID200 Organisational Theory and Behaviour
 Either LL226 Elements of Labour Law or LL209 Commercial Law

11

- Papers to the value of one unit from 9 or 10 above

12

- Papers to the value of one unit from 9 or 10 above or (subject to approval by the Course Tutor) any other paper which is normally available only to second or third-year students taught within the School or at other colleges of the University where practicable

BSc Management Sciences — For students registered in and after 1999

Paper Course number and title

Year 1

- 1 MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H
 2 Either EC100 Economics A or EC102 Economics B
 3 AC100 Elements of Accounting and Finance
 4 IS143 Information Technology for the Social Scientist

Years 2 & 3

- 5 OR202 Operational Research Methods
 6 ST254 Statistical Methods for Management Sciences

7 &

- 8 Two from:
 OR301 Model Building in Operational Research (third year only)
 OR304 Decision Analysis
 OR305 Strategic Modelling (not 00)
 ST327 Marketing and Market Research (third year only)

9

- Papers to the value of one unit from:
 EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or MN201 Economics for Management
 EC210 Macroeconomic Principles
 EC313 Industrial Economics
 AC212 Principles of Finance
 AC211 Managerial Accounting
 AC320 Corporate Finance and Financial Markets (only if AC212 taken in second year)

10 &

- ID200 Organisational Theory and Behaviour
 Either LL226 Elements of Labour Law or LL209 Commercial Law
 Papers to the value of two units from:

11

- A further paper under 9 above
 The papers not taken under 7 and 8 above
 OR302 Applied Management Sciences
 OR303 Combinatorial Optimisation H (third year only)
 IS340 Information Systems in Business
 ST226 Actuarial Investigations - Financial H
 SA250 Demographic Description and Analysis
 MA207 Further Quantitative Methods (Mathematics) H
 MA301 Game Theory I H

12

- Papers to the value of one unit from 10 and 11 above or (subject to approval by the Departmental Tutor) any other paper which is normally available only to second or third-year students taught within the School or at other colleges of the University where practicable

BSc Management Sciences with French

All candidates are normally required to follow the first year of an approved course of instruction in French at the School. The first year course is not examined but a certificate must be obtained. Year 3 will be spent at a university in France. Students will be required to take a programme of courses approved by the tutor in charge of the degree, totalling approximately 12 hours per week in management and management sciences. Any candidate who does not take or fails either the certificate in the first year, the language examination in the second year, or the year abroad, will not be allowed to continue the course but may be permitted to transfer to the BSc Management Sciences.

Paper Course number and title

Year 1

- 1 MA107 Quantitative Methods (Mathematics) H and ST107 Quantitative Methods (Statistics) H
 2 Either EC100 Economics A or EC102 Economics B

- 3 AC100 Elements of Accounting and Finance
- 4 IS143 Information Technology for the Social Scientist

Years 2 & 4

- 5 LN130 French Language and Society 1 (*must be taken in Year 2*)
- 6 OR202 Operational Research Methods
- 7 ST254 Statistical Techniques for Management Sciences
- 8 & *Two from:*
- 9 OR301 Model Building in Operational Research
OR304 Decision Analysis
ST327 Marketing and Market Research (*fourth year only*)
- 10 Papers to the value of *one* unit from:
The paper not taken under 8&9 above
OR302 Applied Management Sciences
OR303 Combinatorial Optimisation H
IS340 Information Systems in Business
ST226 Actuarial Investigations – Financial H
SA250 Demographic Description and Analysis
MA207 Further Quantitative Methods (Mathematics) H
MA301 Game Theory I H
- 11 Papers to the value of *one* unit from:
Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or MN201 Economics for Management
EC210 Macroeconomic Principles
EC313 Industrial Economics
AC212 Principles of Finance
AC211 Managerial Accounting
AC320 Corporate Finance and Financial Markets (*only if AC212 taken in second year*)
ID200 Organisational Theory and Behaviour
Either LL226 Elements of Labour Law or LL209 Commercial Law
- 12 *Papers to the value of one unit from:*
A further paper from 10 or 11 above
Subject to the approval by the Course Tutor, a paper taught within School or at other colleges of the University where practicable

BSc Mathematics and Economics

Paper Course number and title

Year 1

- 1 MA100 Mathematical Methods
- 2 EC102 Economics B
- 3 & *Two from:*
- 4 MA103 Introduction to Pure Mathematics
ST102 Elementary Statistical Theory
Any other paper approved by the Course Tutor

Years 2 and 3

- 5 EC202 Microeconomic Principles II
- 6 MA203 Real Analysis H and MA208 Optimisation Theory H
- 7 MA200 Further Mathematical Methods (Calculus) H and MA201 Further Mathematical Methods (Linear Algebra) H
- 8 *Either* EC221 Principles of Econometrics or EC220 Introduction to Econometrics
- 9 EC319 Mathematical Economics
- 10 *Two from the following half-unit courses:*
MA301 Game Theory I H (*not to be taken with MA300 under 11 below*)
MA303 Chaos in Dynamical Systems H
MA311 Discrete Mathematics H
MA305 Control Theory and Calculus of Variations H (*not 00*)
MA308 Theory of Graphs H (*not 00*)
MA310 Mathematics of Finance and Valuation H
MA314 Theory of Algorithms H
ST302 Stochastic Processes H
ST304 Time Series and Forecasting H
MA313 Probability for Finance and Economics H
MA312 Convexity and Fixed Point Theorems H
- 11 *One from:*
EC210 Macroeconomic Principles
MA300 Game Theory (*not to be taken with MA301 under 10 above*)
EC309 Econometric Theory
EC301 Advanced Economic Analysis
Another approved paper in Economics
- 12 *One from:*
Further papers to the value of *one* unit from papers 10 and 11
AC100 Elements of Accounting and Finance
ST202 Probability, Distribution Theory and Inference
MA103 Introduction to Pure Mathematics
ST102 Elementary Statistical Theory

BA/BSc Philosophy – For students who registered in and before October 1998

Paper Course number and title

Year 1

- 1 PH100 Problems of Philosophy and Methodology (*not running after 99*)
- 2 & *Two from:*
- 3 PH102 Social Philosophy (*not running after 99*), PH101 Logic, An approved paper taught outside the Department
- 4 An approved paper taught outside the Department

Year 2

- 5 *Either* PH209 Philosophical Logic and Metaphysics (*not 00*) or PH208 History of Modern Philosophy (*not 00*)
- 6 *Either* PH201 Scientific Method or PH203 Philosophy of the Social Sciences or PH211 Philosophy of Economics
- 7 & *Two from (PH101 and PH102 must be taken if not already taken under 2 and 3 above):*
- 8 PH101 Logic
PH102 Social Philosophy (*not running after 99*)
PH205 Advanced Social Philosophy (*not running after 99*)
PH213 Scientific Revolutions: Philosophical and Historical Issues (*not 01*)
Either PH206 Nineteenth Century Continental Philosophy (*not 00*) or PH207 Phenomenology (*not 00 and not 01*)
PH200 Further Logic (*not 01*)
PH212 Frege and Russell (*not 00*)
PH210 Philosophy of Mathematics (*not 00*)
The paper not taken under 6 above
An approved paper taught outside the Department

Year 3

- 9 The paper not taken under 5 above
- 10, *Three from:*
- 11 & PH299 Essay on an approved subject in Philosophy
- 12 PH210 Philosophy of Mathematics (*not 00*)
PH205 Advanced Social Philosophy (*not running after 99*) (*if not taken under 7 and 8 above*)
PH213 Scientific Revolutions: Philosophical and Historical Issues (*if not taken under 7 and 8 above*) (*not 01*)
Either PH206 Nineteenth Century Continental Philosophy (*not 00*) (*if not taken under 7 and 8 above*) or PH207 Phenomenology (*not 00 and not 01*) (*if not taken under 7 and 8 above*)
PH200 Further Logic (*not 01*) (*if not taken under 7 and 8 above*)
PH212 Frege and Russell (*if not taken under 7 and 8 above*) (*not 00*)
The paper not taken under 6 above
An approved paper taught outside the Department (*if not already taken under 7 and 8 above*)

BA/BSc Philosophy – For students who registered in and after October 1999

Paper Course number and title

Year 1

- 1 PH103 Reason, Knowledge and Values: An Introduction to Philosophy
- 2 PH101 Logic
- 3 An approved paper taught outside the Department
- 4 An approved paper taught outside the Department

Year 2

- 5 *Either* PH215 History of Modern Philosophy A (*not 01*) or PH216 History of Modern Philosophy B (*not 00*)
- 6 *Either* PH201 Scientific Method or PH203 Philosophy of the Social Sciences
- 7 & *Two from:*
- 8 PH214 Morality and Values
One or two papers from the Philosophy Selection list below
The paper not taken under 6 above
An approved paper taught outside the Department

Year 3

- 9 The paper not taken under 5 above
- 10, *Three from:*
- 11 & PH214 Morality and Values (*must be taken if not taken under 7 & 8 above*)
- 12 Up to three papers from the Philosophy Selection list below
The paper not taken under 6 above
PH211 Philosophy of Economics
An approved paper taught outside the Department
PH299 Essay on an Approved Subject in Philosophy

Philosophy Selection List

PH200 Further Logic (<i>not 01</i>)	PH206 Nineteenth Century Continental Philosophy (<i>not 00</i>)
PH207 Phenomenology (<i>not 00 and not 01</i>)	PH209 Philosophical Logic and Metaphysics (<i>not 00</i>)
PH210 Philosophy of Mathematics (<i>not 00</i>)	PH212 Frege and Russell (<i>not 00</i>)
PH213 Scientific Revolutions: Philosophical and Historical Issues (<i>not 01</i>)	

BSc Philosophy and Economics – For students who registered in and before October 1998

Paper Course number and title

Year 1

- 1 EC102 Economics B
- 2 *Either* MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H (*if Mathematics taken at A-level*) or EC110 Basic Mathematics for Economists (*if Mathematics not taken at A-level*)
- 3 *Either* PH101 Logic or PH102 Social Philosophy (*not running after 99*)
- 4 PH100 Problems of Philosophy and Methodology (*not running after 99*)

Year 2

- 5 *One from:*
PH208 History of Modern Philosophy, PH209 Philosophical Logic and Metaphysics (*not 00*), PH201 Scientific Method
- 6 The paper not taken under 3 above
- 7 & *Two from:*
- 8 *Either* EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
EC210 Macroeconomic Principles
An approved paper taught outside the Departments of Philosophy and Economics

Year 3

- 9 *Either* PH201 Scientific Method or (*if PH201 already taken*) *one from:*
A further paper from 5 above

- PH213 Scientific Revolutions: Philosophical and Historical Issues (*not 01*)
- PH200 Further Logic (*not 01*)
- PH205 Advanced Social Philosophy (*not running after 99*)
- Either PH206 Nineteenth Century Continental Philosophy (*not 00*) or PH207 Phenomenology (*not 00 and not 01*)
- PH210 Philosophy of Mathematics (*not 00*)
- PH212 Frege and Russell (*not 00*)
- PH299 Essay on an approved subject in Philosophy
- 10 One from:
Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
EC210 Macroeconomic Principles
An approved paper taught outside the Departments of Philosophy and Economics (*if not already taken under 7&8 above*)
An approved paper from the Selection List below
- 11 An approved paper from the Selection List below
- 12 PH211 Philosophy of Economics

Economics Selection List

EC301	Advanced Economic Analysis	EC325	Public Economics
EC307	Development Economics	EC305	Comparative Economic Systems
EC311	History of Economic Thought (<i>not 00</i>)	EC303	Economic Analysis of the European Community
EC220	Either Introduction to Econometrics or	EC313	Industrial Economics
EC221	Principles of Econometrics		
EC317	Labour Economics	EC315	International Economics
EC321	Monetary Economics	EC319	Mathematical Economics
		AC212	Principles of Finance

BSc Philosophy and Economics – For students who registered in and after October 1999

Paper Course number and title

Year 1

- 1 EC102 Economics B
- 2 Either MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economics) H (*if Mathematics at 'A' Level*) or EC110 Basic Mathematics for Economists (*if Mathematics not taken at 'A' Level*)
- 3 PH101 Logic
- 4 PH103 Reason, Knowledge and Values: An Introduction to Philosophy

Year 2

- 5,6 Two from:
Either (i) PH201 Scientific Method or (ii) PH203 Philosophy of the Social Sciences
PH214 Morality and Values
PH215 History of Modern Philosophy A (*not 01*)
PH216 History of Modern Philosophy B (*not 00*)
An approved paper from the Philosophy Selection List below
- 7 Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
- 8 EC210 Macroeconomic Principles

Year 3

- 9 Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences (*must be chosen if not taken in year 2*) or PH214 Morality and Values
Or (*and only if both PH201 and PH214 already been taken*) An approved paper from the Philosophy Selection List or PH299 Essay on an approved subject in Philosophy
- 10 Either an approved paper taught outside the Departments of Philosophy and Economics or an approved paper from the Economics Selection List below
- 11 An approved paper from the Economics Selection List below
- 12 PH211 Philosophy of Economics

Philosophy Selection List

PH200	Further Logic (<i>not 01</i>)	PH206	Nineteenth Century Continental Philosophy (<i>not 00</i>)
PH207	Phenomenology (<i>not 00 and not 01</i>)	PH209	Philosophical Logic and Metaphysics (<i>not 00</i>)
PH210	Philosophy of Mathematics (<i>not 00</i>)	PH212	Frege and Russell (<i>not 00</i>)
PH213	Scientific Revolutions: Philosophical and Historical Issues (<i>not 01</i>)	PH203	Philosophy of the Social Sciences
PH215	History of Modern Philosophy A (<i>not 01</i>)	PH216	History of Modern Philosophy B (<i>not 00</i>)

Economics Selection List

EC301	Advanced Economic Analysis	EC325	Public Economics
EC307	Development Economics	EC305	Comparative Economic Systems
EC311	History of Economic Thought (<i>not 00</i>)	EC303	Economic Analysis of the European Community
EC220	Either Introduction to Econometrics or	EC313	Industrial Economics
EC221	Principles of Econometrics		
EC317	Labour Economics	EC315	International Economics
EC321	Monetary Economics	EC319	Mathematical Economics
AC212	Principles of Finance		

BSc Philosophy and Mathematics – For those registered in and before October 1998

Paper Course number and title

Year 1

- 1 PH100 Problems of Philosophy and Methodology (*not running after 99*)
- 2 MA100 Mathematical Methods
- 3 MA103 Introduction to Pure Mathematics
- 4 PH101 Logic

Year 2

- 5 PH200 Further Logic (*not 01*)

- 6 An approved paper from the Philosophy Selection List below
- 7 & Papers to the value of two units from:
- 8 MA203 Real Analysis H
MA312 Convexity and Fixed Point Theorems H
MA311 Discrete Mathematics H
MA200 Further Mathematical Methods (Calculus) H
MA201 Further Mathematical Methods (Linear Algebra) H
MA303 Chaos in Dynamical Systems H
ST102 Elementary Statistical Theory
- Year 3**
- 9 PH210 Philosophy of Mathematics (*not 00*)
- 10 An approved paper from the Philosophy Selection List below
- 11 A half unit from the Mathematics Selection List below and MA314 Theory of Algorithms
- 12 Papers to the value of one unit from the Mathematics Selection List below

Philosophy Selection List

PH102	Social Philosophy (<i>not running after 99</i>)	PH205	Advanced Social Philosophy (<i>not running after 99</i>)
PH201	Scientific Method	PH213	Scientific Revolutions: Philosophical and Historical Issues (<i>not 01</i>)
PH209	Philosophical Logic and Metaphysics (<i>not 00</i>)	PH208	History of Modern Philosophy (<i>not running after 99</i>)
PH211	Either Philosophy of Economics or	PH206	Either Nineteenth Century Continental Philosophy (<i>not 00</i>) or
PH203	Philosophy of the Social Sciences	PH207	Phenomenology (<i>not 00 and not 01</i>)
PH215	History of Modern Philosophy A (<i>not 01</i>)	PH212	Frege and Russell (<i>not 00</i>)
PH216	History of Modern Philosophy B (<i>not 00</i>)		

Mathematics Selection List

MA301	Game Theory I H	MA305	Control Theory and Calculus of Variations H (<i>not 00</i>)
MA308	Theory of Graphs H (<i>Not 00</i>)	OR303	Combinatorial Optimization H
ST202	Probability, Distribution Theory and Inference		
Any papers from 7&8 above not already taken			

BSc Philosophy and Mathematics – For those registered in and after October 1999

Paper Course number and title

Year 1

- 1 PH103 Reason, Knowledge and Values: An Introduction to Philosophy
- 2 MA100 Mathematical Methods
- 3 MA103 Introduction to Pure Mathematics
- 4 PH101 Logic

Year 2

- 5 Either PH200 Further Logic (*not 01*) or PH210 Philosophy of Mathematics (*not 00*) or PH215 History of Modern Philosophy A (*not 01*) or PH216 History of Modern Philosophy B (*not 00*)
- 6 An approved paper from the Philosophy Selection List below
- 7 & Papers to the value of two units from:
- 8 MA203 Real Analysis H
MA312 Convexity and Fixed Point Theorems H
MA311 Discrete Mathematics H
MA200 Further Mathematical Methods (Calculus) H
MA201 Further Mathematical Methods (Linear Algebra) H
MA303 Chaos in Dynamical Systems H
ST102 Elementary Statistical Theory

Year 3

- 9 Either PH200 Further Logic (*not 01*) or PH210 Philosophy of Mathematics (*not 00*)
- 10 An approved paper from the Philosophy Selection List below
- 11 A half-unit from the Mathematics Selection List below and MA314 Theory of Algorithms
- 12 Papers to the value of one unit from the Mathematics Selection List below

Philosophy Selection List

PH214	Morality and Values	PH201	Scientific Method
PH213	Scientific Revolutions: Philosophical and Historical Issues (<i>not 01</i>)	PH209	Philosophical Logic and Metaphysics (<i>not 00</i>)
PH203	Philosophy of the Social Sciences	PH211	Philosophy of Economics
PH212	Frege and Russell (<i>not 00</i>)	PH206	Nineteenth Century Continental Philosophy (<i>not 00</i>)
PH215	History of Modern Philosophy A (<i>not 01</i>)	PH207	Phenomenology (<i>not 00 and not 01</i>)
		PH216	History of Modern Philosophy B (<i>not 00</i>)

Mathematics Selection List

MA301	Game Theory I H	MA305	Control Theory and Calculus of Variations H (<i>not 00</i>)
MA208	Optimisation Theory	MA313	Probability for Finance and Economics
MA308	Theory of Graphs H (<i>not 00</i>)	OR303	Combinatorial Optimization H
ST202	Probability, Distribution Theory and Inference	Any papers from 7&8 above not already taken	

BSc Population Studies

Paper Course number and title

Year 1

- 1 SA103 Population, Economy and Society
- 2 One from:

ST103 Statistical Methods for Social Research, ST102 Elementary Statistical Theory, or MA106 Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H

- 3 An approved paper taught outside the Department
 4 An approved paper taught outside the Department
- Year 2**
- 5 SA250 Demographic Description and Analysis
 6 An approved paper in Population Studies
 7 & Two (subject to pre-requisites for courses marked*) from:
 8 EC200 Economics of Social Policy
 EC201 Microeconomic Principles I*
 EC202 Microeconomic Principles II*
 SA305 Principles of Social Policy
 SA212 Gender, the Family and Society
 AN100 Introduction to Social Anthropology
 IS143 Information Technology for the Social Scientist (may not be selected if IS240 has previously been taken)
 Either EC110 Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H or MA100 Mathematical Methods
 SO205 Sociology of Development (not 00)
 SO103 Aspects of British Society
 PS200 Social Psychology
 EH210 Economic and Social History of Britain from 1830
 OR202 Operational Research Methods
 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
 EH225 Latin America and the International Economy (not 00)

- Year 3**
- 9,10 Three from:
 & 11 SA251 The Demographic Transition and the Western World Today
 SA253 The Population of Developed Societies (not 00)
 SA252 Third World Demography
 SA254 The Population of the Indian Sub-continent
 SA255 Mathematical and Statistical Demography (not 00)
 SA399 Special essay in Population Studies
 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
 EH225 Latin America and the International Economy (not 00)
- 12 An approved paper taught outside the Department

BSc Psychology and Philosophy

- Paper Course number and title
- Year 1**
- 1 PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
 2 PH101 Logic
 3 PH103 Reason, Knowledge and Values: An Introduction to Philosophy
 4 An approved paper taught outside the Departments of Psychology and Philosophy
- Year 2**
- 5 PS200 Social Psychology
 6 PS201 Cognitive Psychology
 7 PH214 Moralities and Values
 8 One from:
 Either PH203 Philosophy of the Social Sciences or PH211 Philosophy of Economics
 PH201 Scientific Method
 PH213 Scientific Revolutions: Philosophical and Historical Issues (not 01)
 PH200 Further Logic (not 01)
 PH209 Philosophical Logic and Metaphysics (not 00)
 Either PH206 Nineteenth Century Continental Philosophy (not 00) or PH207 Phenomenology (not 00 and not 01)
 PH212 Frege and Russell (not 00)
 An approved paper taught outside the Departments of Psychology and Philosophy

- Year 3**
- 9 One unit from:
 PS301 Thought and Language (not 00),
 PS303 Social Psychology and Society
 PS321 Evolutionary Psychology
- 10 Either A further unit from 9 above or one full unit from another Department in the School
- 11, Two from:
 12 PH299 Philosophy Essay
 PS399 Social Psychology Essay
 Another approved paper from 8 above

BSc Russian Studies

- Paper Course number and title
- Year 1**
- 1 LN100 Russian Language and Society 1
 2 HY101 The European Civil War, 1890-1990
 3 & Two from:
 4 Either GV101 Introduction to the Study of Politics or GV100 Introduction to Political Theory
 HY100 The History of European Ideas Since 1700 (not after 00)
 SO100 Principles of Sociology
 IR100 The Structure of International Society
 An approved first-year paper
- Year 2**
- 5, 6, Four from two of the subject groups A, B, C and D below:
 7 & 8

Group A Government

GV101	Either Introduction to Political Theory (if not taken in Year 1) or	An approved paper in Government
GV100	Introduction to the Study of Politics (if not taken in Year 1)	

Group B History

HY202	International History Since 1890	HY221 The History of Russia 1682-1917
An other approved paper in History		

Group C International Relations

IR200	Either International Political Theory or	IR300 Foreign Policy Analysis I
IR301	International Institutions I	

Group D Sociology

EU201	Either Theories and Problems of Nationalism or	SO204 Political Processes and Social Change (not 00)
SO203	Political Sociology (not 00)	

Exceptionally, an approved outside option may be substituted for one of the following: an approved paper in Government, an approved paper in History, IR200 or IR300 or EU201 or SO203

Year 3

- Papers marked with an asterisk are taught during years 2 and 3 and examined in year 3. Papers 10, 11 and 12 are subject to availability
- 9 LN200 Russian Language and Society 2*
 10 EU300 A Report on an Approved Topic in the Field of Russian Studies
 11 & Two from:
 12 GV217 Russia/The CIS: Institutions and Policies
 HY303 The Russian Revolutions and Europe 1917-1921
 SO202 The Social Analysis of Russia and the CIS

BSc Social Policy and Administration

- Paper Course number and title
- Year 1**
- 1 SA100 Introduction to Social Policy
 2 SA101 Sociology and Social Policy
 3 SA102 Social Economics
 4 An approved paper taught outside the Department
- Year 2**
- 5 SA203 Finance and Organisation of Human Services
 6 SA201 Research Methods for Social Policy
 7 One from the Selection List below
 8 An approved paper taught outside the Department
- Year 3**
- 9 SA305 Principles of Social Policy
 10 SA349 A Long Essay on an approved topic
 11 One from the Selection List below
 12 Either one from the Selection List below or an approved paper taught outside the Department

Selection List

SA103	Population, Economy and Society	SA301	Social and Political Theory
SA204	Educational Policy and Administration	SA205	Social Care, Policy and Planning
SA206	Housing and Urban Structure	SA207	Health Policy and Administration (not 00)
SA308	Sociology of Deviance and Control	SA209	Psychology and Social Policy
SA212	Gender, the Family and Society	SA213	European Social Policy
SA215	Ageing and Social Policy H (not 00) and	SA309	Criminal Justice Policy (not 00)
SA216	Issues in Social Policy H (not 00)		

BSc Social Policy and Government

- Paper Course number and title
- Year 1**
- 1 Either GV101 Introduction to the Study of Politics or GV100 Introduction to Political Theory
 2 SA100 Introduction to Social Policy
 3 One from:
 The paper not taken under 1, SA102 Social Economics, An approved paper taught outside the Departments of Government and Social Policy
- 4 An approved paper taught outside the Departments of Government and Social Policy
- Years 2 and 3**
- NB: Options in Government may require GV101 or GV100 to have been completed; Course Guides should be checked accordingly
- 5 One from:
 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)
 GV100 Introduction to Political Theory Politics (must be taken and examined at the end of the second year of the degree if not taken in Year 1)
 An approved paper from the Government Selection List (if both GV100 and GV101 taken under 1 above)
- 6 Courses to the value of one unit from:
 GV217 Russia/The CIS: Institutions and Politics

- EU202 Government, Politics and Public Policy in France
- 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 00)
- GV244 Government, Politics and Public Policy in the European Union
- GV246 Government and Politics of Eastern Europe

- 7 One from the Government Selection List below
- 8 SA203 Finance and Organisation of Human Services
- 9 SA201 Research Methods for Social Policy
- 10 SA305 Principles of Social Policy
- 11 One from the Government or Social Policy Selection Lists below
- 12 Either one from the Government or Social Policy Selection Lists below or an approved paper taught outside the Departments of Government and Social Policy

Government Selection List

GV218 Ancient and Early Christian Political Thought (not 00)	GV219 Medieval and Renaissance Political Thought (not 00)
GV220 Modern Political Thought	GV221 Political Philosophy
GV222 Gender in Political Thought (not 00)	GV223 Democracy and Democratisation
GV224 Voters, Parties and Elections (not 00)	GV225 Public Choice and Politics
GV226 Executive Government and its Modernization in Selected OECD Countries	GV227 The Politics of Economic Policy (not 00)
GV229 Politics and Society (not 00)	GV233 Politics and Ecology
GV231 British Political Ideas	GV230 Political Change in Modern Britain
GV239 Game Theory for Politics (not 00)	

Social Policy Selection List

SA101 Sociology and Social Policy	SA103 Population, Economy and Society
SA349 A Long Essay on an Approved Topic	SA301 Social and Political Theory
SA305 Principles of Social Policy	SA204 Educational Policy and Administration
SA205 Social Care Policy and Planning	SA206 Housing and Urban Structure
SA207 Health Policy and Administration (not 00)	SA308 Sociology of Deviance and Control
SA209 Psychology and Social Policy	SA212 Gender, the Family and Society
SA213 European Social Policy	SA215 Ageing and Social Policy H (not 00) and
SA309 Criminal Justice Policy (not 00)	SA216 Issues in Social Policy H (not 00)

BSc Social Policy and Population Studies

Paper Course number and title

Year 1

- 1 SA100 Introduction to Social Policy
- 2 SA102 Social Economics
- 3 SA103 Population, Economy and Society
- 4 An approved paper taught outside the Department

Year 2

- 5 SA203 Finance and Organisation of Human Services
- 6 SA201 Research Methods for Social Policy
- 7 SA250 Demographic Description and Analysis
- 8 One from:
SA251 The Demographic Transition and the Western World Today, SA252 Third World Demography, SA253 The Population of Developed Societies (not 00), SA254 The Population of the Indian Sub-Continent

Year 3

- 9 SA305 Principles of Social Policy
- 10 One from the Selection List below
- 11 A further paper from 8
- 12 Either A further paper from 10 and 11 or An approved paper taught outside the Department

Selection List

SA301 Social and Political Theory	SA204 Educational Policy and Administration
SA205 Social Care Policy and Planning	SA206 Housing and Urban Structure
SA207 Health Policy and Administration (not 00)	SA308 Sociology of Deviance and Control
SA209 Psychology and Social Policy	SA212 Gender, the Family and Society
SA213 European Social Policy	SA101 Sociology and Social Policy
SA309 Criminal Justice Policy (not 00)	

BSc Social Policy with Social Psychology

Paper Course number and title

Year 1

- 1 PS102 Self, Others and Society: Perspectives on Social and Applied Perspectives
- 2 SA100 Introduction to Social Policy
- 3 Either IS143 Information Technology for the Social Scientist (not 00) or an approved paper taught outside the Departments of Social Psychology and Social Policy
- 4 An approved paper taught outside the Departments of Social Psychology and Social Policy

Year 2

- 5 SA203 Finance and Organisation of Human Services
- 6 SA201 Research Methods for Social Policy
- 7 SA101 Sociology and Social Policy
- 8 Either PS200 Social Psychology or PS201 Cognitive Psychology

Year 3

- 9 & 10 Two from the Social Policy Selection List
- 11 Papers to the value of one unit from Social Psychology Selection List
- 12 One from:
SA349 A long essay on an Approved Topic in Social Policy
One from the Social Policy Selection List
Papers to the value of one unit from Social Psychology Selection List
An approved paper taught outside the Departments of Social Psychology and Social Policy

Social Policy Selection List

SA103 Population, Economy and Society	SA301 Social and Political Theory
SA204 Educational Policy and Administration	SA205 Social Care Policy and Planning
SA206 Housing and Urban Structure	SA207 Health Policy and Administration (not 00)
SA308 Sociology of Deviance and Control	SA209 Psychology and Social Policy
SA212 Gender, the Family and Society	SA213 European Social Policy
SA305 Principles of Social Policy	SA215 Ageing and Social Policy H (not 00) and
	SA216 Issues in Social Policy H (not 00)
SA309 Criminal Justice Policy (not 00)	SA349 A Long Essay on an Approved Topic

Social Psychology Selection List

PS303 Social Psychology and Society	PS302 Cognition and Social Behaviour (not 00)
PS321 Evolutionary Psychology	

BSc Social Policy and Sociology

Paper Course number and title

Year 1

- 1 SO100 Principles of Sociology
- 2 SA100 Introduction to Social Policy
- 3 SA102 Social Economics
- 4 ST103 Statistical Methods for Social Research

Year 2

- 5 SO201 Sociological Theory
- 6 SO101 Issues and Methods of Social Research
- 7 SA203 Finance and Organisation of Human Services
- 8 Either an approved paper in Social Policy and Administration or an approved paper in Sociology

Year 3

- 9 SA305 Principles of Social Policy
- 10 An approved paper in Sociology
- 11 An approved paper in Social Policy and Administration
- 12 An approved paper taught outside the Departments of Sociology and Social Policy

BSc Sociology

Paper Course number and title

Year 1

- 1 SO100 Principles of Sociology
- 2 ST103 Statistical Methods for Social Research
- 3 An approved paper from the Sociology Selection List below
- 4 An approved paper taught outside the Department

Year 2

- 5 SO201 Sociological Theory
- 6 SO101 Issues and Methods of Social Research
- 7 An approved paper from the Sociology Selection List below
- 8 Either an approved paper from the Sociology Selection List below or an approved paper taught outside the Department

Year 3

- 9 SO302 Sociological Project
- 10 An approved paper from the Sociology Selection List below
- 11 An approved paper from the Sociology Selection List below
- 12 Either an approved paper taught outside the Department or an approved paper from the Sociology Selection List below

Sociology Selection List

1,2,3 SO103 Aspects of British Society	1,2,3 SO105 Industrial Enterprise in Comparative Perspective
1,2,3 SO106 Sociology of Religion	1,2,3 SO213 Society and Literature (not 00)
1,2,3 SO214 Psychoanalytic Study of Society	1,2,3 SO215 Evolution and Social Behaviour
1,2,3 SO216 Cults, Sects and New Religions	2,3 SO202 The Social Analysis of Russia and the CIS
2,3 SO203 Political Sociology	2,3 SO204 Political Processes and Social Change (not 00)
2,3 SO212 Sociology of Work, Management and Employment	2,3 SO205 Sociology of Development (not 00)
2,3 SO210 Crime, Deviance and Control	2,3 SO208 Gender and Society
2,3 EU201 Theories and Problems of Nationalism	2,3 SO211 Sociology of Health and Medicine

This degree is subject to the Regulations for First Degrees, pages 45-49.

BACHELOR OF LAWS

Classification Scheme

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

1. Award of Marks

The examiners for each course will determine a numerical mark for each candidate based on the following scale of honours class or division, pass and fail grades:

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

2. Eligibility for Award of Degree

- 2.1 In order to be considered for a degree, a candidate must have attempted and completed every element of the assessment for Part I of the Degree and thereafter Part II of the Degree.
- 2.2 In order to be eligible for the award of a degree, a candidate must have satisfied the examiners by passing Part I of the Degree and thereafter have satisfied the examiners by passing Part II of the Degree.
- 2.3 In order to be eligible for the award of the Degree of Bachelor of Laws with French Law a candidate must, in addition to 2.1 and 2.2, have completed and passed the Diploma in Law of the University of Strasbourg.

3. Treatment of Half-units

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

- 3.1 according to the stage of the degree: half-units taken in the same year should be paired;
- 3.2 according to the marks awarded for each half-unit: the two half-units with the highest marks, then those with the next highest marks should be paired.

4. Classification Marks

The classification of each candidate shall be based on all eight marks of the full subjects taken for Parts I and II of the Degree. In all cases, the marks shall be based on the mark obtained by the candidate at the latest attempt of the examination for each course.

5. Treatment of Borderline Marks

Borderline marks are marks of 69, 59, 49, 39 and 29. One borderline mark in Part I and one borderline mark in Part II shall be raised so as to fall within the class, division, pass or fail grade next above whenever the candidate has shown appropriate strength elsewhere. No mark in Part I shall be raised retrospectively when the candidate's Part II marks are being considered.

6. Classification Guidelines

A candidate who is eligible for the award of a degree and who has achieved the minimum requirement for the award of an honours degree of a particular class or division, or a pass degree as set out in sub-paragraphs 6.1 to 6.5 below shall be classified in that class, division or pass grade, **subject to (a) and (b) below:**

- (a) a candidate whose marks include fail marks, but who has otherwise achieved the minimum requirement for the award of an honours degree, should normally be classified in that class, division or pass grade next below that determined in accordance with sub-paragraphs 6.1 to 6.4.
- (b) a candidate who has marks of a higher class than that for which he is being considered shall have those higher marks regarded as some compensation in determining whether the aggregate mark is near enough to the 'normal aggregate'.

6.1 For first class honours:

- 6.1.1 Four first class marks; or
- 6.1.2 Three first class marks and an aggregate mark which is near the 'normal aggregate' of 540.

6.2 For upper second class honours:

- 6.2.1 Four upper second marks (or above); or
- 6.2.2 Three upper second marks (or above) and an aggregate mark which is near the 'normal aggregate' of 480.

6.3 For lower second class honours:

- 6.3.1 Four lower second marks (or above); or
- 6.3.2 Three lower second marks (or above) and an aggregate mark which is near the 'normal aggregate' of 400.

6.4 For third class honours:

- 6.4.1 Four third marks (or above); or
- 6.4.2 Three third marks (or above) and an aggregate mark which is near the 'normal aggregate' of 360.

6.5 For a pass degree:

- 6.5.1 Eight pass marks (or above); or
- 6.5.2 Six pass marks (or above), of which at least two are third class (or above) and the 'normal aggregate' of 320.

7. General Proviso

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

SCHEME OF PASS AND REFERENCE RULES FOR PARTS I AND II OF THE LLB AND LLF DEGREES

PART I

A. A PASS

- (1) A candidate shall pass if she/he passed in three subjects and in the fourth attained a mark of at least 35, provided she/he has 1 mark over an aggregate of 160 for every mark by which her/his mark in the fourth subject falls short of 40;
- (2) A candidate shall pass, though she/he failed in two subjects, provided she/he attained not less than 38 in each of these subjects, and provided also that she/he has 3 marks over an aggregate of 160 for every mark by which each fail mark falls short of 40.

B. A REFERENCE

- (3) A candidate who fails to pass in one subject may be referred in that subject provided that she/he has at least 30 marks in that subject and at least the pass mark in the other subjects, and provided that her/his total marks exceed an aggregate of 160 by at least the amount of her/his deficiency in the subject in which she/he has failed;
- (4) A candidate who fails to pass in two subjects may be referred in one of them provided that she/he has at least 30 marks in that subject, at least 38 in the other failed subject, and that her/his total marks exceed an aggregate of 160 by at least twice the amount of her/his deficiency in the subjects in which she/he has failed.

PART II

A. A PASS

- (5) A candidate shall pass if she/he passed in three subjects and in the fourth attained a mark of at least 30, provided she/he has 1 mark over an aggregate of 160 for every mark by which her/his mark in the fourth subject falls short of 40;
- (6) A candidate shall pass, though she/he failed in two subjects, provided she/he attained not less than 38 in each of these subjects, and provided also that she/he has 3 marks over an aggregate of 160 for every mark by which each fail mark falls short of 40.

SCHEME FOR THE LLB AND LLB INTERMEDIATE EXAMINATION

This scheme should be read in conjunction with the Regulations for First Degrees, The Regulations for the LLB and LLB with French Law Degrees, the relevant Course Guides and the Code of Practice on Teaching and Learning for Undergraduates.

1. Award of Marks

The examiners for each course will determine a numerical mark for each candidate based on the following scale:

First Class	70 - 100
Second Class	50 - 69
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 LL.B or the LL.F 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, 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 (one subject being Property I) 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 (neither being Property I) fails the Intermediate Examination.
- 5.2 A candidate who fails in more than two subjects fails the Intermediate Examination.

6. The September (re-sit) Intermediate Examination

- 6.1 Candidates who are referred are entitled to re-sit the Intermediate Examination in September.
- 6.2 Candidates who fail are entitled to re-sit the Intermediate Examination in the September (re-sit) Intermediate Examination.

7. The number of attempts at the Intermediate Examination

Candidates who are eligible to sit the Intermediate Examination (see 2.1 above) are entitled, if they have been referred or failed the Intermediate Examination, to a total of 3 attempts at the Intermediate Examination or that part of it in which they have been referred.

8. General Proviso

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

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

- 1 LL104 Law of Obligations
- 2 LL105 Property I H and LL109 Introduction to The Legal System H
- 3 LL106 Public Law
- 4 LL108 Criminal Law

Year 2

5, 6, 7 & 8 At least two courses from Selection List A, and not more than four half-subjects from Selection List B to the value of four whole subjects

Year 3

- 9 LL305 Jurisprudence
- 10, 11 & 12 At least one subject from Selection List A, and not more than four half subjects from Selection List B to the value of three whole subjects

Selection List A

LL201 Administrative Law	LL202 Commercial Contracts (<i>can not be taken if Mercantile Law has been taken</i>)
LL203 Law of Business Associations	LL204 Advanced Torts
LL205 Medical Law	LL210 Information Technology and the Law
LL207 The Law Relating to Civil Liberties in England and Wales	LL232 Law and Institutions of the European Union
LL212 Conflict of Laws	LL221 Law of Domestic Relations
LL223 Economic Analysis of Law (<i>not 00</i>)	LL231 The Substantive Law of the European Union
LL233 Law of Evidence	LL235 Housing Law (<i>not 00</i>)
LL241 Introduction to Civil Law	LL242 International Protection of Human Rights Law and the Environment
LL247 Land Development and Planning Law (<i>not 00</i>)	LL253 Law of Corporate Insolvency
LL251 Intellectual Property Law	LL259 Legal and Social Change Since 1750
LL257 Labour Law	LL269 Civil Litigation - Processes and Functions
LL265 Legislation	AN226 Political and Legal Anthropology
LL275 Property II	LL278 Public International Law
LL282 Law of Restitution (<i>not 00</i>)	LL293 Taxation
LL294 Law, Theory and Policy of Consumer Markets	LL297 Women and the Law (<i>not 00</i>)
LL299 Full Unit Essay Option (<i>cannot be taken in the same year as LL298</i>)	A course taught outside the Law Department, other than those on the exclusion list on page 83 (<i>only one can be selected over years 2 and 3</i>)

Selection List B

LL272 Outlines of Modern Criminology H	LL284 Sentencing and Treatment of Offenders H
LL287 Social Security Law I H	LL288 Social Security Law II H (<i>may only be taken in combination with LL287</i>)
LL298 Essay on an Approved Topic H (<i>cannot be taken in the same year as LL299</i>)	

LLB with French Law

Paper Course number and title

Year 1

- 1 LL104 Law of Obligations
- 2 LL105 Property I H and LL109 Introduction to The Legal System H
- 3 LL106 Public Law
- 4 LL108 Criminal Law

Year 2

5 LL241 Introduction to Civil Law (*by special exemption, papers to the value of one subject from Selections Lists A and B may be permitted in lieu*)

6, 7 & 8 At least two courses from Selection List A, and not more than four half-subjects from Selection List B to the value of three whole subjects

Candidates are also required to follow the second year of the approved French Language course and to achieve a satisfactory standard in the related examination. A candidate who fails to achieve a satisfactory standard in the French Language examination, but who passes the Part I examination, may be permitted by the School to transfer to the LLB degree, entering the third and final year of the LLB in the following session.

Year 3: Diploma

To qualify to proceed to Part II of the LLB with French Law, a candidate must pass the examination for the Diplôme d'études juridiques de Strasbourg. Further details of the course and examination for the Diplôme, as supplied by the Université de Strasbourg III (Robert Schuman), are available from the Law department.

A candidate who does not take or fails to pass the examination for the Diploma in circumstances certified by the authorities of the Université de Strasbourg III (Robert Schuman) and regarded by the School as being equivalent to those which would have qualified him or her for the award of an Aegrotat in a degree in the University of London may be permitted by the School to continue his/her course for the LLB with French Law. Any other candidate who does not take or fails his/her examination will not be allowed to continue his/her course but may be permitted to transfer to the LLB degree, entering the third and final year of the LLB in the following session.

Year 4

- 9 LL305 Jurisprudence
- 10, 11 & 12 At least one subject from Selection List A, and not more than four half subjects from Selection List B to the value of three whole subjects

Selection List A

LL201 Administrative Law	LL202 Commercial Contracts (<i>can not be taken if Mercantile Law has been taken</i>)
LL203 Law of Business Associations	LL204 Advanced Torts
LL205 Medical Law	LL210 Information Technology and the Law
LL207 The Law Relating to Civil Liberties in England and Wales	LL212 Economic Analysis of Law (<i>not 00</i>)
LL212 Economic Analysis of Law (<i>not 00</i>)	LL223 Law of Evidence
LL223 Law of Evidence	LL233 Introduction to Civil Law
LL233 Introduction to Civil Law	LL241 Land Development and Planning Law (<i>not 00</i>)
LL241 Land Development and Planning Law (<i>not 00</i>)	LL247 Intellectual Property Law
LL247 Intellectual Property Law	LL251 Labour Law
LL251 Labour Law	LL257 Legislation
LL257 Legislation	LL265 Property II
LL265 Property II	LL275 Law of Restitution (<i>not 00</i>)
LL275 Law of Restitution (<i>not 00</i>)	LL282 Law, Theory and Policy of Consumer Markets
LL282 Law, Theory and Policy of Consumer Markets	LL294 Full Unit Essay Option (<i>cannot be taken in the same year as LL298</i>)
LL294 Full Unit Essay Option (<i>cannot be taken in the same year as LL298</i>)	LL202 Commercial Contracts (<i>can not be taken if Mercantile Law has been taken</i>)
	LL210 Information Technology and the Law
	LL221 Law of Domestic Relations
	LL231 The Substantive Law of the European Union
	LL235 Housing Law (<i>not 00</i>)
	LL242 International Protection of Human Rights Law and the Environment
	LL250 Law and the Environment
	LL253 Law of Corporate Insolvency
	LL259 Legal and Social Change Since 1750
	LL269 Civil Litigation - Processes and Functions
	LL278 Public International Law
	LL293 Taxation
	LL297 Women and the Law (<i>not 00</i>)
	A course taught outside the Law Department, other than those on the exclusion list on page 83 (<i>only one can be selected over years 2 and 3</i>)

Selection List B

LL272 Outlines of Modern Criminology H	LL284 Sentencing and Treatment of Offenders H
LL287 Social Security Law I H	LL288 Social Security Law II H (<i>may only be taken in combination with LL287</i>)
LL298 Essay on an Approved Topic H (<i>cannot be taken in the same year as LL299</i>)	

Key

H denotes a half unit course
(not 00) denotes not running in the 2000/01 session

Outside Options for First-Year Students

Where the regulations refer to an approved paper taught outside the department, this means that you may take any course in a subject other than the principal subject(s) of your degree, subject to any restrictions listed in the Course Guides. If your degree is for joint honours (eg. Philosophy and Economics) or is a major/minor combination (eg Geography with Economics), a course outside the department means a course taught in any department other than the two named in the title of your degree. The home department of each course is indicated by the letters in its code. The courses available for this purpose in your first year are:

AC100	Elements of Accounting and Finance	LN200	Russian Language and Society 2
AN100	Introduction to Social Anthropology	LN210	German Language and Society 2
AN101	Ethnography and Theory: Selected Texts	LN220	Spanish Language and Society 2
AN102	Reading Other Cultures: Anthropological Interpretation Of Text and Film	LN230	French Language and Society 2
EC100	Economics A	LL101	English Legal Institutions (not 00/01)
EC102	Economics B	LL278	Public International Law
EC110	Basic Mathematics for Economists	MA100	Mathematical Methods
EH101	The Internationalisation of Economic Growth, 1870 to the Present Day	MA103	Introduction to Pure Mathematics
GY100	Environment, Economy and Society	MA106	Introductory Quantitative Methods (Mathematics) H and ST106 Introductory Quantitative Methods (Statistics) H
GY103	Contemporary Europe	MA107	Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H
GY201	Location & Spatial Analysis ψ	PH101	Logic
GV101	Introduction to the Study of Politics	PH103	Reason, Knowledge and Values: an Introduction to Philosophy
GV100	Introduction to Political Theory	SA100	Introduction to Social Policy
ID100	Industrial Relations	SA101	Sociology and Social Policy
IS143	Information Technology for the Social Scientist	SA103	Population, Economy and Society
HY101	The European Civil War, 1890-1990	PS102	Self, Others and Society: Perspectives on Social and Applied Psychology
HY100	The History of European Ideas since 1700	SO100	Principles of Sociology
HY112	Race, Sex and Slavery: the Western Experience	SO103	Aspects of British Society
HY113	Empire to Independence: the Extra-European World in the Twentieth Century	SO105	Industrial Enterprise in Comparative Perspective
HY114	War and Society from the Renaissance to the Napoleonic Era, c 1500-1815	SO106	Sociology of Religion
IR100	The Structure of International Society	SO214	Psychoanalytic Study of Society
LN100	Russian Language and Society 1	SO215	Evolution and Social Behaviour
LN110	German Language and Society	SO216	Cults, Sects and New Religions
LN120	Spanish Language and Society 1	ST100	Basic Statistics
LN130	French Language and Society 1	ST102	Elementary Statistical Theory

ψ BSc Management students only

Outside Options for Second and Third-year Students – List of Exclusions

Where the degree regulations refer to an approved paper taught outside the department this will be a paper in a subject other than the principal subject(s) of your degree, subject to timetabling constraints and any restrictions listed in the Course Guides. An outside paper may be selected from the Undergraduate Course Guides, subject to the approval of the candidate's tutor and to the successful completion of prerequisites where necessary, with the following exceptions:

- Certain first-year courses are not available to students in the second or third year of their degree.
- Some courses are not available as an outside option.
- Some papers are mutually exclusive and may therefore not be combined.

First-year courses not available to students in the second or third year

IR100 Structure of International Society
Students in the 2nd or 3rd year of study in degrees other than BSc/IR may nevertheless be admitted with the written approval of their tutors and the principal teacher of IR100

Not available as an outside option

AC330	Financial Accounting	LL235	Housing Law (not 00)
AC340	Auditing and Accountability	LL242	International Protection of Human Rights
AN399	Special Essay in Social Anthropology	LL247	Land Development and Planning Law (not 00)
EH245	Foundations of the Industrial Economy	LL251	Intellectual Property Law
EH301	The Origins of the World Economy, 1450-1750	LL253	The Law of Corporate Insolvency
EH310	Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870 (not 00)	LL257	Labour Law
EH315	Africa and the World Economy (not 00)	LL269	Civil Litigation - Processes and Functions
EH320	The World Economic Crisis, 1919-1945	LL282	Law of Restitution (not 00)
EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth	LL293	Taxation
EH390	Long Essay in Social or Economic History	LL298	Essay on an approved Legal Topic H
GY350	Independent Geographical Project	LL299	Full unit Essay Option
ID300	Selected Topics in Industrial Relations and Human Resource Management	LL305	Jurisprudence
ID399	Industrial Relations Project	MN304	Introduction to Strategy H
HY300	International History Essay	MN303	International Context of Management H
IR399	International Relations Essay	MN302	International Marketing and Market Research
LL102	English Legal System	OR302	Applied Management Sciences
LL104	Obligations I	PH200	Further Logic (not 01)
LL106	Public Law: Elements of Government	PH204	Greek Philosophy
LL108	Criminal Law	PH206	Nineteenth Century Philosophy (not 00)
LL109	Introduction to the Legal System	PH207	Phenomenology (not 00/01)
LL203	Law of Business Associations	PH209	Philosophical Logic and Metaphysics (not 00)
LL207	The Law Relating to Civil Liberties	PH210	Philosophy of Mathematics (not 00)
LL212	Conflict of Laws	PH212	Frege and Russell (not 00)
LL231	The Substantive Law of the European Union	PH299	Philosophy Essay
		PS300	Methods of Psychological Research III
		SA349	A Long Essay on an Approved Topic
		SA399	Special Essay in Population Studies
		SO302	Sociological Project

Mutually Exclusive Options (may not be combined)

EC100	Economics A	with	EC102	Economics B
MA107	Quantitative Methods (Mathematics) H and ST105 Quantitative Methods (Statistics for Economists) H	with	MA100	Mathematical Methods or
			EC110	Basic Mathematics for Economists or
			ST102	Elementary Statistical Theory or
			ST100	Basic Statistics or
			ST103	Statistical Methods for Social Research
EC317	Labour Economics	with	ID201	Economics of the Labour Market
GY140	Methods in Spatial and Social Analysis	with	GY150	Methods in Geographical and Demographic Analysis
LL104	Obligations I	with	LL226	Elements of Labour Law
MN302	International Marketing and Market Research	with	ST327	Marketing and Market Research
MN201	Economics for Management	with	EC201	Microeconomic Principles I or
			EC202	Microeconomic Principles II
ST100	Basic Statistics	with	ST102	Elementary Statistical Theory or
			ST103	Statistical Methods for Social Research
ST102	Elementary Statistical Theory	with	ST103	Statistical Methods for Social Research
MA100	Mathematical Methods	with	ST103	Statistical Methods for Social Research
		with	EC110	Basic Mathematics for Economists or
MA300	Game Theory	with	ST204	Further Quantitative Methods (Mathematics)
OR201	Operational Research for Management	with	MA301	Game Theory I H
OR301	Model Building in OR	with	OR202	Operational Research Methods
SA308	Sociology of Deviance and Control (not 99)	with	ST325	Simulation Modelling and Analysis H
ST204	Further Quantitative Methods (Statistics) H	with	SO210	Crime, Deviance and Control
		with	ST254	Statistical Techniques for Management Sciences or
			EC220	Introduction to Econometrics
ST324	Actuarial Applied Statistics (not after 99)	with	ST302	Stochastic Processes H
ST316	Sample Theory and Methods H	with	ST327	Marketing and Market Research
IS143	Information Technology for the Social Scientist	with	IS240	Advanced Information Technology for the Social Scientist

ACCOUNTING AND FINANCE

AC100

Elements of Accounting and Finance

Teachers responsible: Ms J F S Day, E307 and Dr T Ahrens, Y209

Availability: This course is available as an outside option.

Core syllabus: The aim of the course is to introduce students to the preparation, uses and limitations of accounting information and to the problems of finance and investment decisions.

Content: Balance sheets, cash flow statements, income accounts and other accounting statements relating to past events and planned activities: their construction, use and interpretation.

Accounting conventions: their nature, purposes and limitations. Standard accounting practices. Legal and economic considerations, including elements of taxation, Accounting for inflation and changing price levels.

Introduction to managerial accounting, Costing, budgeting, long-term decisions, and the contexts of managerial accounting.

Techniques of financial mathematics and their use in investment and financing decisions.

Teaching: 40 lectures (AC100). There will be two lectures each week during MT and LT given by Ms J Day, Dr T Ahrens and others.

Classes: A total of 22 weekly classes commencing in the third week of MT. AC100.A for non-specialists, AC100.B for BSc Accounting and Finance, AC100.C for Diploma in Business Studies students.

Written work: Class exercise sets prepared by the lecturers will be distributed during the course. These sets include both numerical and discussion questions. Students will be expected to prepare answers to all exercises and these will be discussed in class and may be collected by class teachers for marking or scrutiny at the end of the class concerned. Detailed solution notes for each exercise will be given out by class teachers.

Reading list: The main reading for the financial accounting section of the course is currently contained in: M W E Glautier & B Underdown, *Accounting Theory and Practice* (6th edn, Pitman, 1997). The recommended text for the managerial accounting material is: C T Horngren, A Bhimani, G Foster & S M Datar, *Management and Cost Accounting* (Prentice Hall, 1999). Any subsequent changes will be announced in the first lecture.

Supplementary reading: This will be specified in the detailed Course Programmes and Reading lists which will be distributed during the course.

Assessment: A three and a quarter hour written examination in the ST.

AC211

Managerial Accounting

Teachers responsible: Dr A Bhimani, A307 and others

Availability: This course is available for Bachelor's degrees and for Diplomas where listed in the regulations and as an outside option, for Bachelor's degrees. Students must have completed AC100 Elements of Accounting and Finance.

Core syllabus: The aim of the course is to provide a grounding in accounting for decision making and control within the enterprise. The course not only gives an insight into the technical aspects of modern management accounting systems, but also emphasizes their micro-economic and organizational underpinnings.

Content: The historical development of management accounting and its organizational roles. Cost-volume-profit relationships; relevant costs for decision making; cost information and optimization models. Accounting for managerial decisions under uncertainty; traditional versus modern cost management; activity-based costing; costing problems in non-manufacturing environments; strategic and market-based costing. Planning and budgeting; responsibility accounting; organization structures; transfer pricing and performance measurement. Comparative management accounting practices.

Accounting Information Systems: Computer based accounting systems and accounting software; spreadsheets; database management systems; introduction to systems analysis and internal control; information technology and control issues.

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.

Teaching: 22 lectures (AC211) of 2 hours and 20 classes of 1 hour. (AC211.A for non-specialists, AC211.B for BSc Accounting and Finance students and AC211.C for Diploma in Accounting and Finance students).

Written work: Students will be expected to produce written work for classes and to make presentations of their work. They will also be expected to contribute to class discussion.

Reading list: A detailed reading list will be given out at the start of the course. Illustrative texts include: C Horngren, A Bhimani, G Foster & S Datar, *Management and Cost Accounting* (Prentice Hall, 1999); M Bromwich & A Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994).

Assessment: A three hour unseen examination will take place in the ST.

AC212

Principles of Finance

Teacher responsible: Dr J L G Board, E309

Availability: This course is required for BSc Accounting and Finance students in their second year and is available to other students as permitted by the regulations for their degree. Students must have completed

Introduction to Quantitative Methods or Quantitative Methods for Accounting and Finance and Economics (B), or their equivalents.

Core syllabus: The aim of this course is to introduce the theory of financial decision making by firms and examine the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Teaching: 30 lectures (AC212) of 1 hour MT and LT and 20 classes (AC212.A for non-specialists, AC212.B for BSc Accounting and Finance students and AC212.C for Diploma in Accounting and Finance students) of 1 hour MT and LT.

Written work: Students will be expected to produce written work for classes and to make positive contributions to class discussion.

Reading list: Detailed course programmes and reading lists will be distributed at start of the course. Illustrative texts include: Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill); Grinblatt & Titman, *Financial Markets and Corporate Strategy* (Irwin, McGraw Hill).

Assessment: A three hour unseen examination will take place in the ST.

AC310

Advanced Managerial Accounting

Teachers responsible: Dr A Bhimani, A307 and others

Availability: This course is available for Bachelor's degrees where listed in the regulations and, with special permission of the teacher responsible for the course, for other Bachelor's degrees and for Diplomas. Students must have completed AC211 Managerial Accounting.

Core syllabus: The aim of this course is to examine advanced topics in management accounting and control. The emphasis will be on contemporary issues in the research and practice of management accounting. An interdisciplinary perspective will be applied throughout the course, tracing out linkages with micro-economics, organization theory and strategic management. Case studies will be used extensively in some areas.

Content: The actual composition of the course will vary from year to year, but will generally comprise the following topics:

Modern Issues in Management Accounting: Advanced manufacturing technology and accounting concerns; activity-based costing; target costing; international approaches to cost management; quality costing; benchmarking; life cycle costing; the balanced scorecard and new performance measures; business strategy and competitive positioning; the value chain and competitor analysis; strategic cost analysis; generic strategies and control systems design; management accounting and e-commerce.

The Design of Managerial Incentive Systems: Managerial agency, information economics and management accounting; moral hazard and adverse selection; optimal incentive intensity and monitoring; applications of agency theory to responsibility accounting, top management pay; an agency perspective on value added approaches.

Performance Measurement: Current issues in performance measurement; technical solutions to performance measurement; performance measurement and organisational learning; performance measurement and critical theory; performance measurement and the organisational mindset.

NHS reforms as part of 'New Public Management': Health system experiences outside the UK; performance measurement in the health sector; cost accounting, cost management and pricing in hospitals; accounting in the New Public Sector – whose task?

Teaching: 20 Lectures (AC310) of 2 hours and 20 classes (AC310.A) of one hour given in the MT and LT.

Written work: Students will be expected to produce written work for classes. Some of this work may be done in groups for presentations. All students will be expected to contribute to class discussion.

Reading list: Detailed reading lists will be given out at the start of each part of the course. Illustrative references include: J Shank & V Govindarajan, *Strategic Cost Analysis: The Evolution from Managerial to Strategic Accounting* (Irwin, 1989); M Bromwich & A Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994); R Cooper & R S Kaplan, *The Design of Cost Management Systems* (Prentice Hall, 1999); R S Kaplan & A A Atkinson, *Advanced Management Accounting* (Prentice Hall, 1998); D Ashton, T Hopper & R Scapens (Eds), *Issues in Management Accounting* (Prentice-Hall, 1995); A Hopwood & C Tomkins (Eds), *Issues in Public Sector Accounting* (Philip Allan, 1984).

Assessment: A three hour unseen examination will take place in the ST.

AC320

Corporate Finance and Financial Markets

Teacher responsible: Dr J Danielsson, Y220

Availability: This course is available for BA/BSc and Diploma degrees where listed by name in the regulations and, with special permission of the teacher responsible for the course. Students must have completed Principles of Finance, Microeconomic Principles I or Microeconomic Principles II, together with an introductory course or courses in mathematics and statistics, such as Introduction to Quantitative Methods, Quantitative Methods for Accounting and Finance, or their equivalents. Furthermore, more advanced courses in mathematics, statistics, or econometrics are recommended. Students who have not taken Principles of Finance must have permission from the teacher of the course.

Core syllabus: The aim of this course is to examine a range of topics and issues in the theory of corporate finance and the workings of stock, bond and derivative asset markets.

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; market microstructure; financial risk analysis; investment theory and additional special topics in finance. 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.

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.

Assessment: A three hour unseen examination will take place in the ST.

AC330

Financial Accounting

Teacher responsible: Mr C Noke, A311

Availability: This course is available for Bachelor's degrees and for Diplomas where listed in the regulations. It is not available as an outside option. Students must have a background in accounting equivalent to Elements of Accounting and Finance.

Core syllabus: The purpose of the course is to study the theory and practice of financial reporting. Accounting practices are examined in the light of their historical development, legal and other regulatory requirements, economic theories of income, value and capital, and other approaches to accounting theory.

Content: Financial accounting with particular reference to company accounts. Alternative approaches to accounting theory. Regulation of financial reporting, Standardisation. The measurement of income, costs and depreciation. The valuation of assets. Issues in financial accounting. Empirical research in accounting. Further details will be given at the start of the course.

Teaching: 30 one hour lectures (AC330): two lectures weekly in the MT, one lecture weekly in the LT. 20 weekly classes (AC330.A for undergraduates, AC330.B for Diploma in Accounting and Finance students) MLS.

Written work: Students will be expected to produce written work for each class. Students will be required to make presentations of their work and to contribute to class discussion.

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 son other degrees as permitted by the regulations.

Core syllabus: The course provides a general introduction to Social Anthropology as the comparative study of traditional and changing Third World societies.

Content: The culture and social organization of pre-industrial societies: hunter-gatherers, pastoralists, agriculturalists. Gender, kinship and descent. Production and exchange. Property, power and ideology. Birth, childhood, initiation, personhood, sexuality, marriage, money, violence, death in cross-cultural perspective. The scope, theory and methods of Social Anthropology. Its focus on Third World societies.

Teaching: Lectures AN100 Weekly ML, Classes AN100.A – specialists, weekly ML, AN100.B – non-specialists, weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R M Keessing & 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: Professor C Fuller, A505 and Dr B Placido, A612

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

Reading list: No one book covers the entire course. Books recommended include: G Whittington, *Inflation Accounting: an introduction to the debate* (CUP, 1983); M Bromwich, *Financial Reporting, Information and Capital Markets* (Pitman, 1992); R Lewis & D Pendrill, *Advanced Financial Accounting* (Pitman, 6th edn, 2000).

Detailed references to books and journal articles will be specified on the Course Programme and Reading List at the beginning of each term. Books which students may wish to purchase will also be recommended then.

Assessment: A formal examination of three and a quarter hours (the first fifteen minutes of which will be reading time) will take place in the ST. Normally candidates are required to answer four questions.

AC340

Auditing and Accountability

Teachers responsible: Professor M Power, A384 and others

Availability: This course is available for Bachelor's degrees and Diplomas where listed in the regulations. Students must have a background in accounting equivalent to Elements of Accounting and Finance.

Core syllabus: The aim of the course is to provide an introduction to the theory and practice of modern auditing.

Content: The course provides a critical analysis of the audit function in its many forms. Auditing is understood in a broad sense to exist wherever a need to monitor relations of accountability arises. As private and public sector organizations become increasingly complex this monitoring function is both more important and more difficult. The course addresses the theoretical basis of auditing, its practical methodologies and its legal, professional and social environment. While the primary focus is upon the 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 management, public sector and other contexts will be covered. Further details will be provided at the start of the session.

Teaching: 20 lectures (AC340) and 20 classes (AC340.A) in the MT, LT and ST.

Written work: Students will be expected to produce a minimum of four written essays per year and one class presentation. All students will be expected to contribute to class discussion.

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, 1996); M Sherer & M Turley (Eds), *Current Issues in Auditing* (Paul Chapman, 1997); D Flint, *Philosophy and Principles of Auditing* (Macmillan, 1998); and refer to M Power *The Audit Society* (OUP, 1997).

Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Assessment: A three hour formal examination will take place in the ST.

theoretical advances in the discipline. The course is intended to give students a sound grasp of central theoretical concepts and of their significance for empirical research.

Teaching: Lectures AN101 weekly ML, Classes AN101.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R Aron, *Main Currents in Sociological Thought*; A Giddens, *Capitalism and Social Theory*; R Nisbet, *The Sociological Tradition*; L Coser & B Rosenberg, *Sociological Theory: a Book of Readings*; K Morrison, *Marx, Durkheim, Weber*; R Borofsky (Ed), *Assessing Cultural Anthropology*; C Geertz, *The Interpretation of Cultures*; A Kuper, *Anthropology and Anthropologists*; G Stocking, *Observers Observed*; E E Evans-Pritchard, *Witchcraft oracles and magic among the Azande*; V Turner, *The Forest of Symbols*; W Roseberry, *Anthropologies and Histories*; R Rosaldo, *Culture and Truth*.

Detailed reading lists are provided at the beginning of the course.

Assessment: A three hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN102

Reading Other Cultures: Anthropological Interpretation of Text and Film

Teachers responsible: Dr D James, A616 and other

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; 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 Allen 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*.

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 R Astuti, A614

Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates should have completed an introductory course in Social Anthropology unless granted exemption by the course teacher.

Core syllabus: An examination of the cultural frameworks of kinship systems, of gender roles, and of human sexuality, analysed through ethnographic examples taken from diverse cultures; an analysis of theoretical debates concerning such core concepts as 'kinship', 'marriage', 'male', 'female', and 'the person' and a critical discussion of such notions as 'human nature' and 'natural' in so far as they relate to gender roles.

Content: The history of anthropological debate on kinship. The analysis of the content of kinship relationships. Critique of the notion of 'kinship'. Variety in idioms of kinship in different societies. Concepts of substance and the body. Kinship and morality. Descent theory. Lévi-Strauss and alliance theory. Gender roles. Recent perspectives on gender theory. Procreation theories. Kinship and cognition.

Teaching: Lectures AN200 weekly ML, Classes AN200.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: Readings required will include: D Lan, *Guns and Rain*; L Abu-Lughod, *Veiled Sentiments*; E Leach, *Rethinking Anthropology*; C MacCormack & M Strathern, *Nature, culture and gender*; C Lévi-Strauss, *The Elementary Structure of Kinship*; D Schneider, *A Critique of the Study of Kinship*; M Godelier, T Trautmann & F Tjon Sie Fat, *Transformations of Kinship*; F Myers, *Pintupi Country, Pintupi Self*.

Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN203

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 interrelationships between politico-economic systems, social structures, cosmologies and historical relations to colonial and national societies.

Content: The course will address the history and current state of anthropological analyses of the indigenous peoples of Lowland South America, with a concentration on recent developments in the ethnography of the region. The course will focus on these recent attempts to integrate the study of politico-economic systems, social structure, cosmology and external relations, with particular emphasis on the implications of how indigenous peoples of the region conceive of their own social lives and of the world in which they live.

Teaching: Lectures AN203 weekly, Classes AN203.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: E Viveiros de Castro, *From the Enemy's Point of View*; C Lévi-Strauss, *The Raw and the Cooked; The Story of the Lynx*; J Overing Kaplan, *The Piaraia*; 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

The Anthropology of the Mediterranean, with special reference to Greece and Cyprus

Teacher responsible: Professor P Loizos

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. Particular attention will be paid to the use of history, to capitalist transformation, to gender relations, with particular attention to the division of labour and of religious representation; to the notion of honour; to local violence and its relation to state formation. The management of death will be featured. The role of popular song in ethnography may be discussed. Appropriate ethnographic films may be shown, in addition to lectures and classes.

Teaching: Lectures AN206 weekly, Classes AN206.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN207

The Anthropology of Madagascar

Teacher responsible: Dr R Astuti, A614

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: A comparative study of a number of Malagasy peoples.

Content: The course will examine the available ethnography on a number of peoples in Madagascar selected so as to give the students some knowledge of the anthropological variety of the island. Particular attention will be paid to kinship, gender, notions of the person, identity/ethnicity, religion and politics. All required reading will be in English.

Teaching: Lectures AN207 weekly, Classes AN207.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R Astuti, *People of the Sea*; M Bloch, *Placing the Dead*; M Bloch, *From Blessing to Violence*; M Covell, *Madagascar: Politics, Economics and Society*; G Feeley-Harnik, *A Green Estate*; M Lambek, *Human Spirits*; M Lambek, *Knowledge and Practice in Mayotte*; J Mack, *Madagascar, Island of the Ancestors*.

Detailed reading lists are provided at the beginning of the course.

Students will also be asked to read a number of recent, still unpublished PhD dissertations.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN208

Anthropological Linguistics

Teacher responsible: Dr M Jamieson

Availability: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The relation of social anthropology to the study of language. The Sapir Whorf hypothesis. Semantics and pragmatics. Politeness. Language and thought. Political and religious language. Oratory. The ethnography of speaking.

Content: This course concerns the relation of language to culture and society. It looks at the history of the subject. It examines theories which see a relation between the way we think and the way we see the world. It looks at the anthropological and sociological implications of various types of theories of meaning. The course considers such issues as the hierarchy. The significance of forms of politeness is studied. The issue of the significance of literacy is examined.

Teaching: Lectures AN208 weekly, Classes AN208.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN209

Research Methods in Social Anthropology

Teacher responsible: Professor P Loizos

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: A review of diverse research methods employed by social anthropologists; consideration will be given to the selection of appropriate techniques for specific research problems and interests.

Content: A brief introduction to methods in social anthropology, with an outline of the main types, particularly fieldwork by participant observation, the household census, the analysis of household composition, the sample survey, various approaches to asking questions and interviewing, the life history, the case history, research with documents and in archives, aspects of video, photography and sound recording as documentation media, aspects of authorship and the construction of ethnographic texts.

Teaching: Lectures AN209 weekly, Classes AN209.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. There is the option of a training research project.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: Either by a two hour examination in the ST, worth 80% and classwork assessment, worth 20%, or by a two hour examination in the ST, worth 50%, and by a small project worth 50%.

AN210

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 socioeconomic and technological dimensions of conflict, violence and war in various types of societies selected from different parts of the world.

Content: This course is concerned with a comparative study of conflict, violence and war primarily among non-industrialised societies. Some account will be taken of Western Europe and the effect of industrialisation. Particular attention 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

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 Cederoth, C Corlin & J Lindstrom (Eds), *On the Meaning of Death*; F H Damon & R Wagner, *Death Rituals and Life in the Societies of the Kula Ring*; J Parry, *Death in Banaras*; N Scheper-Hughes, *Death without Weeping*; J Watson & E S Rawski (Eds), *Death Ritual in Later Imperial and Modern China*.

Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN212

The Anthropology of Art and Communication

Teacher responsible: Dr P Gow, A601

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The study of visual art forms as social action. The problems raised by an anthropology of art, and its relation to disciplines such as art history and aesthetics. Specific issues in the anthropology of art.

Content: The production and consumption of works of art in their social context. The domain of 'art' in Western societies, and in other societies. The problem of evaluation: aesthetics as a cross-cultural category. Art as communication and as action, and the connection to other communicational media.

Teaching: Lectures AN212 weekly, Classes AN212.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: A Gell, *Art and Agency*; N Munn, *The Fame of Gawa*; E Gombrich, *Art and Illusion*; C Lévi-Strauss, *The Savage Mind*.

Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN213

Anthropological Theories of Exchange

Teacher responsible: Professor J Parry, A 613

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 C Fuller, A505 and 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: 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 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 00/01 The Anthropology of Hunters and Gatherers of Sub-Saharan Africa

Teacher responsible: To be announced

Availability: This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: A comparative analysis of ethnographic source material on the culture and social organisation of Sub-Saharan African hunting and gathering societies.

Content: The course will examine a range of ethnographic data drawn from studies of such Sub-Saharan hunting and gathering societies as the !Kung, G/wi, Hadza, Mbuti, Aka, Twa and Okiek in a search for comparative generalisations about their cultural and social organisation. Possible explanatory frameworks intended to account for the similarities and differences in the culture and social organisation of these various societies will be considered.

Teaching: Lectures AN215 weekly, Classes AN215.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R. R. Grinker, *Houses in the Rainforest*; S. Kent (Ed), *Cultural Diversity among Twentieth-Century Foragers*; T. Ingold, D. Riches & J. Woodburn (Eds), *Hunters and Gatherers*, Vol 1: *History, Evolution and Social Change*, Vol 2: *Property, Power and Ideology*; R. B. Lee, *The !Kung San*; L. Marshall, *The !Kung of Nyae Nyae*; J. C. Woodburn, 'Egalitarian Societies', *Man*, 1982.

Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN216 H NA 00/01 Cognition and Anthropology

Teacher responsible: Professor M Bloch, A608

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The course will re-examine the topic of the relation between individual cognitive development and cultural constructs. It will pay particular attention to theories of semantics as they relate to child cognitive development and to the interface between cognitive science and theories of culture.

Content: This course will re-examine the relation between cultural constructs and individual cognitive processes and development. In the historical development of modern anthropology there has, at times, been an active transfer of ideas between psychologists and anthropologists. Among the instances of such transfers of ideas, which will be dealt with in the course, are the Sapir/Whorf theory of 'linguistic relativity' and the theory of schema proposed by Bartlett. After dealing with the past development of the interdisciplinary relation between cognitive science and anthropology, some contemporary issues will be examined in detail. These will include i) the nature of concepts and concept formation; ii) anthropological and psychological accounts of metaphor; iii) theory of mind and metarepresentations; iv) anthropological and psychological theories of learning; v) domain specificity; vi) the significance of 'expertise' vii) the anthropology and psychology of emotions and viii) the anthropology and psychology of memory.

Teaching: Lectures AN216 weekly, Classes AN216.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: E. Hutchinson, *Cognition in the Wild*; D. Holland & N. Quinn, *Cultural Models in Language and Thought*; G. Lakoff & M. Johnson, *Metaphors that we live by*; R. Sternberg & E. Smith, *The Psychology of Human Thought*; T. Schwartz et al, *New Directions in Psychological Anthropology*; J. Lave, *Cognition in Practice*; L. Hirshfeld & S. Gelman (Eds), *Mapping the Mind*; D. Sperber, *Explaining Culture*; M. Bloch, *Ritual, History and Power*; P. Boyer, *The Naturalness of Religious Ideas*.

Detailed reading lists are provided at the beginning of the course.

Assessment: A two hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN217 H NA 00/01 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, *Slaya*; T. Hakansson, *Bridewealth, Women and Land*; D. Parkin, *Palms, Wine and Witnesses*; N. Long, *Social Change and the Individual*; J. Pottier, *Migrants No More*; K. Tranberg Hansen, *Distant Companions*; P. Geschiere, *The Modernity of Witchcraft*; S. F. Moore, *Anthropology and Africa*; J. Goody, *The expansive moment*.

Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN219 H NA 00/01 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. Harris (Ed), *Rural Development Theories of Peasant Economy and Agrarian Change*, 1982; G. Hart, *Power, Labour and Livelihood: Processes of Change in Rural Java* (University of California Press, 1986); J. Scott, *The Weapons of the Weak* (Yale University Press, 1985); R. Wade, *Village Republics: Economic Conditions for Collective Action in South India* (Cambridge University Press, 1988).

Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN221 H The Anthropology of Christianity

Teacher responsible: Dr B. Placido, A612

Availability: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The ethnography of the perception of Christianity in the light of differing cultural and social situations especially colonial conditions and their historical parallels.

Content: The course will examine a number of anthropological and historical studies of local forms of Christianity, including local forms of Catholicism, contemporary and historical Protestantisms including American Fundamentalist Protestantism and 'heretical' and other unorthodox Christianities. The course asks why anthropologists have shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, have become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined will include the nature and experience of belief, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christianity and women's religious and social

experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Particular attention is paid to the nature of conversion, the history of missionaries and to Christianity in colonial and post-colonial situations in a variety of contexts such as Madagascar, South America, South East Asia and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local populations.

Teaching: Lectures AN221 weekly, Classes AN221.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: M. Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*; F. Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London); W. Christian, *Person and God in a Spanish Valley* (reprint 1988); J. Comaroff, *Body of Power, Spirit of Resistance*; J. de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*; R. Iletto, *Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910*; J. Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*; M. Taussig, *The Devil and Commodity Fetishism in South America*.

Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN223 H NA 00/01 The Anthropology of South-East Asia

Teachers responsible: Dr F. Cannell and Dr A. Schrauwers, A608

Availability: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: This course will examine the anthropology of Southeast Asia from three perspectives. Firstly, it will look at some of the reasons for treating the countries of Southeast Asia as an ethnographic region. Secondly, it will explore a selection of particular topics in the ethnography of different Southeast Asian countries which also have a wider comparative significance within the region. Thirdly, it will consider some aspects of the interaction between Southeast Asian and 'Westernising' cultures.

Content: The course aims to make use of the extremely varied ethnography on Southeast Asia, including both the older accounts of 'tribal' cultures, and the more recent generation of writers who have focused on a comparative perspective centred on notions of identity, power and the construction of the person in hierarchical and egalitarian systems in Southeast Asia.

The course will first consider the notion that Southeast Asia, like the Mediterranean, is an area held together most meaningfully by the sea (eg by sea-borne trade, travel and piracy). It will also look at the broad similarities of ecology and cultural patterns throughout the region, especially the contrast between highland and lowland societies. The kinds of continuities which it is suggested apply to Southeast Asian cultures in general will be introduced.

The main ethnographic section of the course will relate a series of studies of specific, (and highly varied) societies within the Southeast Asian region to themes of power and identity.

These will include a selection of topics such as some of the following; theatre, eg Javanese shadow puppet theatre; funerary rituals eg in Borneo; slavery, rank and hierarchy and courtly centres; spirit possession; some aspects of material culture eg architecture; notions of speech, rhetoric and/or musical performances; aspects of social and kinship organisation including the importance of commensality and of the idea of the 'house'; games, performances and competitions.

The third theme of the course will be concerned with some aspects of the interaction between Southeast Asian societies and influences usually referred to as 'Westernising', 'modernising' or 'globalising'. These topics will include a selection from the following; popular culture; nationalism; world religions and their offshoots. They will be seen within the context of the historical circumstances in which they have been produced.

Teaching: Lectures AN223 weekly, Classes AN223.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: S. Errington, *Meaning and Power in a Southeast Asian Realm*; J. M. Atkinson & S. Errington, *Power and Difference*; B. Anderson, *The Idea of Power in Javanese Culture*; C. Geertz, *Negara*; U. Wikan, *Managing Turbulent Hearts*; W. Keeler, *Javanese Shadow Play, Javanese Selves*; P. Metcalf, *A Borneo Journey into Death*; N. Constable, *Maid to order in Hong Kong*.

Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN226 Political and Legal Anthropology

Teachers responsible: Professor S. Roberts, A150, Dr A. Pottage, A358 and Dr V. Benei, A506

Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other

degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The anthropological analysis of political and legal institutions as revealed in relevant theoretical debates and with reference to selected ethnography.

Content: The development of political and legal anthropology and their key concepts; centralised and non-centralised polities; chieftainship, kingship and other forms of authority; the bases for equality and inequality; the legitimisation of power; political competition and conflict; indigenous responses to colonialism; agrarian rebellions; nationalism and ethnicity; theories of order and normative domain; law as command and law as rules; the legal dimensions of hierarchy and authority; dispute institutions and processes; legal pluralism, Indian, Islamic and other non-Western legal systems.

Teaching: Lectures AN226 weekly ML, 14 Classes AN226.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Select reading list: J. Gledhill, *Power and its Disguises* (1994); J. Vincent, *Anthropology and Politics* (1990); E. R. Leach, *Political Systems of Highland Burma* (1954); G. Balandier, *Political Anthropology* (1970); M. H. Fried, *The Evolution of Political Society* (1967); D. Riches (Ed), *The Anthropology of Violence* (1986); S. Howell & R. Willis, *Societies at Peace* (1989); D. Lan, *Guns and Rain* (1985); B. Malinowski, *Crime and Custom in Savage Society* (1916); J. Comaroff & S. Roberts, *Rules and Processes* (1981); P. Gulliver, *Social Control in an African Society* (1963); S. F. Moore, *Law as Process* (1978); P. Caplan (Ed), *Understanding Disputes* (1995); M. Chanock, *Law, Custom and Social Order* (1985).

Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN227 The Anthropology of Economic Institutions and Social Transformations

Teachers responsible: Professor H. Moore, A611 and Professor P. Loizos

Availability: This course is compulsory for BA/BSc Social Anthropology students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The anthropological analysis of economic institutions cross-culturally, and of their transformation as a result of their incorporation into a wider capitalist market and of state policies and development initiatives. These themes will be examined in relation to relevant theoretical debates and with reference to selected ethnography.

Content: Key concepts and theoretical debates in economic anthropology; the idea of the 'natural' and 'moral' economy; the social organization of production and exchange; gift versus commodity exchange; economic aspects of kinship and gender relations; the emergence of 'free' labour; work regimes in pre-market and market economies; monetization as an agent of social change; theories of consumption; local responses to the transition from peasant to proletarian; the social impact of state development initiatives; capitalist and state interventions affecting the environment and local reactions to them; the politicization of the peasantry in relation to threats to peasant subsistence; social responses to hunger and famine; social structure and economic organization.

Teaching: Lectures AN227 weekly ML, Classes AN227.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. Sahlins, *Stone Age Economics* (1974); J. Parry & M. Bloch (Eds), *Money and the Morality of Exchange* (1989); M. Bloch, *Marxism and Anthropology* (1983).

Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN229 H NA 00/01 The Anthropology of Religious Nationalism and Fundamentalism

Teachers responsible: Professor C. Fuller, A505 and Dr V. Benei, A506

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', with particular reference to Islam, Hinduism, Buddhism and non-western Christianity. The relationship between nationalism (and communalism and ethnicity) and fundamentalism, and the significance of violence in politico-religious conflicts, as illustrated by ethnographic material. The relationship between fundamentalism and religious reformism and scripturalism. The impact of fundamentalism on 'traditional' forms of popular and elite religion. Resistance to fundamentalism and religious nationalism, and the question of religious 'tolerance' in cross-cultural perspective. The relationship between nationalism and regionalism. Education, the transmission of knowledge and the historical construction of nationalism.

Teaching: Lectures 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*; 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: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN230

H

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 00/01

The Anthropology of China

Teacher responsible: Dr C Stafford, A609

Availability: This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The ethnography of China, Taiwan, Hong Kong and Singapore; anthropological approaches to issues in Chinese kinship, religion, education and political-economy.

Content: Chinese kinship: descent, lineages and ancestral cults, marriage, affinity and gender, Chinese popular religion; Daoism, Buddhism and Confucianism; local religion and the community; pilgrimage, spirit mediumship and healing. Literacy, education and nationalism in China; popular culture and the state. Anthropological studies of the Chinese economy.

Teaching: Lectures AN231 weekly, Classes AN231.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: E Ahern, *Chinese Ritual and Politics*; D Davis & S 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

Film and Photography in Anthropological Practice and Theory

Teacher responsible: Professor P Loizos

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The object of the course is to familiarize students with film and the photographic image as sources of ethnographic information, as contributions to the social sciences in a descriptive, evocative and analytic role and as problematic cultural but intellectually provocative representations.

Content: The course will consider the problem of realism, and its special importance for the documentary tradition; the historical development of the main ethnographic film-making approaches; (naive documentation realism; observationalism; participatory documentary; symbolist documentary; reflexive filming); problems of validation, verification and interpretation of early photographs of indigenous peoples; recent reactions against naive realism and against the observational movement; post-modern developments in ethnographic film, media representations of "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 Moo*; MacDougall & MacDougall, *To Live with Herds*; Preloran, *Imaginero*; Kildea & Leach, *Trobridand Cricket*; Kildea, *Valencia Diary*; Dunlop & Morphy, *Madarpa Funeral at Gurka wuy*; McKenzie & Hiatt, *Waiting for Harry*; D MacDougall, *Goodbye Old Man*; Boonzajer Flaes, *Polka: the Roots of Texas-Mexican Accordion Music in S Texas and N Mexico*.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN233

H NA 00/01

The Anthropology of South-West Asian and North African Societies

Teacher responsible: Dr M Mundy, Room A507

Availability: This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: Anthropological perspectives on the societies of South-West Asia and North Africa, with particular emphasis on Arabic-speaking societies, examined in relation to relevant theoretical debates and with reference to selected ethnographies.

Content: Introduction to geographical and historical factors making for the social unity and diversity of the area; the character of scholarship on the area and the place of anthropology within that; kinship systems: unity and diversity; kingship and the Muslim political tradition; Khaldunianism and the persistence of the tribe; the ethnography of law; the ethnography of Islamic learning and institution; the anthropology of aesthetic tradition: austerity of ritual, luxuriance of language; regional ethnographies (2 or 3 to be considered in any year): Anatolia/Turkey, Iran, Yemen, Palestine/Israel, Morocco, Algeria, Syria/Lebanon, Egypt, Sudan.

Teaching: Lectures AN233 weekly, Classes AN233.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: L Abu-Lughod, 'Anthropology's Orient: The Boundaries of Theory on the Arab World' in H Sharabi (Ed), *Theory, Politics and the Arab World: Critical Responses*; J Berque, *Essai sur la Methode Juridique Maghrebine*; P Bourdieu, *Algeria*; D Eickelman, *The Middle East: An Anthropological Approach*; E Evans-Pritchard, *The Sanusi of Cyrenaica*; E Gellner, *Muslim Society*; M Gilsenan, *Recognizing Islam*; A Hourani, A

History of the Arab Peoples; I Khaldun, *The Muqaddima*; E Peters, *The Bedouin of Cyrenaica: Studies in Personal and Corporate Power* (Eds J Goody & E Marx); B Messick, *The Calligraphic State*; G Tillion, *The Republic of Cousins*.

Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN235

H NA 00/01

The Anthropology of Southern Africa

Teacher responsible: Dr D James, A616

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: This course serves as an introduction to the ethnography of Southern Africa. Topics to be considered include labour migration, urbanisation, transformations in land tenure and land use, changing kinship and gender relations, ethnicity and identity, and the role of performance and expressive culture in managing social transformation. Throughout the course, the effects on local communities of apartheid and of its demise will be a central concern.

Content: The ethnography of South and southern Africa has played a formative role in social anthropology, generating some of the key theoretical issues which underpin the discipline. This course provides students with an opportunity to understand changes in anthropological theory and practice by comparing the classic ethnographic texts with more recent writings from the same regions. Areas covered include South Africa, Lesotho, Swaziland, Botswana, Mozambique and Zimbabwe. The course, through looking at the new significance of institutions which appear to have remained intact, concerns itself with analyzing processes of social change and continuity. In particular, it will examine some of the social effects of the apartheid regime, and of its demise. It looks not only at objective changes in political economy and livelihood, but also the forms of expressive culture through which these changes are expressed by those experiencing them. It develops students' ethnographic knowledge about specific communities, and also equips them with the skills to address key theoretical issues from the broader corpus of anthropological writings, in the context of data from this particular region.

Teaching: Lectures AN235 weekly, Classes AN235.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: J Comaroff, *Body of Power, Spirit of Resistance*; J L & J Comaroff, *From Revelation to Revolution*; D Coplan, *In the Time of Cannibals: The Word Music of South Africa's Basotho Migrants*; V Erlman, *Nightsong*; R Gordon & A D 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

H NA 00/01

The Anthropology of Governance in the Modern State

Teacher responsible: Dr M Mundy, A507

Availability: This course is optional for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology.

Core syllabus: The course examines recent work by anthropologists on government and the modern state.

Content: The approach is one which conserves the central characteristics of anthropology – a careful documentation of informal and non-state modes of governance, an attempt not to take the European experience as model for political development in isolation from non-European societies, and a commitment to grant oral and observed sources an equal status to written sources in its account of social knowledge – but goes on to incorporate formal institutions and written codes in the analysis of governance. It treats 'the modern state' as a process of historical depth in which the encounter between European and non-European polities was central and hence includes within its compass work by anthropologists on colonial and post-colonial states. The course examines the following topics: Anthropological typologies of states; government models of state and institutional religion (*religio*); literacy and the law: current debates; the regulation of kinship, religion and family; property and government; colonialism, post-colonialism and the state; the political person and the nation-state; The ethnography of the judiciary and the court; the ethnography of state violence; anthropology and the new institutionalism in the other social sciences.

Teaching: Lectures AN236 weekly, Classes AN236.A weekly.

Reading list: J Cole & E Wolf, *The Hidden Frontier: Ecology and Ethnicity in an Alpine Valley*; L Fallers, *The Social Anthropology of the Nation-State*; M Herzfeld, *The Social Production of Indifference: Exploring the Symbolic Roots of Western Bureaucracy*; S Hutchison, *Nuer Dilemmas: Coping with Money, War and the State*; S Merry, *Getting Justice and Getting Even: Legal Consciousness among Working-Class Americans*; K Verdery, *What Was Socialism, and What Comes Next?*; B Yngvesson, *Virtuous Citizens,*

Disruptive Subjects: Order and Complaint in a New England Court; A Gupta & J Ferguson (Eds), *Culture, Power, Place: Explorations in Critical Anthropology*; M Lazarus-Black & S Hirsch (Eds), *Contested States: Law, Hegemony and Resistance*; M Burawoy & K Verdery (Eds), *Uncertain Transitions: Ethnographies of change in the postsocialist world*; N Eliasoph, *Avoiding Politics: How Americans produce Apathy in Everyday Life*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN237

H

The Anthropology of Development

Teacher responsible: Dr D James, A616

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: This course is centred on an examination of, and an assessment of the validity and reconcilability of, two divergent perspectives: development anthropology, with its corpus of writings by practitioners working on practical projects, and the "anthropology of development", comprising a series of recent critiques of development theory and practice by anthropologists. This debate has encompassed a range of specific topics, including the anthropology of planning; indigenous technical knowledge and its use in agricultural projects; the culture of organizations; fertility and reproductive health; conservation and the environment. Literature ranges from writings at a high level of theoretical abstraction to those whose authors are anthropologists directly involved in development initiatives.

Content: Historical background: how development and its discourses were made, through and in the wake of the colonial encounter. A discussion of the role – both past and potential – played by anthropologists in this process. Anthropological insights into the planning process undertaken by states and by NGOs. Anthropological critiques of the notions of "participation" and "indigenous technical knowledge" which have been used in agricultural development, especially by NGOs; alternative views which see knowledge as fragmentary and performative. Local, cultural knowledge about forestation, deforestation, and wildlife conservation. The localization and contestation of globally-formulated concepts of human rights, and of state and international programmes of family planning and population control, which often fail to dovetail with local knowledge about fertility and reproduction. Regional ethnographies used include various parts of Southern and West Africa, China, the Caribbean, Latin America, South and South-East Asia.

Teaching arrangements: Lectures AN237 weekly, Classes AN237.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: E Croll & D Parkin, *Bush Base, Forest Farm: Culture, Environment and Development* (1992); J Crush (Ed), *Power of Development*; A Escobar, *Encountering Development: the making and unmaking of the third world* (1995a); J Fairhead & M Leach, *Misreading the African landscape: society and ecology in the forest-savanna mosaic and Reframing deforestation: global analyses and local realities with studies in West Africa* (1996); J Ferguson, *The Anti-politics machine "Development", depoliticization and Bureaucratic Power in Lesotho* (1994); J Ferguson, 'Anthropology and its evil twin "Development" in the constitution of a discipline' in F Cooper & R Packard (Eds), *International Development and the Social Sciences* (1997); K Gardner & D Lewis *Anthropology, Development and the Post-modern challenge* (1996); S Greenhalgh (Ed), *Anthropological contributions to fertility theory* (1994).

Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN300

Advanced Theory of Social Anthropology

Teachers responsible: Professor H Moore, A611 and Dr A Schrauwers, A615

Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology.

Core syllabus: The aim of the course is to train students to look critically at the theoretical implications of anthropological approaches by examining their origins, their strengths and their weaknesses.

Content: Themes from the history of anthropology and analysis and interpretation in modern anthropology: structural and cultural Marxism; theories of hegemony; anthropology and history; interpretative anthropology; the crisis in representation; power and discipline; practice theory; performance theory; anthropological theories of self and agency; cognitive anthropology.

Teaching: Lectures AN300 weekly ML, Classes AN300.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: M Bloch, *Marxism and Anthropology*; H L Moore, *A Passion for Difference*; H L Moore, *Anthropological Theory Today*; P Bourdieu, *The Logic of Practice*; C Geertz, *The Interpretation of Cultures*; G White & C Lutz, *New Directions in Psychological Anthropology*; M Bloch, *Ritual, History and Power*; P Rabinow, *A Foucault Reader*; J & J Comaroff, *Of*

Revelation and Revolution; A Giddens, *Capitalism and Modern Social Theory*; M Sahlins, *Islands of history*; T Asad, *Genealogies of Religion*. Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN301

The Anthropology of Religion

Teachers responsible: Professor M Bloch, A608 and other

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*; J Middleton, *Lugbara Religion*; 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*.

Detailed reading lists are provided at the beginning of the course.

ECONOMICS

EC100

Economics A

Teachers responsible: Professor C M E Whitehead, S377 and Dr N Barr, S578

Availability: 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, unemployment, inflation, the balance of payments and applications to policy.

Teaching: Lectures EC100; 20 MT, by Professor Whitehead, on microeconomics; 20 LT, by Dr Barr, on macroeconomics and 2 ST. 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 below). **Written work:** Class teachers will normally set and mark four pieces of written work from each student during the course.

Reading list: Students should buy one of the following: R G Lipsey & A Chrystal, *An Introduction to Positive Economics* (9th edn), Oxford, 1999; D Begg, S Fischer & R Dornbusch, *Economics*, (6th edn), McGraw-Hill, 2000; N G Mankiw, *Principles of Economics*, Dryden, 1998; 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.

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, and at the Examinations Office. The student is advised to retain a copy.

Assessment: Students will be assessed entirely on the basis of the essay that they submit.

AN900

A Programme of Ethnographic Films

Teachers responsible: Professor P Loizos and Dr B Placido, A612

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.

Assessment: A three-hour written examination in the ST based on the full syllabus. The examination contains two types of question:

- a compulsory question consisting of eight questions requiring short answers, of which the student must answer four; *and*
- seven or eight questions requiring longer answers of which the student must answer three. Students will be expected to answer questions on both micro and macro economics.

Copies of previous years' examination papers are available.

EC102

Economics B

Teachers responsible: Professor D Quah, S464 and Mr A Marin, S566

Availability: This course is designed primarily for BSc degrees in Economics but is also available to other students as permitted by the regulations. A knowledge of A-level economics is highly desirable, as is some knowledge of mathematics (eg elementary calculus). Neither is essential, but those students without a mathematical background should take an introductory mathematics course, such as **Basic Mathematics for Economists**, at the same time. It may not be taken if **Economics A** has already been taken and passed.

Core syllabus: This is an introductory course in microeconomics and macroeconomics for those expecting to take further courses in economics.

Content: **Part A** (Professor Quah) Consumer behaviour; theory of the firm; competitive market equilibrium; monopoly; factor markets; general equilibrium theory; welfare economics.

Part B (Teacher to be announced) How aggregate demand and supply interact to determine real income, employment and the price level. The effects of international trade and financial transactions on the economy. Under what conditions can monetary and fiscal policies be used effectively.

Teaching:

Lectures EC102: 20 MT and LT (Professor Quah) and 20 MT and LT (Mr Marin)

Classes EC102.A: 20 Sessional.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: Part A: Jack Hirshleifer & Amihai Glazer, *Price Theory and Applications* (6th edn), Prentice Hall, 1998; H Varian, *Intermediate Economics* (4th edn), Norton, 1996.

Part B: M Periman, *Macroeconomics*. Students without A-level Economics should read R G Lipsey & K A Chrystal, *An Introduction to Positive Economics* (8th edn), Oxford University Press, 1995.

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 J Lane, S483

Availability: This course is for BSc degrees in Economics and also

available to other students as permitted by the regulations. The course is designed for students with a reasonable understanding of O-level Mathematics, or its equivalent. Prior knowledge of calculus is not assumed. **Core syllabus:** The course is designed to provide students with the elementary mathematical tools that are needed to pursue a degree in economics. Application of these techniques to a variety of economic problems is given particular emphasis.

Content:

Part A: Linear and quadratic functions; systems of linear equations; input-output analysis; an introduction to linear programming; geometric series; discounting and present values. Differentiation of polynomials; differential rules for products, quotients and functions of functions; marginal cost and marginal revenue; price and income elasticity; maximisation and minimisation; logarithms; the exponential function and its derivative; definite and indefinite integrals; consumer surplus; summation of continuous flows.

Part B: Functions of several variables; partial differentiation; maxima and minima; properties of production functions; profit maximisation and cost minimisation; utility and demand functions; the Lagrange multiplier method for maximisation and minimisation under constraints; equilibrium and stability in dynamic models.

Teaching:

Lectures EC110: 30 MT and LT.

Classes EC110.A: 20 Sessional.

Remedial Classes EC110.B: 20 Sessional will be arranged for those in difficulty.

Written work: There are sets of problems that will form the basis of class discussions. The capacity to solve problems similar to those in the class exercises is the primary focus of the course. Students should make every effort to tackle the exercises, and to hand in solutions in advance of the class discussion.

Reading list: There are a variety of texts that cover most of the material and there are close substitutes. It is advisable to purchase one of the following: M Wisniewski, *Introductory Mathematical Methods in Economics*; M Rosser, *Mathematics for Economists*; J Black & J F Bradley, *Essential Mathematics for Economists*; Edward T Dowling, *Mathematics for Economics and Business*; and E F Haeussler, Jnr & R Paul, *Introductory Mathematical Analysis*. Wisniewski has a high economic content. The book by Dowling is particularly rich in worked examples.

Assessment: A three-hour written examination in the ST.

EC200

Economics of Social Policy

Teachers responsible: Professor C M E Whitehead, S377 and Dr N Barr, S578

Availability: This course is for BSc degrees as permitted by the regulations. It is not available to Economics specialists. It is intended for students who have either taken a first-year introductory course in economics, or, with permission, A-level economics. Students must have done an economics course before taking this course.

Core syllabus: It is intended to be useful in itself rather than as training for future study. Economic technique is kept to a necessary minimum. The emphasis is on economic insight into a wide range of issues and policies. **Content:** The nature of the economic approach is examined in depth. Effort is made to relate economic understanding to that provided by other social sciences. Topics include: efficiency and equity; individuality and altruism; the role of the welfare state, charitable and private provision; methods of achieving and financing social provision; the rationale of privatisation; the economics of housing, health, education, pensions, and social security policies; environmental and spatial issues. Examples of particular policies will be discussed throughout with particular reference to the UK and other industrialised economies.

Teaching:

Lectures EC200: 20 MT and LT.

Classes EC200.A: 20 Sessional.

Reading list: J Le Grand, C Propper & R Robinson, *The Economics of Social Problems*; J Stiglitz, *Economics of the Public Sector*; 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.

Assessment: A three-hour written examination in the ST.

EC201

Microeconomic Principles I

Teachers responsible: Dr M Bray, S476 and Dr J Leape, Q273

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in economics based on textbooks such as D Begg, S Fischer & R Dornbusch, *Economics*; P A Samuelson & W Nordhaus, *Economics*; or R G Lipsey, *Positive Economics*. Students are also expected to have completed an introductory mathematics course such as **Basic Mathematics for Economists** or **Quantitative Methods for Economists** and should revise calculus including partial derivatives and the use of Lagrangians.

Core syllabus: An intermediate course in microeconomic analysis.

Content:

- Consumer Theory.** Utility functions and indifference curves. Income and substitution effects. Selected applications.
- Producer Theory.** Production and cost functions. Firm and industry supply. Monopoly.

III. **Strategic Choice.** Basic ideas in game theory. Applications to oligopoly.

IV. **General equilibrium and welfare.** Competitive equilibrium. Efficiency of equilibrium. Welfare criteria.

V. **Topics in welfare economics.** Public goods, externalities, second best pricing.

VI. **Uncertainty and information.** Choice under uncertainty. Insurance markets. Asymmetric information. Selected applications.

Teaching:

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.

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*. Students may also find W Nicholson, *Microeconomic Theory*, and H Varian, *Intermediate Microeconomics*, useful.

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, Q251 and Dr J Lane, S483

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics based on textbooks such as D Begg, S Fischer & R Dornbusch, *Economics*; P A Samuelson & W Nordhaus, *Economics*; or R G Lipsey, *Positive Economics*. Students are expected to have completed a mathematics course of at least the level of **Quantitative Methods for Economists** and mathematics to the level of **Mathematical Methods** is desirable.

Core syllabus: An intermediate course in microeconomic analysis.

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://sticerd.lse.ac.uk/research/frankweb/courses/micro/index.html>

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.

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. F A Cowell, *Microeconomic Principles*, Philip Allan/Harvester Wheatsheaf, 1986 (op); R Gibbons, *A Primer in Game Theory*, Harvester Wheatsheaf, 1992.

Assessment: A three-hour written examination in the ST. Candidates are required to answer four questions.

EC210

Macroeconomic Principles

Teachers responsible: Professor C Bean, S477 and Dr L Stanca, S682

Availability: 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.

Teaching:

Lectures EC210: 40 MT and LT.

Classes EC210.A: 20 Sessional. EC210.B: for Diploma students.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written work: Students are urged to attempt the assigned problems before attending classes. At least five pieces of written work will be required and marked by class teachers.

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.

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, S184

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed an introductory statistics course such as **Basic Statistics** or **Quantitative Methods for Economists**.

Core syllabus: An introductory course in econometrics.

Content: The course begins with 4 optional review lectures on random variables, expectations, unbiasedness, efficiency, consistency. The main lectures cover covariance, variance and correlation; simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables and binary response models; proxy variables; autocorrelation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; indirect least squares; instrumental variables; two-stage least squares; an introduction to non stationary time series; an introduction to maximum-likelihood estimation.

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.

Reading list: C R S Dougherty, *Introduction to Econometrics*, Oxford University Press, 1992. Further materials will be available on the EC220 website (<http://econ.ise.ac.uk/staff/crsd/ie/>).

Assessment: A three-hour written examination in the ST.

EC221

Principles of Econometrics

Teacher responsible: Dr M Schafgans, S584

Availability: 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.

Teaching:

Lectures EC221: 20 x 2-hours MT and LT.

Classes EC221.A: 20 Sessional.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: The most useful texts are: W Greene, *Econometric Analysis*, Macmillan; J Johnston & J Dinardo, *Econometric Methods*, McGraw-Hill; D Gujarati, *Basic Econometrics*, McGraw-Hill; G S Maddala, *Econometrics*, Macmillan; J Kmenta, *Elements of Econometrics*, Macmillan; M Stewart & K Wallis, *Introductory Econometrics*, Blackwell, although none is completely sufficient.

Assessment: A three-hour written examination in the ST. The paper contains nine questions, of which four are to be answered, of which one is compulsory.

EC230

European Economic Policy

Teacher responsible: Mr A Marin, S566

Availability and Assessment: This course is for Bachelors degrees but is not available to Economics specialists. Introductory economics such as **Economics A** or **Economics B** (or equivalents) is required.

Core syllabus: A major aim of the course will be both to introduce students

to a study of those EU policies and issues which might be considered "economic", and to enable them to understand the viewpoint of economists on issues which have a wider interest. The treatment, however, will be non-mathematical and not assume a detailed knowledge of economic theory.

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.

Teaching:

Lectures EC230: 20 MT and LT.

Classes/seminars EC230.A: 22 Sessional.

Reading list: T Hiltiris, *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 will be given out during the course.

Assessment: A three-hour written examination in the ST.

EC301

Advanced Economic Analysis

Teachers responsible: Professor D De Meza, G514 and other

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) and mathematics to at least the level of **Quantitative Methods for Economists**.

Core syllabus: A series of lectures introducing recent developments in economic theory that can help our understanding of economic growth, unemployment and financial markets.

Content: The first part of the course consists of a rigorous survey of the main modern macroeconomic theories of growth and unemployment. The focus will be on the determinants of aggregate growth rates and the dynamics of the aggregate labour market. The second part of the course studies the economics of information and contracts. Applications include marketing strategy, the theory of the firm, labour, financial and insurance markets.

Teaching:

Lectures EC301: 40 MT and LT.

Classes EC301.A: 16 sessions.

Reading list: The course is mainly based on lecture notes and journal articles. Relevant textbooks will be announced at the beginning of each term.

Assessment: A three-hour written examination in the ST. The paper is divided into two parts. Students are required to answer four questions (two from each part) from about eight.

EC303

Economic Analysis of the European Union

Teacher responsible: Dr F Ortalo-Magné, S475

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: 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.

Teaching:

Lectures EC303: 20 MT and LTs.

Classes/seminars EC303.A: 20 Sessional.

Reading list: General background readings: T Hiltiris, *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*, Penguin, 8th edn, 1995. References relevant to each topic area, including articles from academic journals, will be given out during the course.

Assessment: A three-hour written examination in the ST.

EC305

Comparative Economic Systems

Teachers responsible: Dr S Gomulka, S576, Dr N Barr, S578, Dr C Xu, S587 and Professor R Jackman, S376

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core syllabus: This course compares the characteristics and behaviour of both individuals and institutions (such as firms, banks and governments) in different economic systems and during the transition from centrally-managed to market-based systems.

Content: **Part A**, 10 lectures given by Dr C Xu, deals with information and incentive problems in various economic organisations; it discusses ownership and co-ordination issues in different economic systems; it also compares China's reforms with the latest reforms in Eastern Europe and former Soviet Union.

Part B, 10 lectures given by Dr Gomulka, is concerned mainly with the causes of variation in economic growth, the incidents of macroeconomic failures (financial instabilities, hyper inflation), and changes in economic systems, all world-wide. It also discusses the institutional, macro-economic and structural aspects of transition in Russia, China and Central Europe.

Part C, 5 lectures given by Dr Barr, examines the causes of market and state failures; when and how state intervention can improve welfare and the quality of markets; what kind of welfare state can support efficiently a market economy.

Part D, 5 lectures given by Professor Jackman, is concerned with the functioning of labour markets, and with unemployment and labour market policy under different economic systems.

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.

Reading list: Each part has a reading list to be provided at the start of the course.

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, Q263 and Dr O Bandiera, Q262

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). A knowledge of introductory econometrics such as that provided by **Introduction to Econometrics and Economic Statistics** 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.

Teaching:

Lectures EC307: 20 MT and LT.

Classes EC307.A: 20 MT and LT.

Reading list: Teaching in the course will be done mainly from journal articles drawn from the forefront of theoretical and applied research in development economics. The main textbook for the course is D Ray, *Development Economics*, Princeton UP, 1998. Use will also be made of three other reference texts: (i) C Jones, *Introduction to Economic Growth*, Norton, 1998; (ii) A Deaton, *The Analysis of Household Surveys: A Microeconomic Approach to Development Policy*, John Hopkins UP, 1997 and (iii) J Behman & T N Srinivasan (Eds), *Handbook of Development Economics*, Elsevier, 1995. Students less familiar with econometrics should review C Dougherty, *Introductory Econometrics*, OUP, 1992.

Assessment: A three-hour written examination in the ST.

EC309

Econometric Theory

Teacher responsible: Dr X Chen, S276

Availability: This course is for BSc degrees in Econometrics and Mathematical Economics and is also available to other students as permitted by the regulations. A knowledge of linear algebra, calculus and statistical theory is required. Students should have taken the course **Probability, Distribution Theory, and Inference** (or equivalent) and/or **Principles of Econometrics** (or equivalent).

Core syllabus: An introduction to the theory of estimation and inference of econometric models.

Content: The linear model, asymptotic theory; concepts of model specification; maximum likelihood and other optimization estimators; dynamic models; simultaneous equation systems; panel data.

Teaching:

Lectures EC309: 20 MT and LT.

Classes EC309.A: 20 Sessional.

Written work: Written answers to set problems will be expected on a weekly basis.

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*.

Assessment: A three-hour written examination in the ST. The paper contains eight questions, of which four are to be answered.

EC311

NA 00/01

History of Economic Thought

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: The aim of the course is to examine the development of theories of some of the major problems confronting economists over the past two hundred years or so.

Content: How the problems of 'value' has been approached and 'resolved' over the past two hundred years or so; theories of wages, profits and rent and their interaction with the problem of value; international value – from absolute advantage to reciprocal demand; the development of monetary and interest rate theories and how monetary factors interact with the real economy.

Teaching:

Lectures EC311: 20 MT and LT.

Classes EC311.A: 20 Sessional.

The lectures will give a broad survey of the History of Economic Thought from the eighteenth to the late nineteenth century. The classes will concentrate on a reading of the texts of major classical writers, particularly Hume, Adam Smith, Ricardo and Mill.

Written work: Students will be expected to give class papers and produce some written work.

Reading list: Apart from the selected original text, the following general histories may be consulted; D P O'Brien, *The Classical Economists*, Oxford University Press; M Blaug, *Economic Theory in Retrospect*; J Viner, *Studies in the Theory of International Trade*; L Robbins, *Theory of Economic Policy in Classical Political Economy*; T W Hutchinson, *Review of Economic Doctrines*; G Stigler, *Production and Distribution Theories*.

Assessment: A three-hour written examination in the ST. Students are required to answer four questions from a wide range of choices covering the syllabus.

EC313

Industrial Economics

Teacher responsible: Dr M Schankerman, S567

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Not open to one-term students. Students should have completed **Microeconomic Principles I** or **II** (or equivalent).

Core syllabus: An undergraduate course in the Economics of Industry (or in North American terminology, Industrial Organisation). The aim of the course is to understand the structure, conduct, and performance of firms by studying analytic models of imperfect competition and strategic (game theoretic) interaction among firms, determinants of industrial structure, the process of entry and entry deterrence, and some aspects of the regulation of utilities.

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 and issues in the regulation of utilities. Some empirical material and policy issues will be discussed.

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.

Reading list: A detailed reading list will be provided at the beginning of the course. The primary text, from which we draw **selectively**, is J Tirole, *The Theory of Industrial Organisation*. Supplementary reading will be assigned. The main reference used for game theory (selectively) is R Gibbons, *A Primer in Game Theory*.

Assessment: A three-hour written examination in the ST.

EC315

International Economics

Teachers responsible: Dr S Redding, S580 and other

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: The aim of this course is to introduce students to international trade theory and international monetary economics.

Content: **International Trade Theory:** This part of the course strives to explain the pattern of trade observed in the world and to account for the prices at which goods are traded. Positive and normative aspects of international markets are examined. Use is made of the theory of comparative advantage, increasing returns, and strategic theories of international trade. Relations between trade and domestic markets for both goods and factors are examined in terms of the theory of trade according to factor endowments.

The course studies the effect of trade policy within both partial and general

equilibrium frameworks. Economic integration between countries is also discussed using the same modelling tools.

International Monetary Economics: Balance-of-Payments Definitions: Discusses the components as well as overall measures of the balance-of-payments.

Adjustment Theory: The question of the existence of an automatic mechanism in the international economy which brings about balance-of-payments equilibrium for each of the constituent economies is treated under this heading. Obstacles to the smooth functioning of such a mechanism are also considered. The modern monetary approach to the balance of payments is considered under this topic which otherwise deals with theoretical propositions which are among the oldest in economics.

Stabilisation Policy and the Analysis of Disturbances: Here the efficacy of fiscal and monetary policies in determining levels of income and employment under combinations of fixed and flexible exchange rates and fixed and flexible prices is discussed. In addition, the related investigation of the effects on the domestic economy of various external and internal disturbances is undertaken.

Asset-Market Models: This topic considers models which carefully specify the demand and supply conditions of the various assets which they include. This permits a somewhat more rigorous and complete analysis of certain questions than do either the simple monetary-approach or traditional Keynesian models.

Non-Static and Rational Expectations: This section includes an introductory exposition of the alterations to the previous analysis of open-economy models which result from assuming that expectations of variables are not invariably equal to their current values. Some implications of assuming that expectations satisfy rational-expectations criteria are also discussed.

Flexible Exchange Rates: The determination of exchange rates, the theoretical arguments for and against flexible exchange rates in comparison with fixed rates, and the practical success of flexible exchange rates over the period of floating are the issues dealt with under this topic.

The International Monetary System: This section covers the history and analysis of the international monetary system.

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.

Reading list: The main textbook for the course is D R Appleyard & A J Field, *International Economics*, Irwin, 1995. Other suitable texts are: P Krugman & M Obstfeld, *International Economics*, 3rd edn, Harper 1994; P Krugman, *Rethinking International Trade*, Peter B Kenen, *The International Economy*, 2nd edn, Prentice Hall, 1989; W Ethier, *Modern International Economics*, Norton, 1988; E E Leamer, *Sources of International Comparative Advantage: Theory and Evidence*, MIT Press, 1984; K Philbeam, *International Finance*, 1992; F L Rivera-Batiz & L Rivera-Batiz, *International Finance and Open Economy Macroeconomics*, 1994; P Hallwood & R MacDonald, *International Money: Theory, Evidence and Institutions*, 1994; R MacDonald, *Floating Exchange Rates: Theories and Evidence*, 1988; D Salvatore, *International Economics*, 1993; J Williamson & C Milner, *The World Economy*, 1991; L S Copeland, *Exchange Rates and International Finance*, 1994. Other readings will be given during the course.

Assessment: A three-hour written examination in the ST.

EC317

Labour Economics

Teachers responsible: Professor A Manning, S675 and Dr S Pischke
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) as well as **Introduction to Econometrics and Economic Statistics** (or equivalent).

Core syllabus: The course seeks to introduce students to the major theoretical principles of labour economics and to recent applied work in the area.

Content: This course will provide an overview of the structure of and recent trends in OECD labour markets. There will also be discussion of policies that might improve labour market performance. Topics covered will include unemployment, welfare policies, labour supply, wage inequality, the gender pay gap, discrimination, the minimum wage, and trade unions.

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 two essays over the course of the year.

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 academic journals, will be suggested during the course.

Assessment: A three-hour written examination in the ST. Usually, students are expected to answer three out of about eight questions.

EC319

Mathematical Economics

Teacher responsible: Dr J Lane, S483

Availability: 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: This course is designed for students who like using mathematical techniques as a tool in understanding economic problems. It deals with areas in economic theory where mathematical modelling is particularly helpful. The lectures will use mathematics at many points, and students will be expected to solve economic problems posed in a mathematical form. However considerable emphasis will also be given to the economic motivation and interpretation of the models discussed.

Content:

Techniques of all Constrained Optimization

This is a rigorous treatment of the mathematical techniques for solving constrained optimization problems, which are basic tools of economic modelling. In detail the topics covered are:

Definitions of feasible set and solution, sufficient conditions for the existence of a solution, maximum value function, Lagrange multipliers, shadow prices, Lagrangian sufficiency result, convex sets, concave and convex functions, separating hyperplane theorem, Lagrangian necessity result for concave problems (Kuhn-Tucker Theorem), complementary slackness, shadow prices, and first order conditions sufficiency results for concave and quasi-concave differentiable problems.

Intertemporal Models of the Household and Firm

Savings and investment decisions with perfect capital markets, present discounted value, taxation, simple models of imperfect capital markets.

Uncertainty

Expected utility theory (Von Neumann – Morgenstern utility), derivation of expected utility theory from axioms, risk-aversion and risk-neutrality, simple portfolio theory, the capital asset pricing model.

General Equilibrium and Time

The fundamental theorem of welfare economics, the meaning of complete markets with uncertainty, Arrow-Debreu securities, The Modigliani-Miller Theorem of corporate finance, relationship of complete markets to temporary equilibrium with rational expectations, natural resources.

Teaching:

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.

Reading list: There is no textbook for the course as a whole, but parts (but by no means all) of the following books will be referred to: C J Bliss, *Capital Theory and the Distribution of Income*; P S Dasgupta & G M Heal, *Economic Theory and Exhaustible Resources*; A Deaton & J Muellbauer, *Economics and Consumer Behaviour*; G Debreu, *Theory of Value*; P Diamond & M Rothschild, *Uncertainty in Economics*; A K Dixit, *Optimization in Economic Theory*; H Raiffa, *Decision Analysis: Introductory Lectures on Choice Under Uncertainty*; H Varian, *Microeconomic Analysis*.

These references will be supplemented by lecture notes and references to other books and journal articles. A detailed reading list will be provided with the lecture course.

Assessment: 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: Professor C A E Goodhart, G306 and Professor A R Nobay, G313

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: The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system, the role of the Central Bank and the conduct of monetary policy in closed and open economies.

Content: The nature and function of money. Classical monetary theory, neutrality, inflation and the Keynesian revolution. Modern theories of the demand for money. The banking system and financial intermediation. The control of the money supply, the transmission mechanism of monetary policy. The impact of money on economic activity: the monetarist counter-revolution, and rational expectations. The theory of monetary policy. The term structure of interest rates. The role of Central Banks and the regulation of the financial system. Exchange rate systems and international aspects of monetary policy, including European monetary developments.

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.

Reading list: The most useful text books are C Goodhart, *Money, Information and Uncertainty*, 2nd edn, and B McCallum, *Monetary Economics*. Other recommended books include D Laidler, *The Demand for Money*, 3rd edn; M J Artis & M K Lewis, *Money in Britain*; S Sheffrin, *Rational Expectations*.

Assessment: 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, Q273

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).

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. Privatisation and regulation of natural monopolies. Effects of taxes on labour supply and savings. Tax policy: principles, incidence, direct versus indirect taxation, optimal taxation, tax evasion. Taxes and investment: domestic and international issues. Current topics in public finance.

The main institutional references will be to the UK but some attention will also be given to other countries, especially the US.

Teaching: Lectures EC325: 20 MT and LT.

Classes EC325.A: 20 Sessional.

Reading list: The most useful textbooks are: N A Barr, *Economics of the Welfare State* (3rd edn); J E Stiglitz, *Economics of the Public Sector* (3rd edn); A B Atkinson & J E Stiglitz, *Lectures on Public Economics*.

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: Mr J Thomas, S74 and Dr V Hajivassiliou, S564

ECONOMIC HISTORY

EH101

The Internationalisation of Economic Growth, 1870 to the Present Day

Teachers responsible: Mr Dudley Baines, C414, Professor Nicholas Crafts, C321 and Dr Bishnu Priya Gupta, C316

Availability: This course is compulsory for Bachelor's degrees in Economic History. It is available to all other students where their degree regulations permit, and to General Course Students. There are no formal pre-requisites for this course and no previous knowledge of the field is assumed. It is assumed that most students will concurrently be following a course in economics.

Core syllabus: The course examines the inter-relationships between the development of the international economy and the growth of national economies – particularly Great Britain and the United States – since the late nineteenth century.

Content: Development, underdevelopment and international trade in the nineteenth century. The structure of the British and American economies around 1870. Westward expansion in the United States and its effect on the British economy. The growth and effects of international movements of capital and labour. Technical change and industrial growth in Britain, the United States and Germany. The international economy before 1914; free trade, the gold standard, Britain and the Empire. The effects of the first World War on the world economy and the decline of the British export industries. The world economic and financial crisis, 1929-33. Depression, recovery and government policy 1929-45. The dollar in the reconstruction of the international economy after the second World War. Comparative economic growth in industrialised countries. The collapse of the Bretton Woods system and the international economy since 1973. Debt crises: 1980s vs 1920s. Convergence vs globalisation. De-industrialisation, technology and international trade in the late 20th century.

Teaching: Lectures: There is one lecture course (EH101) with 22 lectures in the MT, LT and ST. The lectures are shared by Mr Baines, Professor Nicholas Crafts and others. A lecture programme will be circulated at the first meeting.

Classes: The lectures are accompanied by weekly classes (EH101.A). Classes are given by several different teachers. They do not necessarily deal with the same topics each week but they all cover the same ground.

Written work: Students are expected to write very short papers every three weeks during the year and two longer essays.

Reading list: The following are particularly useful: A G Kenwood & A L Loughheed, *The Growth of the International Economy, 1820-2000* (2000); J Foreman-Peck, *A History of the World Economy*; P Fearon, *War, Prosperity and Depression: The US Economy, 1917-45*; J F Wright, *Britain in the Age of Economic Management*; R Floud & D McCloskey (Eds), *The Economic History of Britain since 1700*, Volume 2 & Volume 3 (1994); C More, *The Industrial Age: Economy and Society in Britain, 1760-1985* (1989); J R T

Availability: This course is for the BSc degree in Econometrics and Mathematical Economics. Students should have completed **Principles of Econometrics**.

Course syllabus: Learning how to do 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.

Teaching: Seminars in Quantitative Economics EC331.A: 10 x 2 hours LT. Students are expected to pursue research on a subject of their own choice under the supervision of a member of staff. In the seminar each student will present a preliminary outline of the results of the project for comments by fellow students and teachers.

Assessment: A completed project will be required to be submitted by 1 May in the year in which the course is taken. There is no written examination. The project carries all the marks.

EC333

Problems of Applied Econometrics

Teacher responsible: Professor A Manning, S675 and Dr S Pischke

Availability: This course is for BSc degrees in Economics and Econometrics and Mathematical Economics. It is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent),

Macroeconomic Principles (or equivalent) and *either* **Introduction to Econometrics and Economic Statistics** or **Principles of Economics**.

Core syllabus: The purpose of this course is to give students a grounding in recent developments in applied econometric methodology for the analysis of cross-sectional and time series data in economics. A major feature of the course is the computer-based exercises for the classes, which will enable students to obtain considerable practical experience in analysing a wide variety of econometric problems.

Content: Among the econometric topics covered will be instrumental variables, simultaneous equations and limited dependent variable models.

Teaching:

Lectures EC333: 10 MT and 10 LT

Classes EC333.A: 20

Reading list: A detailed reading list will be provided at the beginning of the course.

Assessment: A three-hour written examination in the ST.

Hughes, *American Economic History*; T Kemp, *The Climax of Capitalism*; P Johnson (Ed), *Twentieth-Century Britain: Economic, Social and Cultural Change* (1994); E Jones, L Frost & C White, *Coming Full Circle: An Economic History of the Pacific Rim* (1993); C H Feinstein, P Temin & G Toniolo, *The European Economy between the Wars* (1997). (A fuller reading list and class topics will be given out at the first meeting.)

Assessment: A three-hour examination in the ST.

EH205

NA 00/01

Towns, Society and Economy in England and Europe, 1450-1750

Teacher responsible: Dr S R Epstein, S467

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 (197q); H A Miskimin, *The Economy of Later Renaissance Europe 1460-1600* (1977); G C Clay, *Economic Expansion and Social Change: England, 1500-1700* (2 vols, 1984); K Wrightson, *English Society, 1580-1680* (1982).

Assessment: A three hour written examination in the ST.

EH210

Economic and Social History of Britain from 1830

Teacher responsible: Dr E H Hunt, C315

Availability: This is an optional course for Bachelor's degrees in Economic

History, and for other degrees where regulations permit. This is a non-specialist survey course taken by second and third-year undergraduates; some of whom are not taking any other courses in economic history. Most of those who take the course have some prior knowledge of Britain's recent history and some acquaintance with economics, but the course has been taken successfully by students with neither. General Course and Erasmus students are welcome.

Core syllabus: The course surveys the main aspects of British economic and social history since, approximately, 1830.

Content: This outline course covers all of the more important topics in British economic and social history since about 1830 with some emphasis upon the reasons for Britain's economic pre-eminence up to the 1870s and the causes of economic decline since 1880. For further details see the list of lecture and class topics available from Dr Hunt or C422.

Teaching: Classes (EH210.A) and lectures (EH210) are held weekly and students should attend both. Class topics are generally complementary to the lecture syllabus and some classes supplement particular lectures. For times of classes and lectures, and room numbers, see the posted timetables.

Written work: A minimum of 4 essays or written class papers is required.

Reading list: The course reading list is deposited in the Library and copies are available from Dr Hunt or C422. As in most history courses, students are not expected to read deeply upon every part of the syllabus, but to read selectively, concentrating upon topics appropriate to their academic and vocational interests. For this reason there is no 'minimal reading list' although the books and articles that are likely to be found especially useful are indicated on the course reading list. These indicated items should be found in the Teaching Library as well as the Main Library. Recommended general books, of interest to students who want to anticipate, or to sample, the course, are the following. These are also the books that students are most likely to find worth buying. P Mathias, *The First Industrial Nation* (1983); D H Aldcroft, *The British Economy Between the Wars* (1983); E H Hunt, *British Labour History, 1815-1914* (1981); L J Williams, *Britain and the World Economy, 1919-70* (1971); M J Weiner, *English Culture and the Decline of the Industrial Spirit* (1981); P Johnson (Ed), *Twentieth Century Britain: Economic Social and Cultural Change* (1994); B Elbaum & W A Lazonick (Eds), *The Decline of the British Economy* (1985); A Digby, C Feinstein & D Jenkins, *New Directions in Economic and Social History*, 2 vols; N Crafts, *Britain's Relative Economic Decline, 1870-1995* (1997). The booklets by Alford, Collins, Gourvish, Milward, Musson Payne, Roberts, Sanderson and Saul in the Macmillan *Studies in Economic and Social History* series.

Assessment: A three hour formal examination in the ST.

EH220

Comparative Economic Development: Late Industrialisation in Russia, India and Japan

Teachers responsible: Dr Janet Hunter, C313 and Dr Kent Deng, C413

Availability: This is a compulsory course for the BSc in Economic History, and is available to other students where their degree regulations permit. This course is also available to one-year General Course students.

Core syllabus: The paper surveys the economic development of Russia, India and Japan over the last 150 years.

Content: The course covers the broad trends in the economic development of Russia, Japan and India during the 19th and 20th centuries. The emphasis is comparative, and the course concentrates on the particular problems of industrialisation. Special attention is paid to the impact of the international economy, and to the political environment in which development has taken place.

Topics: Dynamism and constraints in pre-industrial economies. State policy and industrial take-off. Peasant agriculture, agricultural performance and industrialisation. Traditional and modern manufacturing. Capital, labour and entrepreneurship. Effect of war and military expenditure. Industrialisation strategies, agriculture and the role of the state in the interwar years. Technology and economic development. Planning, industrial development and growth since 1945. Postwar land reforms. Industrialisation and the quality of life.

Teaching: Lectures: 20 weekly lectures (EH220) and 24 classes (EH220.A).

Written work: Four essays during the year.

Reading list: There is no general textbook covering the whole course. However, there are a number of books providing general surveys of the economic development of the three countries (those marked with an asterisk* are in cheap paperback editions and students may find it convenient to purchase their own copies).

*P Francks, *Japanese Economic Development in Theory and Practice* (2nd edn, 1999); *G Allen, *A Short Economic History of Modern Japan* (repr 1991); *P Gattrell, *The Tsarist Economy, 1850-1917* (1986); P Gregory & R Stuart, *Soviet and Post-Soviet Economic Structure and Performance* (1994); *A Nove, *An Economic History of the USSR* (1982); *N Charlesworth, *British Rule and the Indian Economy, 1800-1914* (1978); *D Rothermund, *Economic History of India* (1988); *V N Balasubramanian, *The Economy of India* (1984).

Assessment: One three-hour paper in the ST.

EH225

NA 00/01

Latin America and the International Economy

Teacher responsible: Dr Colin M Lewis, C320

Availability: This is an optional course for Bachelor's degrees in Economic History, and other degrees where regulations permit.

Core syllabus: The course examines the nature of Latin America's evolving relationship with the international economy since the late-nineteenth century. It considers various concepts developed to explain changes in that relationship and compares the experience of Latin American countries with that of other developing economies.

Content: Locating contemporary issues within an historical framework, the following themes will be addressed: the political economy of Latin American development from the age of export-led growth to debt crisis and re-democratisation; state building and social change; agriculture and trade; patterns of industrial expansion; the economics and politics of democratic and authoritarian regimes.

Teaching: Parallel programme of lectures (EH225) and classes (EH225.A) (one hour each per week) MLS.

Lectures: Weekly data handouts.

Classes: Weekly synopses of discussion topics.

Written work: Four items of written work (class papers/vacation essays) to be produced during the session.

Reading list: C Abel & C M Lewis (Eds), *Latin America: Economic Imperialism and the State*; B Albert, *South America and the World Economy*; L Bethell, *The Cambridge History of Latin America*, vols IV and V; D Bushnell & N Macaulay, *The Emergence of Latin America in the Latin America in the Nineteenth Century*; V Bulmer-Thomas, *Economic History of Latin America since Independence*; S Haber *How Latin America fell behind*; S A Hewlett & R S Weinert (Eds), *Brazil and Mexico: Patterns in Late Development*; P Lewis, *The Crisis of Argentine Capitalism*; R Thorp, *Progress, Poverty and Exclusion*.

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, S468

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 (Austria-Hungary, Belgium, Denmark, France, Germany, Italy, The Netherlands, Spain and Sweden).

Teaching: Weekly one-hour lectures with supporting classes. Students will be expected to contribute at least one presentation to class.

Written work: Students are expected to write four essays during the course.

Reading list: A detailed reading list is provided at the beginning of the course. No single work covers the course adequately, but the following readings offer some indication of the material used: L A Craig & D Fisher, *The Integration of the European Economy* (1997); C H Feinstein, P Temin, G Toniolo, *The European Economy between the Wars* (1997); D H Aldcroft & S P Ville (Eds), *The European Economy 1750-1914* (1994); N F R Crafts & G Toniolo (Eds), *Economic Growth in Europe since 1945* (1966); B Eichengreen, *Golden Fetters* (1992); C P Kindleberger, *The World in Depression* (1973); C P Kindleberger, *A Financial History of Western Europe* (1993); A S Milward, *War, Economy and Society* (1987); S Pollard, *Peaceful Conquest. The Industrialisation of Europe, 1760-1970* (1986); M S Schulze, *Western Europe: Economic and Social Change since 1945* (1999); R Sylla & G Toniolo (Eds), *Patterns of European Industrialisation. The 19th Century* (1991); H van der Wee, *Prosperity and Upheaval. The World Economy 1945-1980* (1986).

Assessment: One three-hour paper in the ST.

EH240

British Business and Contemporary Economic Performance

Teacher responsible: Dr Tim Leunig, C322

Availability: This is an optional course for Bachelor's degrees in Economic History, and for other degrees and diplomas as regulations permit.

Core syllabus: This course looks at the history of British business and industry, with an emphasis on the post-war period.

Content: The course examines some of the hypotheses on why the UK economy grew more slowly than other OECD nations with particular reference to the decades after the Second World War. Explanations of relative economic decline are examined in the context of comparisons with other European nations and with the US and Japan. The main attention is on recent decades, including current changes in performance, but the historical roots of Britain's poor performance are also considered. The focus is on business performance in the public and private sectors, including scale effects, multinationals' comparative performance, technology, labour management and management quality. Other factors alleged to have contributed to Britain's poor performance – ranging from 'culture' through government policy to education and trade unions – are also discussed.

Teaching: EH240 consists of 20 lectures in MT and LT, with directly related classes (EH240.A). In addition revision sessions are offered in the ST.

Written work: During the course students are expected to write two essays and complete two timed mock exams, all of which will be marked.

Reading list: A full listing is available from the Economic History Department, C422. The following are among the major recommendations: R Floud & D McCloskey (Eds), *The Economic History of Britain Vol III* (2nd edn, 1994), chapters 5 & 6; N F R Crafts & N Woodward (Eds), *The British Economy since 1945* (1991); M Dintenfuss, *The Decline of Industrial Britain 1870-1980*; B Elbaum & W Lazonick (Eds), *The Decline of the British Economy* (1986); S N Broadberry, *The Productivity Race: British Manufacturing in International Perspective, 1850-1990* (1997).

Assessment: A three hour written examination in the ST.

EH245

Foundations of the Industrial Economy

Teachers responsible: Professor Paul Johnson, C415 and Dr E H Hunt, C315.

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 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.

Issues covered include: the definition and measurement of economic growth; the meaning of 'industrialisation'; the role of factor inputs; ideas of 'pre-requisites for growth' and 'take-off'; the ownership and control of land and capital; the concept of entrepreneurship; the role of foreign trade; the definition of the market and role of market institutions; regional diversity; the role of government, public finance and the legal system; the impact of economic ideas; the importance of transactions costs; the supply and use of human capital; the employment and organisation of labour; the distribution of economic rewards; the creation and effect of social overhead capital; the economic significance of customs, culture and gender; political constraints on growth.

Teaching: 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. J L Anderson, *Explaining Long-Term Economic Change* (1989); N F R Crafts, *British Economic Growth during the Industrial Revolution* (Oxford, 1985); T S Ashton, *The Industrial Revolution, 1760-1830* (1997); R Floud & D McCloskey, *The Economic History of Britain 1750-1980: Volume I The Industrial Revolution* (1993); P Hudson, *The Industrial Revolution* (1992); J Mokyr (Ed), *The British Industrial Revolution: an economic perspective* (1993); E L Jones, *The European Miracle* (1987); M J Daunton *Progress and Poverty: An Economic and Social History of Britain, 1700-1850*.

Assessment: A three-hour formal examination in the ST.

EH301

The Origins of the World Economy, 1450-1750

Teacher responsible: Dr S R Epstein, S467

Availability: Optional course for Bachelor's degree students in Economic History. Not for General Course students.

Core syllabus: The course examines comparative economic and social development in Britain and Western Europe, Asia and Africa from the late Middle Ages to the mid-eighteenth century. Its purpose is to underline the historical links between contemporary industrialised and less developed economies, and to discuss comparatively the sources of economic development and growth in the past.

Content: Introduction to theories and issues; the dynamics of economic development in western and eastern Europe, the Ottoman Empire and Tokugawa Japan; agriculture, population, state structures, trade; the growth of inter-continental economic relations and their consequences: European

expansion, Asian trade networks, slavery and the Atlantic economy; the emergence and role of a 'world economy'.

Teaching: Approximately 22 2-hour lectures and seminars.

Written work: Students are expected to write a number of essays based on background reading. A full list of lectures and seminar papers is distributed at the beginning of the course.

Reading list: Detailed reading lists are distributed at the beginning of the course. The following are useful general works: J Anderson, *Explaining long-term economic change* (1991); E Wolf, *Europe and the people without history* (1982); D C North & R P Thomas, *The rise of the western world* (1973); E L Jones, *Growth recurring, Economic change in world history* (1988); J De Vries, *The Economy of Europe in an age of crisis, 1600-1750* (1976); H A Miskimin, *The Economy of later Renaissance Europe, 1460-1600* (1977).

Assessment: A 3,000 word assessed essay (counting as 30% of the final mark), and a three-hour written examination (counting as 70% of the final mark).

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 Working Class* (1963).

Assessment: An assessed essay of not more than 3,000 words (counting for 30% of the final mark) to be handed in during the year the course is taken, at a date to be specified and a formal 3-hour examination counting for 70% of the final mark.

EH310

NA 00/01

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: 22 weekly lectures (EH310) and associated classes (EH310.A). In the classes, students are set topics for discussion.

Written work: Three class essays, 8-10 pages in length, are required from each student.

Reading list: A full reading list/course outline is distributed at the beginning of the course. The following readings provide some indication of the scope and nature of materials used in the course. Michael Edelstein, *Overseas Investment in the Age of High Imperialism: The United Kingdom, 1850-1914* (1982); W P Kennedy, 'Portfolio Behavior and Economic Development in Late Nineteenth-Century Great Britain', *Research in Economic History*, (Supplement 6, 1991); Richard H Tilly, 'German Banking, 1850-1914: Development Assistance for the Strong', *Journal of European Economic History*, Vol 15 (Spring, 1986); Barry Eichengreen, *Golden Fetters: The Gold Standard and the Great Depression, 1919-1939*

(1992); B S Bernanke, 'Nonmonetary Effects of the Financial Crisis in the Propagation of the Great Depression', *American Economic Review*, Vol 73 (June 1983); William C Brainard *et al*, 'The Financial Valuation of the Return to Capital', *Brookings Papers on Economic Activity* (1980:2); Steven M Fazzari *et al*, 'Financing Constraints and Corporate Investment', *Brookings Papers on Economic Activity* (1988:1).

Assessment: Assessment for 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: Optional course for Bachelor's degree students in Economic History or Economics, as regulations permit. General Course students are not normally admitted but exceptions may be made for those taking other economic history courses. There are no formal pre-requisites but it will normally be assumed that students will have taken at least one course in economics and one in economic history, and that they are taking or have taken complementary courses such as: Comparative Economic Development; Latin America and the International Economy; Origins of the World Economy; or Development Economics.

Core syllabus: This course examines aspects of the economic history of sub-Saharan Africa, focusing on the nature and consequences for Africa of its external relationships.

Content: The general theoretical and historiographical debate about Africa's relative poverty, and about the relevance to this of incorporation in the world economy.

Precolonial topics (after c 1700): technology, environment and population; the extent and significance of markets and of the use of money; the Atlantic slave trade; nineteenth-century transformations in West, East and Southern Africa; slavery within Africa; gender and the social organisation of production and trade; the economic foundations of states.

Colonial and post-colonial topics: economics of the European partition of Africa; 'peasant' and 'settler' colonies; the cash-crop 'revolution'; the transition from slavery to wage-labour in Nigerian agriculture; miners in South Africa; the impact of foreign private enterprise during the colonial period; economics of decolonisation: the 'Mau Mau' revolt in Kenya; the 'capitalism and apartheid' debate in South Africa; food and famine in the twentieth century; government intervention in post-colonial economies; the emergence of African capitalism.

Teaching: 22 weekly seminars of two hours each in the MT, LT and ST (EH315). Papers written by students are distributed in advance.

Written work: All students are required to produce at least three papers. Two of these will be circulated to the group; a third will be submitted for formal assessment (see below under **Assessment**).

Reading list: A detailed list is provided at the beginning of the course. The following will provide an introduction: J Iliffe, *The Emergence of African Capitalism* (1983) and *Africans: The History of a Continent* (1995); R Austen, *African Economic History* (1987); B Freund, *The Making of Contemporary Africa* (1984); A Hopkins, *An Economic History of West Africa* (1973); A Zeleza, *A Modern Economic History of Africa*, Vol 1, *The Nineteenth Century* (1993); R Bates, *Essays on the Political Economy of Rural Africa* (1983); A Hopkins, 'The World Bank in Africa: Historical Reflections on the African Present', *World Development*, Vol 14, No 12, 1986, 1473-87; and the novel by Ngugi Wa Thiong'o, *Petals of Blood* (1977). **Assessment:** An assessed essay counts for 30% of the marks. It must be not more than 3,000 words (excluding references) and has to be submitted, during the year the course is taken, by a date to be specified. The remaining 70% of the marks are determined by a three-hour written paper in the ST.

EH320

The World Economic Crisis, 1919-1945

Teacher responsible: Mr D E Baines, C414

Availability: An optional course for 3rd year BSc students in Economic History or Economics as regulations permit. There are no formal pre-requisites but it will be assumed that students will have taken at least one course in economic history and one in economics. Some knowledge of the political history of the period would also be desirable. *Not* available to General Course students.

Core syllabus: The course examines the growth and breakdown of the international economy in the period. It compares the incidence of the depression of the early 1930s, and the recovery from it, in about ten countries (to include both industrial and non-industrial economies). The course also examines the effects of the Second World War and the development of war economies.

Content: The effects of the First World War and the world economy in the 1920s. The return to the Gold Standard and its effects. The problems of the primary producing countries. The relation between the American depression and that in other countries. The world financial crisis, 1929-31. The decline of international trade in the 1930s. Economic thought and government intervention. Case studies of Britain, France, Germany, Sweden, Hungary, 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: League of Nations (R Nurkse & W A Brown), *International Currency Experience* (1944); C P Kindleberger, *A Financial History of Western Europe* (1984); C P Kindleberger, *The World in Depression* (1973); A Milward, *War, Economy and Society, 1939-45* (1977); I Svennilson, *Growth and Stagnation in the European Economy* (1954); B Eichengreen & T Hatton (Eds), *Inter-war Unemployment in International Perspective* (1988); B Eichengreen, *Golden Fetters. The Gold Standard and the Great Depression* (1993); P Clarke, *The Keynesian Revolution in the Making* (1988); M Bordo, C Goldin & E White, *The defining moment. The Great Depression and the American Economy in the Twentieth Century* (1998); C H Feinstein, P Temin & G Toniolo, *The European Economy between the Wars* (1997); I Brown (Ed), *The Economies of Africa and Asia in the Inter-War Depression* (1989).

Assessment: An assessed course work element (counting for 30% of the final mark) to be handed in during the year the course is taken, at a date to be specified and a three-hour formal examination in the ST (counting as 70% of the final mark).

EH325

Issues in Modern Japanese Economic Development: Late Industrialization, Imperialism and High Speed Growth

Teacher responsible: Dr J E Hunter, C313

Availability: This is an optional course for Bachelor's degrees in Economic History. Students will normally be expected to have taken **Comparative Economic Development: Russia, India, Japan** (EH220) in the 2nd year. This course is not available to General Course students.

Core syllabus: The course examines particular aspects of Japanese economic history since the mid-19th century, making use where possible of statistical and English language primary sources. It also considers broader debates on the pattern of modern Japanese development. Emphasis is on critical interpretation and source evaluation.

Content: The course starts with an overview of major themes in modern Japanese development, followed by a focus on particular issues.

Consideration focusses on the legacy of pre-industrial growth; agricultural society and agricultural policy; the growth of manufacturing; demographic trends and resource shortages; Japanese formal and informal empire; the Pacific War and the Occupation of Japan; labour market development and labour relations; trade; infra-structural development; Japanese economic debates.

Teaching: 22 weekly seminars (EH325) of 2 hours each. Students are expected to do prior reading and to make presentations on a regular basis.

Written work: A minimum of three essays or equivalent pieces of written work. **Reading list:** A detailed reading/seminar list is handed out at the beginning of the course, but the books listed below provide a background: *Cambridge History of Japan* (Vols 5 & 6, 1989); P Francks, *Japanese Economic Development* (2nd edn, 1999); J E Hunter, 'The Japanese Experience of Economic Development' in P O'Brien (Ed), *Industrialisation: Critical Perspectives on the World Economy* (1998); T Ito, *The Japanese Economy*, (2nd edn, 1999); M B Jansen & G Rozman, *Japan in Transition, from Tokugawa to Meiji* (1986); Y Murakami & H T Patrick, *The Political Economy of Japan* (3 vols, 1987-1992); Shigeto Tsuru, *Japan's Capitalism* (1993).

Assessment: One 2-3,000 word piece of assessed work to be handed in during the year the course is taken counts for 30% of the final marks. A three-hour unseen examination in the ST counts for the remaining 70%.

EH390

Long Essay in Social or Economic History

Teachers responsible: Mr Dudley Baines, Professor Paul Johnson and all members of the Economic History Department

Availability: This course is compulsory for all Bachelor's degrees in the Department of Economic History except for Economic History with Population Studies students who must either take this course or SA399.

Core syllabus: The subject of the Essay should relate broadly to one of the economic history courses that have been chosen.

Selection of title: The title of the Essay should be approved by the candidate's tutor or the class-teacher of the relevant course and a note of the title should be given to the Departmental Administrator (C419) before the end of the MT in the final year.

Arrangements for supervision: There are compulsory discussion classes (EH390) in the MT to help you choose a subject. There is a limit to the amount of help that your tutor and class-teacher can give, but they are free to advise up to the writing of the first draft. After reading the first draft, they may draw attention to any points that are thought to require it. Subsequent work is entirely the candidate's own responsibility.

Assessment: The completed Essay must be handed in by Tuesday 8th May 2001. Marks will be deducted for late submission. After being marked, the Essay will not be returned to the candidate, who should make a copy before handing in the Essay. The Essay must not exceed 10,000 words in length and should be typewritten in double spacing on one side of the paper only. Appendices, bibliography, footnotes and tables are not included in this total, but they should be kept brief. Candidates should note that examiners expect footnotes and bibliography to be presented in a scholarly way.

EUROPEAN INSTITUTE

EU201

Theories and Problems of Nationalism

Teacher responsible: 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 EU201 (ML) given by:

Professor A D Smith on **Theories of Nationalism**;

Mr G Schopflin on **Nationalism and Politics**;

Dr E Benner on **Nationalism and the International System**.

These are supported by weekly classes EU201.A following the lectures with revision classes in the ST.

Reading list: A Cobban, *National Self-determination*, Oxford University Press, 1945; E Kedourie, *Nationalism*, Hutchinson, 1960; E Gellner, *Nations and Nationalism*, Blackwell, 1983; H Kohn, *The Idea of Nationalism*, Macmillan, 1967; H Seton-Watson, *Nations and States*, Methuen, 1977; B Anderson, *Imagined Communities*, Verso Books, 1983; J Mayall, *Nationalism and International Society*, Cambridge University Press, 1990; E Hobsbawm, *Nations and Nationalism since 1780*, Cambridge University Press, 1990; A D Smith, *National Identity*, Penguin, 1991; J Breuille, *Nationalism and the State*, Manchester University Press, 2nd edn, 1993; J Hutchinson, *Modern Nationalism*, Fontana, 1994; W Connor, *Ethno-Nationalism: The Quest for Understanding*, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds), *Nationalism*, Oxford University Press, 1994; J Hutchinson & A D Smith (Eds), *Ethnicity*, Oxford University Press, 1996; A Hastings, *The Construction of Nationhood*, 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.

EU202

Government, Politics and Public Policy in France

Teacher responsible: Dr A Guyomarch, J216

Availability: Optional course for Bachelor's degrees in Government.

GEOGRAPHY AND ENVIRONMENT

GY100

Environment, Economy and Society

Teacher responsible: Dr D Perrons, S506b. Other teachers involved include Dr Y Rydin, S413 and Dr G Jones, S506a

Availability: This course is a compulsory first-year course for all Bachelor's degrees in Geography and Environment. It is also available in other Bachelor's degrees where permitted by the regulations, and for General Course students.

Core syllabus: An introduction to issues of contemporary environmental, economic and social concern from a global perspective. The course will explore the environmental sustainability of the planet and processes leading to uneven development and inequality at global and local scales.

Content: *Environment:* Resources, scarcity, sustainability and the limits to growth debate. Global environmental concerns - degradation, despoliation and conservation. Exploring the causes of pollution and unsustainable development. Planning for sustainability. *Economy:* Economic explanations for the formation of cities and their internal spatial structures. The changing location of economic activity, decentralisation and centralisation. Inequalities within and between cities and regions. The future of cities and the role of urban policy. *Society:* Globalisation and transformation of the social world. Unequal integration in the global economy, changing employment distribution and the feminisation of employment. Global cities and social polarisation. Globalisation, identity and social resistance. Geographies of empire and representations of the developing world.

Teaching: Lectures: (GY100) twice weekly MT and LT; Classes weekly MT and LT.

Written work: Students will be expected to produce a minimum of four essays during the year and will also be expected to give class papers.

Reading list: No one book covers the entire syllabus. Students will be expected to read widely in appropriate journals and a list of references will be provided at the start of each section of the course.

H Armstrong & J Taylor, *Regional Economics and Policy*, Harvester Wheatsheaf, 1993; P Balchin *et al*, *Urban Land Economics and Policy*, 1995; J Brohman, *Popular Development: rethinking the theory and practice of development*, Basil Blackwell, 1996; M Castells, *The Power of Identity*, Basil Blackwell, 1997; P Dicken, *Global Shift*, 3rd edn, 1998; G Jones & G

Students will normally be expected to have taken GV101 **Introduction to the Study of Politics**, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course students.

Core syllabus: The development of French politics, the economy and society since 1789; the semi-presidential system of government since 1962; the structure and workings of parties, groups, and the electorate.

Content: The course is divided into two parts:

- (i) the main elements of traditional politics, 1789-1945; the main institutional and socio-economic developments since 1945; the semi-presidential system of government since 1962; the role of the state;
- (ii) the influence of political parties and pressure groups on policies, case studies in policy-making in some of these areas: foreign relations, education, agriculture, regional development, economic planning, industrial development. The Europeanisation of French policy-making.

Teaching: 10 weekly one-hour lectures (EU202) in the MT, 10 weekly one-hour lectures in the LT, and 20 weekly one-hour classes in the MT and LT (EU202.A).

Written work: Two essays per term.

Reading list: J Macmillan, *Dreyfus to de Gaulle*; V Wright, *The Government and Politics of France*; A Hall, J Hayward & H Machin (Eds), *Developments in French Politics* (1994); D Hanley, Kerr & Waites (Eds), *Contemporary France: Politics and Society*; E Suleiman, *Elites in French Society and Politics*; A Guyomarch, H Machin & Ritchie, *France in the EU* (1998).

Assessment: Three hour unseen written examination held in the ST.

EU300

Report on a subject within the field of Russian Studies

Availability: BSc Russian Studies.

Core syllabus: There is no formal syllabus.

Content: The Report may be on any topic within the area of Russian Studies covered by the course. The student's choice must be approved by the Tutor responsible for the course, and, where necessary, by a specialist in the field relative to the topic. The tutor must normally be satisfied that the student has special reasons, and/or qualifications for substituting the Report for paper 6(a), that there is an adequate body of relevant literature and source material available and that the topic is of manageable proportions.

Teaching: There are no formal teaching arrangements but tutors will advise students on scope, topic and relevant reading as well as on general approaches. Tutors are not permitted to read or comment on drafts of the Report.

Written work: The Report should be not more than 15,000 words of main text, excluding bibliography. In students own interests the Report should be typed in double spacing as if prepared for publication with all relevant references and a bibliography. The Report must be handed in to the School's Undergraduate Office by 1st May of the student's final year but work and supervision for the topic is expected to begin in the first term of the student's second year. Students are advised to retain a copy of their Report for their own reference.

Assessment: See written work above.

The Examiners reserve the right to question the student on the Report in an Oral Examination.

Hollier, *Resources, Society and Environmental Management*, 1997; D H Meadows, *Beyond the Limits: Global Collapse or Sustainable Future*, 1991; M Redclift, *Wasted: Counting the Costs of Global Consumption*, 1996.

Assessment: A formal 3 hour unseen examination [100%].

GY103

Contemporary Europe

Teacher responsible: Dr A Rodríguez-Pose, S408. Other teachers involved: Dr D Perrons, S506b and Dr F E I Hamilton, S417

Availability: This course is an optional first year course for Bachelor's degrees in Geography & Environment; other students may take this course as permitted by the regulations for their degrees.

Core syllabus: An introduction to society, economy, environment and polity of contemporary Europe. Particular stress is laid upon the geographical constitution of these themes, including urban and regional development. The main focus is upon the economy and society of individual nation states within Europe. Examples will be mainly drawn from members of the EU, although others will be included as and where relevant.

Content: The course has four themes: Industrial Europe and regional development; Eastern Europe; Social Europe; and Urbanisation in Europe. Topics covered include: 1. De-industrialisation, regional development theory, the role of structural funds, cohesion, the periphery and semi-periphery; 2. History and experience of the transformation of Eastern Europe, Europe in a global context; 3. Welfare state regimes in Europe, housing provision systems in Europe, gender and patriarchy in Europe; 4. Urbanisation in Europe, North and South compared, economic change and cities, unemployment and migration, transport and environmental issues.

Teaching: 38 Lectures (GY103) and 10 classes (GY103.A), (19 lectures and 5 classes in the MT, 19 lectures and 5 classes in the LT).

Written work: Students will be expected to produce a minimum of four essays during the year and will also be expected to give class papers.

Reading list: J Bailey (Ed), *Social Europe*, 1992; M Blacksell & A Williams, *The European Challenge*, 1993; P Cheshire & D G Hay, *Urban Problems in Western Europe*, 1989; J Cole & F Cole, *The Geography of the European Community*, 1993; D Dyker, *The European Economy*, 1993; A M El-Agraa,

The Economics of the European Community (4th edn), 1994; J Grahl & P Teague, *The Big Market*, 1990; D Pinder (Ed), *Western Europe: Challenge and Change*, 1990; L Rodwin & H Sazanami, *Industrial Change and Regional Transformation: The Case of Western Europe*, 1991; A Williams, *The European Community* (2nd edn), 1994.

Assessment: Assessment will be by a formal three hour unseen examination paper (100%).

GY120

The Natural Environment

Teacher responsible: Professor D K C Jones, S405

Availability: This course is a compulsory first-year course for the BSc Environmental Management and Policy and BSc Environmental Policy with Economics degrees and an optional first-year course for the BA in Geography. It is also available in other Bachelor's degrees where permitted by the regulations, and for General Course students.

Core syllabus: The basic purpose of the course is to describe and analyse the Planet Earth as the home of human societies. Such an analysis involves consideration of the solid earth, the gaseous envelope, the hydrosphere and the biosphere and examination of how they have evolved, interact, and are influenced by extra-terrestrial factors and humankind.

Content: The course aims to provide a general introduction to the geosystem for social scientists. Three themes – material properties, processes and fluxes and environmental change – will be studied in the context of the biosphere, atmosphere, hydrosphere and the lithosphere. From this, an appreciation of environmental evolution is developed to serve as a basis for evaluating the two way interaction between humans and the environment. The course consists of the following sections.

A. Introduction: The systems approach and its application to environmental studies. The structure and functioning of the Earth as a set of systems (The Geosystem). Ecosystem concept. Biogeochemical cycles. Humans and the ecosystem. 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: (GY120): 40 one hour lectures in the MT and LT. (GY120.A): 22 one hour classes in the MT, LT and ST.

Reading list: Important references for the course include: A Strahler & A Strahler, *Introducing Physical Geography*, 1994; T H van Andel, *New Views on an Old Planet*, 1985; R G Barry & R J Chorley, *Atmosphere, Weather and Climate*, 1998; A Goudie, *Environmental Change*, 1993; R C Ward & Robinson, *Principles of Hydrology*, 1990; I D White, D N Mottershead & S J Harrison, *Environmental Systems: An Introductory Text*, 1992; S S Butcher et al (Eds), *Global Geochemical Cycles*, 1992; J Chapman & M J Reiss, *Ecology, Principles and Applications*, 1992; K Pickering & L A Owen, *Global Environmental Issues*, 1994; E A Bryant, *Natural Hazards*, 1991; K Smith, *Environmental Hazards*, 1996; P L Abbott, *Natural Disasters*, 1996; J E Lovelock, *The Ages of Gaia*, 1988; K Crosswell, *The Alchemy of the Heavens*, 1996; R Hugggett, *Catastrophism*, 1997.

Assessment: A three-hour formal examination will be held in the ST (75%) and the remaining 25% of the marks will be awarded to project work carried out in one or two weekend field courses in the MT and/or LT.

GY140

Methods in Spatial and Social Analysis

Teacher responsible: Mr K Burchell, S501

Availability: BA Geography, BSc Geography and Population Studies, BSc Environmental Management and Policy (compulsory first year); BSc Geography with Economics (optional); other BA/BSc cu main field subjects.

Core syllabus: An introduction to and evaluation of methods and techniques of analysis currently used in the construction of geographical knowledge. Data types, sources of information, methods of data capture and organisation. Familiarity with basic descriptive and analytical procedures for analysing and interpreting data, involving numerical, statistical, graphical, cartographical and qualitative methods. Computer competency in word processing, spreadsheets, specialist statistical and cartographical programmes, on-line bibliographic software, etc.

Content: (i) Philosophy of science and social science: relationships between philosophical perspectives and methods of analysis. (ii) Information sources: primary and secondary data. (iii) From data to information: data types; descriptive statistics; graphical and numerical ways of summarising data; inferential statistics; measuring and testing associations between variables; correlation and simple regression analysis; non-parametric techniques; statistical testing of hypotheses. (iv) Cartographic representations: map design and analysis; use and design of topographical and thematic maps; computer-aided statistical mapping. (v) An introduction to qualitative research methods: structured and semi-structured questionnaire design and analysis; interviewing; interpreting and validating qualitative data.

Teaching: Lectures 20 hours. Practical work: 20 practical classes each of 2

hours. Field work usually carried out in the last week of the LT or during the Easter vacation and a local one-day field trip (MT).

Written work: Students are required to submit four reports on practical work during the year in addition to written reports from field work.

Reading list: No one book covers the entire syllabus. More detailed reading is suggested for each topic and notes are provided to assist with the practical work and computer software. P Cloke, C Philo & D Sadler, *Approaching Human Geography*, 1991; E Dorling & S Simpson (Eds), *Statistics in Society*, 1999; D Ebdon, *Statistics in Geography* (2nd edn), 1985; R Flowerdew & D Martin (Eds), *Methods in Human Geography*, 1997; M Monmonier, *How to Lie with Maps* (2nd edn), 1996; A Oppenheim, *Questionnaire Design, Interviewing and Attitude Measurement*, 1992; G Robinson, *Method & Techniques in Human Geography*, 1998.

Assessment: (i) A formal 3 hour examination. 3 questions from a choice of 9, 40%; (ii) Submission of practical exercises, 40%; (iii) Illustrated written reports of field work projects, 20%.

GY200

Space, Society and Culture

Teacher responsible: Dr A C Pratt, S410

Availability: Year 2 students, especially in the Department of Geography & Environment.

Core syllabus: An introduction to contemporary social and cultural geography including current theoretical debates in human geography. The course will use empirical examples to account for the nature of the relationship between social and cultural processes and spatial arrangements in an urban context. The course aims to provide a framework for understanding the spatiality of social, economic, cultural and political phenomena in contemporary urban societies around the world, with some particular emphases on examples and theories derived from Europe, North America, and Latin America.

Content: Topics covered include: urbanisation and urbanism in a global economy; the rural and the urban; urban economies and changing regimes of accumulation; the social organisation of economic restructuring; changing working practices and changing spatial arrangements in cities; social-spatial stratification and social exclusion in terms of gender, race, class and sexuality; housing, urban informal economies; globalisation and time-space compression; urban cultures and culture industries; urban governance and development; urban protest; cities of difference.

Teaching: 32 lectures and 10 classes. Classes and tutorials will require prior preparation and active participation by students.

Reading list: M Castells, *The Informational City*, 1985; M Castells, *The Network Society*, 1995; M Davis, *City of Quartz*, 1993; L Dore (Ed), *Gender Politics in Latin America*, 1997; R Gwynne & C Kay (Eds), *Latin America: Globalization and Modernity*; D Harvey, *The Condition of Postmodernity*, 1989; P Knox & P Taylor, *World Cities in a World System*, 1995; L McDowell, *Undoing Place?*, 1997; L McDowell, *Gender, Identity and Place*, 1999; B Roberts, *The Making of Citizens*, 1995; S Sassen, *Losing Control? Sovereignty in an Age of Globalisation*, 1996; M Savage & A Warde, *Urban Sociology, Capitalism and Modernity*, 1993; S Zukin, *The Cultures of Cities*, 1995.

Assessment: 25% course work (one essay of 2,000 words, to be handed in on the Tuesday of the first week of the ST), 75% unseen 3 hour examination (3 questions from 9).

GY201

Location and Spatial Analysis

Teacher responsible: Dr G Duranton, S513a

Availability: 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 aims to provide students with a theoretical and empirical understanding of spatial economic processes and how these influence the behaviour of firms and households and the wider economy.

Content: Topics covered include: The function of cities and the urban system in the context of markets, exchange and specialisation; the economic logic of subnational analysis; the determinants of inter and intra regional location and of urban structure, including static and dynamic aspects and sources of agglomeration and dispersion; patterns of urban land use and the economic impact of land use planning; spatial economic adjustment mechanisms – trade and mobility.

Teaching: 40 hours of lectures and 10 x 1 hour classes over the MT and LT (GY201.A). Specific arrangements for classes for BSc Management students in the ST. Students will be expected to prepare presentations.

Reading list: Detailed reading lists will be given out at the beginning of the course. Reading will include journal articles. Some important items include: E S Mills & B Hamilton, *Urban Economics* (5th edn), Harper Collins, 1994; P C Cheshire & A W Evans, *Urban & Regional Economics*, Elgar, 1991; P Dicken & P E Lloyd, *Location in Space* (3rd edn), Harper Collins Academic, 1990; P Krugman, *Geography and Trade*, 1991; H Nononen, J Graham & A Markusen, *Trading Industries, Trading Regions*, 1993.

Assessment: A formal three hour written examination in the ST (75%) and 2 x 2,000 word essays based on class presentations (25%).

GY202

The Third World: A Study of Social and Economic Development

Teacher responsible: Dr S Chant, S515

Availability: 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: The aim of the course is to introduce students to the social and economic characteristics of the Third World. It will thus examine in general terms the geography of the Third World, including agriculture, industry,

population, urbanisation, household survival strategies, access to welfare, and the impact of international debt and structural adjustment policies. Attention is given to the ways in which 'development problems' are addressed by different groups such as the urban and rural poor, governments, international development agencies and civil society organisations.

Content: Development models and characteristics. Post-Development. Aid. Environment and sustainability. Aspects of agricultural development. Industrialisation. Population growth and demographic change. Urbanisation. Employment and incomes. Gender, poverty and household survival strategies. Shelter, health and social welfare. Community development planning. International debt and structural adjustment policies.

Teaching: 30 lectures (GY202), two per week MT and first half of the LT. Fortnightly classes (GY202.A) MT and LT.

Reading list: Although a specialised reading list will be given out at the start of the course, useful general texts include: T Allen & A Thomas, *Poverty and Development in the 1990s*, 1992; S Chant (Ed), *Gender and Migration in Developing Countries*, 1992; S Corbridge (Ed), *Development Studies: A Reader*, 1995; N Devas & C Rakodi (Eds), *Managing Fast Growing Cities*, 1993; J Dickenson et al, *Geography of the Third World* (2nd edn), 1996; A Gilbert & J Gugler, *Cities, Poverty and Development*, 1992; G Standing & V Tokman (Eds), *Towards Social Adjustment. Labour Market Issues in Structural Adjustment*, 1991; A Szirmai, *Economic and Social Development*, 1997; World Bank (IBRD), *World Development Report* (annual); UNCHS (Habitat), *An Urbanising World: Global Report on Human Settlements*, 1996.

Assessment: One 2,000 word essay to be submitted late February (25%); a formal 3-hour unseen examination paper in the ST. 3 questions out of 9 (75%).

GY220

Contemporary Environmental Debates

Teacher responsible: Professor D K C Jones, S405. Other teachers involved: Dr Y Rydin, S413 and Mr G Atkinson, S412, together with contributions from other specialists

Availability: 2nd year core course for BSc Environmental Management and Policy, BSc Environmental Policy with Economics and BA Geography; available as option for other Bachelor's degrees and to General Course and single term students.

Core syllabus: An analysis of the debates concerning the nature, causes, 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.

Part B. An analysis of the varied two-way interactions between human societies and the physical environmental systems. Environmental hazards and the IDNDR. The nature, causes and consequences of environmental pollution. Consideration of the main types of pollution by medium (ie Biosphere, Hydrosphere, Atmosphere) including discussion of chemical pesticides; sewerage and sewage treatment; BOD, COD, TOC, SS and DO; Nitrates; Phosphates; Smoke and Particulates; Exhaust fumes and photochemical smog; SO_x, NO_x and acidification.

Part C. Consideration of current concerns regarding issues of global environmental change including the CO₂ 'Greenhouse Effect', stratospheric ozone depletion, desertification, soil resource depletion, tropical fuelwood crisis, destruction of the Tropical Rain Forest.

Part D. Alternative approaches to analysing environmental issues.

Teaching: Lectures: (GY220) Two lectures per week in the MT and LT. Classes (GY220.A): Ten classes at fortnightly intervals.

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. Other teachers involved: Mr G Atkinson, S412 and Dr E João, S512

Availability: 2nd Year BA Geography, BSc Environmental Management and Policy, BSc Environmental Policy with Economics and BSc Geography with Economics. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: An introduction to the key principles, concepts, tools and techniques of environmental assessment and management. A critical evaluation of the way such concepts and techniques are employed by the public and private sectors and an assessment of the related outcomes.

Content: 1. The Concepts and Principles of Environmental Assessment and Management. 2. Economic Assessment Techniques and Cost Benefit Analysis. 3. Environmental Impact Assessment and Techniques for Project Appraisal. 4. Strategic Environmental Assessment and Techniques for Policy Appraisal. 5. Industrial Development and the Environment: Techniques for Technology Assessment. 6. Industrial Development and the Environment: Techniques for Process Management. 7. Industrial Development and the Environment: Techniques for Product Management.

Teaching: The course will consist of a weekly lecture accompanied by a weekly seminar.

Reading list: Detailed reading lists will be provided to support each course component. No single text covers all aspects of the course but students may wish to consult the following: J Bowers, *Sustainability and Environmental Economics – An Alternative Text*, 1997; D Pearce & R K Turner, *Economics of Natural Resources and the Environment*, 1991; M Jacobs, *The Green Economy*, 1991; D Pearce et al, *Blueprint for a Green Economy*, 1989, *Blueprint 2*, 1991, *Blueprint 3*, 1993 and *Blueprint 4*, 1995; M Redclift, *Sustainable Development*, 1987; R Gray et al, *Accounting for the Environment*; P Wathern (Ed), *Environmental Impact Assessment – Theory and Practice*, 1989; R Welford & A Gouldson, *Environmental Management and Business Strategy*, 1993; T O'Riordan (Ed), *Ecotaxation*, 1996; T Jackson, *Material Concerns*, 1996.

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: Mr G Atkinson, S412. Other teacher involved: Dr E Neuytmayer, S416

Availability: 2nd year core course for BSc Environmental Management and Policy and BSc Environmental Policy with Economics. Optional for 2nd year BA Geography, BSc Geography and Population Studies and BSc Geography 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. The relationship between growth and sustainable development. Managing global environmental resources. Valuation of environmental benefits.

Content: 1. An introduction to environmental economics. 2. Public policy and the environment. 3. Regulatory vs. market based instruments for controlling pollution. 4. Natural resource use. 5. Open access resources and property rights. 6. Economic growth, sustainability and the environment. 7. Re-thinking the measurement of economic progress. 8. Economic valuation and the environment. 9. Conserving biological diversity. 10. The economics of global warming. 11. Trade and the environment.

Teaching: 20 x 1.5 hour lectures, one per week during the MT and LT. 18 classes; 8 during the MT and 10 during the LT.

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, D W Pearce & I Baleman, *Environmental Economics: An Elementary Introduction*, 1994; J A Lesser, D E Dodds & R O Zerbe, *Environmental Economics and Policy*, 1997; J Kahn, *The Economic Approach to Environmental and Natural Resources*, 1998; G Atkinson et al, *Measuring Sustainable Development: Macroeconomics and the Environment*, 1997; T Tietenberg, *Environmental and Natural Resource Economics*, 1996; J M Hartwick & N Olewiler, *The Economics of Natural Resource Use*, 1998.

Assessment: A formal three hour unseen written examination in the ST (75%), together with a 2,000 word course essay (25%).

GY240

Research Techniques (Spatial, Social & Environmental)

Teacher responsible: Dr E João, S512

Availability: This is a compulsory second-year course for BA Geography, BSc Environmental Management and Policy, and for those BSc Geography with Economics students intending to take GY350 **Independent Geographical Project**. It is also an option for BSc Geography and Population Studies.

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 Geographical Project (IGP) and how to plan research. To acquire familiarity with, and practice of, contemporary research techniques. To examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of geographical literature.

Content:

MT:

1. Introduction to the course. Philosophy, methodology and research techniques in geography. Research and project design. Techniques used in different Geographical perspectives. Data generation and analysis. Research ethics. Using the bibliographic database GEOBASE to find relevant literature.

2-5. Quantitative methods using statistical packages: Linear Regression Models; Hypothesis Testing; Violations of Regression Assumptions (specification errors, non-zero expected disturbances, simultaneous causation, multicollinearity).

6-9. Qualitative Analysis: Grounded theory, structured and unstructured interviews and analysis.

10. Introduction to the Independent Geographical Project (IGP) and discussion of past IGPs: what was right and what went wrong?

LT:

11. Policy analysis: assessing policy content and performance.

12-17. Basic principles of Geographical Information Systems (GIS).

18. Presentation techniques and writing skills: the basics. Structuring a project. Preparing a formally correct proposal. Presentation tricks and tips. Preparing your results for display. Overhead projection. Effective oral presentation techniques.

19. Group discussions and feedback on IGP proposals.

20. Presentation by the students of their IGP proposals (10 minutes per

student). Formal assessment for quality of presentation with invited members of staff in attendance.

Teaching: 20 one hour lectures and 30 hours classes/practicals in the MT and LT.

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%, IGP proposal and its oral presentation 5%. The written proposal (submitted in the last week of the LT) should consist of a provisional title, a 200 word abstract, a 500 word literature review, and a 300 word summary of the methodology to be employed. Each proposal should be accompanied by a completed IGP questionnaire and a worked out plan with timetable.

GY300

Europe and the Global Economy

Teacher responsible: Dr A Rodriguez-Pose, S408. Other teachers involved: Dr F E I Hamilton, S417, Dr G Duranton, S513a and Professor M Storper

Availability: Optional course for Bachelor's degrees in Geography, European Studies and Management; and in other Bachelor's degrees as permitted by regulation.

Core syllabus: An analysis of international, national and local aspects of economic development and restructuring with reference to the varied milieux of Britain, the rest of the European Community, the rest of Western Europe and Eastern Europe.

Content: Contrasting patterns of national and regional development and socio-economic structures in the British Isles, Western and Eastern Europe. An analysis of the forces of change deriving from trends in Europe's global role and context, international trade, foreign investment, product and service development, international integration, urban change and administrative reforms. The local economic development impacts of integration with the European Community, EFTA and Eastern Europe. Regional economic implications of transition from centrally-managed to market economies in Eastern Europe. The roles of key management agents: government at central, regional and local levels; and other key business support agencies. The role of small firms, technology policy and human resources. The importance of industrial districts and local development networks.

Teaching: 40 1-hour lectures and seminars (GY300) in the MT and LT.

Reading list: H Armstrong & J Taylor, *Regional Economics and Policy*, Harvester Wheatsheaf, 1993; R J Bennett & A McCoshan, *Enterprise and Human Resource Development*, Paul Chapman, 1993; A N El-Agraa (Ed), *The Economics of the European Community*, Harvester Wheatsheaf, 1994; L Tsoulakis, *The New European Economy: The Politics and Economics of Integration*, Oxford University Press, 1993; P Cecchini, *The European Community: 1992 – The Benefits of a Single European Market*, Wildwood House, 1988; D Pinder (Ed), *Western Europe: Challenge & Change*, 1990; A Rodriguez-Pose, *Dynamics of Regional Growth in Europe*, Clarendon, 1998.

Assessment: A three hour paper (75%) and one extended essay of 2,500 words to be handed in at a specified date in the ST (25%).

GY301

The Political Geography of Development and the South

Teacher responsible: Dr G Jones, S506a

Availability: Option course for BA Geography, BSc Geography and Population Studies, BSc Geography with Economics, BSc Environmental Management and Policy and BSc Environmental Policy with Economics. Available to students from other degrees as permitted by regulations.

Core syllabus: A critical analysis of the political construction of contemporary development processes and countries of the South. The course considers development as part of wider discourses of modernity and progress which have to be positioned within a geo-political framework. The course focuses upon the 'global' nature of the interests which influence development and how these are contested and resisted at the 'local' level in the South.

Content: The course will be introduced with an overview of geopolitics and representation to illustrate the links between space and power, theories of the state and the importance of discourse.

1. *Geographies of colonialism and power:* Re-presenting the South, post-colonialism, discourses of modernity in development and theory.
2. *Development and the Geopolitical Imagination:* The rise and fall of development, from modernisation and industrialisation to the crisis of the 1980s. Securing development in the Cold War era, the US 'backyard', militarism and democracy. The geography of the international debt crisis and the hegemony of the 'New Right'. The 'new' development, the discourses of 'survival' and informality, and the potential of post development.
3. The 'New Geopolitics, the 'new barbarians' of the South (guerrillas, drugs, refugees and fundamentalism), creating 'third' spaces, social movements, radical church and peasant groups, NGOs and empowerment.

Teaching: 40 1-hour sessions (lectures and classes) in the MT and LT.

Reading list: J Agnew & S Corbridge, *Mastering Space*, 1995; S Corbridge, *Debt and Development*, 1993; J Crush (Ed), *Power of Development*, 1995; A Escobar, *Encountering Development: the making and unmaking of the Third World*, 1995; S Latouche, *In the wake of the post affluent society: an explanation of post-development*, 1993; J N Pieterse, *The decolonization of the imagination: culture, knowledge and power*, 1995; F Schuurman (Ed), *Beyond the Impasse: new directions in development theory*, 1993; P Taylor, *Political Geography of the Twentieth Century*, 1993; M Wolfe, *Evasive Development*, 1996.

Assessment: One extended essay of 2,500 words (25%) to be submitted

at the beginning of the ST. One three hour unseen written examination in the ST (75%).

GY302

Urban Development: Politics, Policy and Planning

Teacher responsible: Dr A Thornley, S420. Other teachers involved: Dr G Jones, S506a and Professor I Gordon, S513

Availability: Optional course for Bachelor's degrees in Geography. GY200 Space, Society and Culture would be a useful foundation. Available to students from other degrees as permitted by regulations.

Core syllabus: The changing processes and patterns of urbanisation over time and space. Divergent paths to urbanisation over the twentieth century. Urban problems and policy responses within an institutional and political framework, with a particular focus on planning. Developed and developing countries will be covered. Case studies of particular cities and projects will feature throughout the course.

Content: 1. A critical assessment of urban chronologies from the industrial to the post-industrial or post-modern city with case studies of particular cities. The rise of different types of cities focusing on their characteristic economies, social divisions, and ways of living. The reactions to and representations of urbanisation in intellectual and cultural movements. 2. Planning issues in Britain. The purposes and structure of the planning system. The impact of political ideology on planning. Policies of urban containment, and control of retail development. Public participation in planning. 3. The developing world. Self help housing: from pathogen to panacea. Access to land and the affordability crisis. The New Institutional Agenda: the World Bank and privatisation. Micro-finance, NGOs and community. Radical planning: governance and a role for civil society.

Teaching: 30 one-hour lectures (GY302) in the MT and LT; 10 one-hour classes (GY302.A) in the MT and LT (alternative weeks starting week 2). A field excursion in the ST.

Reading list: L McDowell, *Capital Culture*, 1997; D Harvey, *The Urban Experience*, 1989; S Sassen, *The Global City*, 1991; 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 Hamis, *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

NA 00/01

The Geography of Gender: Global Perspectives

Teacher responsible: Dr S Chant, S515. Other teacher involved: Dr D Perrons, S506b

Availability: Optional course for Bachelor's degrees in Geography and other degrees as permitted by regulations.

Core syllabus: An analysis of the geography of gender roles and relations in the advanced capitalist countries and in the developing world. The course focuses on the variability of these roles and relations and their socio-spatial implications in different geographical contexts.

Content: MT: Gender in developing countries – Production and reproduction. Households, families and fertility. Housing, health and urban services. Segregation, segmentation and the formal sector. The informal sector, gender and migration: gender and development policy.

LT: Gender inequalities in Europe: Forms and degrees of gender inequality; divisions of labour in paid and unpaid work. Theorising gender inequality. Mainstreaming of equal opportunities policies in Europe. Gendered space: Relationships between the spatial organisation of cities and the organisation of a division of labour within households. The construction of differentiated spaces within cities on the basis of sexual identities, how gender is imbued in the landscape and how safer, more women and children friendly cities might be designed.

Teaching: Lectures: (GY303) 20 x 1 hour lectures in the MT and LT (weekly). Classes: 10 x 1 hour classes in the MT and LT (alternate weeks starting week 2).

Written work: Students will be expected to produce one essay per term and also make class presentations.

Reading list: No single book covers the whole course. The following are useful basic reading:

MT: S Chant (Ed), *Gender and Migration in Developing Countries*, 1992; S Chant, *Women-Headed Households: Diversity and Dynamics in the Developing World*, 1997; D Elson (Ed), *Male Bias in the Development Process* (2nd edn), 1995; C Jackson & R Pearson (Eds), *Feminist Visions of Development: Gender Analysis and Policy*, 1998; N Kabeer, *Reversed Realities: Gender Hierarchies in Development Thought*, 1994; L Østergaard, *Gender and Development: A Practical Guide*, 1992; H Pietila & J Vickers, *Making Women Matter: The Role of the UN* (revised and expanded edn), 1994; N Visvanathan et al, *The Women, Gender and Development Reader*, 1997.

LT: D Bell & G Valentine, *Mapping Desire: Geographies of Sexuality*, 1995; M Eichler (Ed), *Change of Plans: Towards a Non-Sexist Sustainable City*, 1995; M Garcia-Ramon & J Monk (Eds), *Women of the European Union*, 1996; 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.

Assessment: One extended essay, 2,500 words to be handed in late April, 25% of marks. One written exam (3 questions out of 9), 75% marks.

GY320

Environmental Risk Management

Teacher responsible: Professor D K C Jones, S405

Availability: 3rd year option for all Bachelor's degrees in the Department of Geography & Environment. Also available to other full-time students by

permission. Students intending to take this course will benefit from having some knowledge of the physical environment, but this is not essential. Otherwise there are no specific prerequisites.

Core syllabus: Environmental risk is an extremely broad field covering the causes of harm 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 assessment and management.

Content:

1. The nature of hazardous events, hazard, risk, vulnerability and disaster, the Hazard Archipelago, accident sequences, logic diagrams;
2. Analysis of costs and impacts. Significance of hazards from global, local and social perspectives. United Nations International Decade for Natural Disaster Reduction, explanatory paradigms, myths;
3. Adjustment choices, perception and risk communication;
4. Forecasting, prediction, futurology and warning systems;
5. Risk assessments, zoning and micro-zoning;
6. Structural and non-structural adjustments;
7. Emergency action, relief and refugees;
8. Financial responses and insurance;
9. Hazard and economic development, hazard as opportunity, hazard and underdevelopment;
10. Environmental risk assessment and management.

Teaching: Two lectures per week in the MT and LT, normally undertaken by Professor D K C Jones with occasional contributions from other specialists. Videos are used to illustrate different kinds of disaster. Eight classes at fortnightly intervals.

Reading list: No one source covers all aspects of the course and detailed reading lists will be provided to support each course component. Students may wish to consult the following: I Burton, R W Kates & G F White, *The Environment as Hazard*, 1993; F C Cuny, *Disasters and Development*, 1983; H D Foster, *Disaster Planning*, 1979; K Hewitt, *Interpretations of Calamity*, 1983; K Hewitt, *Regions of Risk*, 1997; A Wijkman & L Timberlake, *Natural Disasters: Acts of God or Acts of Man?*, 1984; E A Bryant, *Natural Hazards*, 1991; K Smith, *Environmental Hazards*, 1996; D Alexander, *Natural Disasters*, 1993; P Blaikie et al, *At Risk – Natural Hazards, People's Vulnerability and Disasters*, 1994; R L Kovach, *Earths Fury*, 1995; J Adams, *Risk*, 1995; Royal Society, *Risk: Analysis, Perception and Management*, 1992; C Hood & D K C Jones, *Accident and Design*, 1996; 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).

Assessment: A formal three-hour unseen examination in the ST (75%) together with a course essay of no more than 2,500 words (25%).

GY321

The Environmental Policy Process

Teacher responsible: Mr A Gouldson, S414

Availability: 3rd year option for Bachelor's degrees in Geography & Environment. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: The political economy of environmental policy covering the formulation, implementation and impact of environmental policy, together with selected policy issues.

Content: The following topics are covered in blocks of lectures, including discussion sessions:

1. The theory and practice of environmental policy.
2. The international and European level.
3. National approaches to environmental policy.
4. Local governance and environmental policy.

Teaching: The course will comprise 15 lectures (GY321), 10 during the MT and 5 in the LT, accompanied by weekly classes and two half-day sessions (one in MT and one in LT). The teaching is normally undertaken by Dr Y Rydin, Mr A Gouldson and Mr G Atkinson.

Written work: Students are expected to write at least 1 essay a term.

Reading list: No single book or even group of books covers the material adequately. Reading lists are provided for each topic within the lecture course. Students will also need to keep up to date by following press coverage and government announcements as well as journals. Basic reading material includes: J Rees, *Natural Resources*, 1990; G Bennett, *Dilemmas*, 1992; D Pearce et al, *Blueprints 1, II and III*, 1991 & 1994; WCED, *Our Common Future*, 1987; J McCormick, *British Politics and the Environment*, 1991; Y Rydin, *The British Planning System*, 1993; P Selman, *Local Sustainability*, 1996; C Ham & M Hill, *The Policy Process in the Modern Capitalist State*, 1993; A Gouldson & J Murphy, *Regulatory Realities: The Implementation and Impact of Industrial Environmental Regulation*.

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: Mr H Overman, S510. Other teacher involved: Professor I Gordon, S513

Availability: This course is intended for 3rd year BSc Geography with Economics. It is also available for students on BA Geography and BSc Environmental Geography. Students should have taken one or more of the following: EC100 Economics A, GY201 Location and Spatial Analysis or GY221 Environmental Assessment and Management. Students who have not completed any of these courses will only be admitted with the agreement of the teacher responsible.

Core syllabus: To use the theoretical and empirical understanding of spatial economic processes to study and evaluate a wide range of issues and policies. Material covered in second year courses will be developed and applied to current policy issues. There will be a particular emphasis on urban and regional growth and business and worker location decisions.

Content: Policy, planning and administration in transport and land use. Globalisation and the location of economic activity. Urban and regional development and growth – measurement and policy. Location and restructuring and the interrelationships with public policy and regulation. Regulation, ownership and the private sector – the policy implications of market failure in an urban context. Migration, commuting and capital flows. Case studies will be drawn from selected regions, cities and sectors.

Teaching: 40 hours of lectures and 10 one-hour classes over the MT and LT.

Reading list: A detailed reading list will be given out at the beginning of the course. Reading will include journal articles and recent official policy documents. Some important items include: K J Button, *Transport Economics* (2nd edn), 1993; P Dicken, *Global Shift* (2nd edn), 1994; H Armstrong & J Taylor, *Regional Economics and Policy* (2nd edn), 1993; H Armstrong & R Vickerman, *Convergence and Divergence among European Regions*, 1995; European Commission, *Convergence Report*, 1998; E Mills & B W Hamilton, *Urban Economics* (5th edn), 1994; M Porter, *The Competitive Advantage of Nations*, 1990.

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: Dr E João, S512

Availability: 3rd year optional course for Bachelor's degrees in Geography. Also available to General Course and Erasmus students. Students should be familiar with computing and handling geographical data to the level of GY240 Geographical Research Techniques.

Aims and objectives: This course aims to provide a thorough introduction to this rapidly growing field and to develop a critical appreciation of the role of Geographical Information Systems (GIS) in society. GIS are computer systems that can handle spatial information in a far greater variety of ways than was previously possible with paper maps. By capturing, checking, manipulating, integrating and displaying data quickly and accurately a wide range of different analyses can be carried out and questions addressed. Everything from social research – how standard of living in different areas is related to health and disease, to environmental work – linking maps of different farming practices with environmental models of soil erosion. Although GIS is a revolutionary tool in geography it is also having an impact in other subjects (economics, sociology, archaeology) as well as outside universities (mapping agencies, local councils, and gas and water utilities). National and international policies for managing geographical information are evaluated as well as the quality and the effectiveness of the resultant products in terms of their use. The role of GIS is put into context within the discipline of Geography and the field of Geographical Information Science.

Core syllabus: Main principles of GIS. What is special about spatial data? Putting spatial data into a GIS. Spatial data structures: raster vs. vector. Definition and assessment of quality and error of output from mapping and GIS. Analytical functions of a GIS. Environmental application of GIS. Choosing a GIS for a particular organisation. The influence of national mapping and information policies on the availability, quality, presentation, management and cost of spatial data.

Teaching: 20 lectures (GY340) in the MT and LT, 18 x 2-hour classes (GY340.A) in which GIS are demonstrated to and used by students. Visits to establishments and firms involved in the production of spatial digital data, and in the design and use of GIS.

Written work: Completion of a review of relevant literature in a field of application of GIS, and two pieces of project work.

Reading list: I Heywood, S Cornelius & S Carver, *An Introduction to Geographical Information Systems*, 1998; P Longley, M Goodchild, D Maquire & D Rhind, *GIS: Principles, technical issues, management issues and applications*, 1999; D Martin, *Geographic information systems: socioeconomic applications* (2nd edn), 1996; J Pickles (Ed), *Ground truth: the social implications of geographic information systems*, 1995; M Worboys, *GIS: A computing perspective*, 1995.

Assessment: Unseen essay-type paper 50%, literature review 20%, coursework 30%.

GY350

Independent Geographical Project/Independent Environmental Project

Teachers responsible: Third Year Tutors

Availability: For students required to, or choosing to, submit an independent geographical/environmental project ('IGP'/'IEP') as part of a Bachelor's degree within the Department of Geography and Environment. GY240 Geographical Research Techniques is a pre-requisite.

Core syllabus: A demonstration of geographical investigation conducted on an individual basis.

Content: Individual tutorials in MT and LT of the third year.

Teaching: Approximately five hours of individual tutorials in the MT and LT of third year of study concerning problems encountered in geographical investigations in the field and in presentation of the findings.

Assessment: IGP/IEPs should not exceed 7,500 words, exclusive of appendices and other supportive material. Two bound copies of the IGP/IEP must be submitted to the Departmental Administrator in S409 not later than 15th March 2001.

GOVERNMENT

GV100

Introduction to Political Theory

Availability: Compulsory course for Bachelor's degrees in Government and as an option to students in other departments.

Core syllabus: An introduction to some of the major western political theorists.

A. The Foundations of Western Political Thought

Teacher responsible: Dr C Fabre, K301

Content: A study of some of the major political theorists from the ancient Greeks to the 16th Century. Topics will include discussions concerning the nature of man, the origin of government and law, man's relation to society and the state, the rise, development and comparison of different constitutions (democracy, monarchy, republic etc), the nature of just and unjust government, the relation between the spiritual and the secular in thinkers such as: Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli.

Teaching: There will be 10 weekly lectures (GV100) in MT and 10 classes (GV100.A) (one hour each) in the MT and LT.

Written work: Students are required to write two essays. Specific reading lists referring to modern commentaries and historical context will be handed out at the beginning of the course.

Reading list: Plato, *The Apology and Republic*; Aristotle, *Politics*; Cicero, *Republic*; Augustine, selections from *The City of God*; Aquinas, selections from the *Summa Theologiae*; Machiavelli, *The Prince*.

B. Modern Political Theory

Teacher responsible: Dr C Fabre, K301

Content: A study of some major political theorists of the modern period who theorize political association in different ways on the basis of a conception of individuals as free and equal, together with one of the main critics of this tradition of theorizing. Topics will include natural law and natural rights, the basis of political obligation, the idea of social contract and the theory of utility in thinkers such as: Hobbes, Locke, Rousseau, J S Mill, Marx and Rawls.

Teaching: 20 weekly lectures (GV100) in MT and LT and 20 weekly classes (GV100.A) (one hour each) in the MT, LT and ST. Two revision lectures in the ST, one relating to the first term's teaching (Professor Coleman).

Written work: Students are required to write two essays.

Reading list: Hobbes, *Leviathan*; Locke, *2nd Treatise of Government*; Rousseau, *Discourse on the Origins of Inequality and The Social Contract*; J S Mill, *Utilitarianism and On Liberty*; Marx, *Selected Writings* (Ed D McLellan); Rawls, *A Theory of Justice*.

Assessment: Three hour examination in the ST in which the student must answer four questions out of about sixteen. The paper will be divided into two parts: The Greeks to Machiavelli; and beyond.

GV101

Introduction to the Study of Politics

Teacher responsible: Professor B O'Leary, K204 and Mr A J Beattie, L107

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: Professor O'Leary and Mr Beattie will alternate in a course of twenty one hour lectures in the Michaelmas and LTs. A revision lecture will be held in the second week of the ST. Students will attend twenty one hour classes in the MT, LT and ST.

A. Political Analysis.

Core syllabus: An introduction to theories of the state and democracy, paying special attention to pluralism, neo-pluralism, public choice, Marxism and elite theory. Students will be introduced to a series of topics which will then be empirically explored in Part B.

Content: The state and states, theories of the liberal democratic state and its institutions, paying special attention to executives, legislatures, bureaucracies, parties and party systems, electoral systems, and national and ethnic conflict.

Reading list: Patrick Dunleavy & Brendan O'Leary, *Theories of the State: The Politics of Liberal Democracy*.

B. Modern British Government

Core syllabus: An examination of core features of British government and politics, engaging in empirical and UK focused consideration of the themes outlined in Part A.

Content: UK government, the Constitution, Prime Minister and Cabinet, Parliament, the Civil Service, Sub-central government, Regional and local government, England & Wales, Scotland and Northern Ireland, the Judiciary and the European Union.

Reading list: Jeffrey Jowell & Dawn Oliver, *The Changing Constitution*; P Dunleavy (Ed), *British Politics 5* (1997).

Assessment: Three hour examination paper in the ST in which the student must answer four questions out of approximately sixteen. The paper will be divided into two parts. Candidates will be required to answer two questions from each part.

GV217

Russia/the CIS: Institutions and Policies

Teacher responsible: Dr J Hughes, L102

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. **Content:** The main themes are: autocracy and modernisation in the late Tsarist era; the revolutionary movement; Leninism; the Russian revolution; Stalin's 'revolution from above'; interpretations of the Stalinist state and society; federalism and varieties of nationalism in the Soviet Union; the changing role of the communist party; destalinisation; rhetoric and realities of 'developed socialism'; models of Soviet politics; modernisation and sovietisation; Gorbachev and perestroika; nationalism and the collapse of the Soviet regime; transition theory and democratisation in Russia; presidentialism versus parliamentarism; the political economy of marketisation; the new Russian federalism; nationalism and ethnic conflicts in post-soviet Russia; problems of nation-state building in the successor states.

Teaching: 20 lectures (GV217) and classes (GV217.A) in the MT and LT.

Written work: Four essays are expected from each student.

Reading list: D Lieven, *Nicholas II*; R Pipes, *The Russian Revolution*; R Pipes, *Russia under the Bolshevik Regime*; R Tucker, *Stalin in Power*; S Bialer, *Stalin's Successors*; A Dallin & G Lapidus (Eds), *The Soviet System in Crisis*; I Bremmer & R Taras (Eds), *Nations and Politics in the Soviet Successor States*; R Szporluk, *National Identity and Ethnicity in Russia and the New States of Eurasia*; R Sakwa, *Russian Politics and Society*; J Lowenhardt, *The Reincarnation of Russia*.

Assessment: A three hour written examination in the ST.

GV218

NA 00/01

Ancient and Early Christian Political Thought

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students, with permission. Students will normally be expected to have taken GV100 **Introduction to Political Theory**, or equivalent, in a previous year.

Core syllabus: A thematic study of ancient Greek, Roman and early Christian political thought from about the 4th century BC to the fifth century AD.

Content: This course will deal with the major themes of Greek, Roman and early Christian political theory demonstrating the continuities and discontinuities in political thinking from the ancient Greek world to the Christianised Roman world. Some of the themes discussed will include different views concerning the nature of 'man', his relation to the social and political spheres, the origin and purpose of law and the changing conceptions of justice. Central to the discussions will be an assessment of the importance of political activity, in what it consists, the differences between constitutional regimes (democracy, monarchy, tyranny, republic etc), the respective fates of the Greek polis, the Roman republica and imperium and the significance of the Christianisation of Rome for future debates over church-state relations, questions of legitimate sovereignty and the extent of its jurisdiction. The overall focus is on the influence of the classical tradition on the development of Christian ethical and political thought of the first Christian centuries until the death of Augustine (fifth century AD).

Teaching: Twenty weekly lectures followed directly by a weekly seminar (GV218) in the MT and LT. Two revision lectures and classes in the first two weeks of ST.

Written work: Two essays per term. The course divides as follows: the first term treats the ancient Greek and Roman thinkers. The second term treats the Christian literature from the New Testament to Augustine.

Reading list: A reading list referring to modern commentaries and works on historical context will be handed out at the beginning of the year. Janet Coleman, *A History of Political Thought: the ancient Greeks to the Renaissance*, (Blackwell, 1999) is central.

Texts for study: Plato, *Apology, Crito, Republic, Aristotle, Nicomachean Ethics, Politics*; Cicero, *The Republic and the Laws*, selections from *On Duties*; Selected readings from the *New Testament*; Selected readings from *The Dead Sea Scrolls* and the *Gnostic Gospels*; Augustine, *The City of God* and other selected writings.

Assessment: One three hour paper taken in the ST. This paper is divided into two sections, following the division of terms.

GV219

NA 00/01

Medieval and Renaissance Political Thought

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students, with permission. Students will normally be expected to have taken GV100 **Introduction to Political Theory**, or equivalent, in a previous year.

Core syllabus: A thematic study of medieval and Renaissance/Reformation political thought from about 800 AD to 1600 AD.

Content: This course will deal with the major themes in western European political thought during the middle ages, Renaissance and Reformation periods. The historical context within which theories of sovereignty and law emerged will be emphasised and a substantial amount of historical background reading is expected. The period covered will be largely that from AD c 800-1600 although emphasis on certain themes and periods in which they became prominent may alter from year to year. Such themes include monasticism, feudalism, natural law, Roman and canon law, the revival of the Aristotelian tradition, relations between church and state (the spiritual and temporal jurisdictions), monarchy and representative institutions, monarchical and papal absolutism, individual rights and

collective/communal rights, conciliarism, republicanism, conceptions of legitimate sovereignty and resistance theories to unjust government. The overall focus is on the medieval, Renaissance and Reformation legacy to the early modern period concerning such themes as rights, legitimate sovereignty, discussions on the nature of man and his relation to the political, and the medieval origins of the early modern state.

Teaching: 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 (c 800 AD) until the 14th century (John of Paris). The second term treats Marsilius of Padua to Luther (14th-16th centuries).

Reading list: Texts for study: *The Cambridge History of Medieval Political Thought*, Ed J H Burns is used as a central background text along with Brian Tierney Ed, *The Crisis of Church and State*, with its collection of documents in translation. 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 P Kelly, L100

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken GV100 **Introduction to Political Theory**, or equivalent, in a previous year.

Core syllabus: A thematic study of European political thought from about 1550 to around 1914.

Content: The themes covered may include the sovereignty of the State; theories of natural law and natural rights; contractarianism; constitutionalism and the doctrine of the separation of powers; idealist political theory; utilitarianism; nationalism; liberal, conservative and socialist traditions of thought; anarchism and feminism. Not all themes will be taught every year.

Teaching: 20 weekly lectures (GV220) and 20 weekly classes (GV220.A) of one hour each.

Reading list: The reading list will be given out at the beginning of the year according to the themes selected for that year.

Assessment: One three hour paper will be taken in ST.

GV221

Political Philosophy

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.

GV222

NA 00/01

Gender in Political Thought

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, and General Course students. Students will normally be expected to have taken GV100 **Introduction to Political Theory**, or equivalent, in a previous year.

Core syllabus: An analysis of selected texts in the history of Western political thought and contemporary political thought with regard to their

explicit or implicit conceptions of gender and gender relations, ie their conceptions of the 'nature', position and function of women and men in society and the polity.

Content:

MT:

Selective readings of Plato, Aristotle, Hobbes, Locke, Rousseau, Mary Wollstonecraft, J S Mill, Harriet Taylor, Engels, Alexandra Kollontai, Emma Goldman, Charlotte Perkins-Gilman.

LT:

(a) varieties of feminist thought; liberal, radical, Marxist, socialist, black, lesbian, postmodern.

(b) gender issues in feminist thought: masculinity and femininity, feminist method in political theory, conceptions of equality and difference, feminist versus female values and morality, family and the public-private dichotomy, theory of the state, citizenship and democracy, reproductive technologies and rights, pornography and censorship.

Teaching: 20 lectures and 21 classes in MT, LT and ST (GV222).

Reading list: A detailed reading list will be provided at the beginning of MT.

D Coole, *Women in Political Theory*; W Brown, *Manhood and Politics*; M Wollstonecraft, *A Vindication of the Rights of Women*; F Engels, *The Origin of the Family, Private Property and the State*; J S Mill, *The Subjection of Women*; R Tong, *Feminist Thought*; S M Okin, *Justice, Gender and the Family*; C MacKinnon, *Toward a Feminist Theory of the State*.

Assessment: A three hour formal examination in the ST.

GV223

Democracy and Democratisation

Teacher responsible: Dr E 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 legitimacy.

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 Rueschmeyer et al, *Capitalist Development and Democracy*; A Przeworski, *Democracy and the Market*.

Assessment: Three hour unseen written examination in the ST.

GV224

NA 00/01

Voters, Parties and Elections

Teacher responsible: Professor P Dunleavy, K300 and Professor K Dowding (on leave 2000-01), K206

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 objective of this course is to examine theories about voters, parties, party competition and electoral systems in liberal democratic systems, introducing students to some simple techniques used in voting, party and electoral analysis.

Content: The course has three substantive sections on voting, parties and electoral systems: (i) controversies over whether voting is instrumental, issue-focused or expressive, or all three, and whether voters' preferences can be manipulated, are systematically discussed. It then focuses on theories about political parties and party systems, and examines whether they stand up against cross-national evidence; (ii) theories of party-formation and party-behaviour, and of government – and coalition-formation are scrutinised, and the policy consequences of different party systems and governmental formations are investigated; and (iii) the range of electoral systems available in theory and practice in contemporary democracies. The focus here is on debates about the merits and consequences of different electoral systems and arguments deployed for and against electoral reform. Students are introduced to a range of empirical case-studies and cross-national investigations. The case-studies selected vary from year to year, but will normally include literature based on the British Isles, Continental Europe, India, North America and Australasia.

Teaching: 20 one hour lectures (GV224) and 20 one hour classes (GV224.A) over the MT and LT and 2 two hour revision classes in the ST.

Reading list: A Downs, *An Economic Theory of Democracy* (Harper & Row, 1957); M Harrop & W L Miller, *Elections and Voters: A Comparative Perspective* (Macmillan, 1987); G Sartori, *Parties and Party Systems* (Cambridge University Press, 1976); R Taagepera & M Shugart, *Seats and Votes: The Effects and Determinants of Electoral Systems* (Yale University Press, 1989); A Reeve & A Ware, *Electoral Systems: a Comparative and Theoretical Introduction* (Routledge, 1991).

Assessment: Three hour unseen examination in the ST.

GV225**Public Choice and Politics**

Teachers responsible: Professor K Dowding, K206 (on leave 2000-01) and Professor P Dunleavy, K300

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken 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; political parties; the problems of collective action; solutions to collective action problems; log-rolling; the theory of coalitions, and the behaviour of committees, legislatures and conventions; budget-maximizing and bureau-shaping models of bureaucracy; public choice accounts of decentralized government and central-local relations; the theory of clubs; voting paradoxes and cycles; Arrow's impossibility theorem and its implications for democratic theory and for the assessment of voting systems; Prisoners' Dilemma and 'Chicken' Games; and different ways, in which public choice is used to underpin different political ideologies.

Teaching: Twenty weekly one-hour to one-and-a half hour lectures (GV225) in the MT and LT and twenty weekly one-hour classes (GV225) 8 in the MT, 10 in the LT and 2 in the ST.

Basic reading list:

Text Books: P Dunleavy, *Democracy, Bureaucracy and Public Choice*; D Mueller, *Public Choice II*; J Stevens, *The Economics of Collective Choice*. Major Works: R Axelrod, *The Evolution of Co-operation*; A Downs, *An Economic Theory of Democracy*; M Olson, *The Logic of Collective Action*; W Niskanen, *Bureaucracy and Representative Government*.

Assessment: The course will be assessed in two ways:

(i) One quarter (25%) of the overall mark will be assessed by a long essay of up to 5000 words. The essay must apply some aspect of public choice theory to the analysis of a political or social problem. Students must devise a question and secure approval of their topic from the course teachers by Week 1 of LT. The essay itself must be submitted by Week 1 of the ST.

(ii) Three quarters (75%) of the overall mark will be assessed by one three hour unseen written examination in the ST.

GV226**Executive Government and its Modernization in Selected OECD Countries**

Teachers responsible: Mr A J L Barnes, K308 and Dr M Barzelay, G507

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students. Students will normally be expected to have taken 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 the current operation of executive government and at attempts in OECD countries to modernize the ways in which the 'executive function' is performed, enabling students to analyze the content, rationale and impact of these efforts at modernization. Frameworks will be established for analyzing and comparing processes of policy-formation and strategies of policy implementation. How and why modernization seeks to alter these processes is examined for selected countries with a view to placing long-standing issues of executive politics and public bureaucracy in contemporary perspective and providing a means of assessing the politics and policy of 'modernization'.

Content: The MT will be concerned principally with the comparative analysis of executive government and the policy process in liberal democracies, drawing a distinction between Parliamentary, Presidential and semi-Presidential regimes. The relationship of political executives to the bureaucracy, party, organised groups and the media will be analysed with particular attention to agenda setting. Executive leadership will be studied in relation to the structure of resources within the executive and between the executive, legislature and other levels of government. Aspects of the policy process covered will include the building of executive policy agendas, the politics of policy advice and ways of achieving policy change. The problems of contemporary governance will be identified and roles of institutional structure and executive leadership in addressing these problems will be discussed. Turning toward implementation of policy, attention will be given to the tools of government, the means of controlling government agencies and agents, and the sources of institutional and operational capacity. The LT will be largely concerned with the modernization process and in the course of an examination of its scale and shape in selected countries and groups of countries, trends will be identified and an explanation of differences sought. While examples may be drawn from a wider selection of countries, a clear indication will be given at the start of the year of the particular countries whose systems of governance will be under analysis.

Teaching: 22 one-hour lectures (GV226) and 21 one-hour classes (GV226.A) in MT, LT and ST. The Cabinet Seminar will be run in conjunction with this course.

Reading: K Weaver & B Rockman, *Do Institutions Matter?*; J Blondel & F Muller-Rommel, *Governing Together: The Extent and Limits of Joint Decision-Making in Western European Cabinets*; R Fenno, *The President's*

Cabinet; B Guy Peters & Anthony Baker, *Advising West European Governments*; Vincent Wright, 'Reshaping the State: The Implications for Public Administration', in *West European Politics*; L Salamon, *Beyond Privatization*; M Barzelay, *The New Public Management*.

Assessment: The course is examined by a three hour unseen written paper in the ST. Candidates must also submit one essay for assessment by the beginning of May. In the overall assessment for the course, the unseen examination will count as 75% of the final mark and the essay as 25%.

GV227**The Politics of Economic Policy****NA 00/01**

Teachers responsible: Dr C Schonhardt-Bailey, L105 and Dr M Thatcher, K305

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 in the 1980s and selected years before and after this decade. In particular, it aims to examine how far the major economic policy reversals of the 1980s constituted a major 'surprise' for established theories of policy-making. The material for the course is drawn from the comparative literature on the politics of economic policy-making in the OECD states, and in all cases the aim is to assess rival interpretations of policy dynamics.

Content: Course topics will include the study of policy dynamics and political science explanations of major policy reversals; regulatory growth, de-regulation and the shift to pro-competitive deregulation; the growth of public enterprise and privatization; political theories of macroeconomic policy-making (comprising party differentiation theories, political business cycle theories and state structure theories); the politics of European Monetary Union; the politics of central bank independence; progressive public administration and the shift to 'economic rationalism' in public management; the politics of trade liberalization.

Teaching: 14 one hour lectures /research sessions (GV227), 6 workshops (GV227) and 20 one hour classes (GV227.A) in MT and LT.

Reading: A O Hirschman, *Shifting Involvements: Private Interest and Public Action*; C Hood, *Explaining Economic Policy Reversals*; M Levi, *Of Rule and Revenue*; L Lewin, *Self-Interest and Public Interest in Western Politics*; H Milner, *Resisting Protectionism: Global Industries and the Politics of International Trade*; M Olson, *The Rise and Decline of Nations: Economic Growth, Stagflation and Social Rigidities*; E N Suleiman & J Waterbury (Eds), *The Political Economy of Public Sector Reform and Privatization*.

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%.

GV229**Politics and Society****NA 00/01**

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. Students are advised to attend the lectures of Professor Anthony D Smith of the European Institute, one of the world's leading authorities on nationalism.

A. The Politics of Nationalism and Ethnic Conflict

Teacher responsible: Dr B Kissane, L101

Content: The course examines the impact of nationalism on the politics of the modern world. Nationalist doctrines, and key texts in the development of nationalist thought, are explored as well as explanatory theories of nationalism. Topics covered include nation- and state-building, nationalism and legitimacy, nationalism and democracy, and secessionism and irredentism. The course also examines how modern states seek to eliminate or manage ethnic conflict, using both normative and explanatory approaches in the social sciences. The merits and defects of consociation, federation, arbitration and hegemonic control, as means of managing ethnic conflict, are investigated. Genocide, mass-population transfers, partition, and integration/assimilation are also investigated as methods of eliminating ethnic differences. Students are expected to familiarize themselves with some empirical case-studies. The case-studies selected vary from year to year but will normally include literature focused on the Balkans, Eastern Europe, the Middle East, Northern Ireland and South Africa. Literature for these case-studies will be up-dated annually.

Teaching: 10 weekly lectures (GV229) and 10 weekly classes (GV229.A) of one hour each in the MT.

Reading list: P Alter, *Nationalism*; B Anderson, *Imagined Communities*; E Gellner, *Nations and Nationalism*; D Horowitz, *Ethnic Groups in Conflict*; E Kedourie, *Nationalism*; A Lijphart, *Democracy in Plural Societies*; J Mayall, *Nationalism and International Society*; J McGarry & B O'Leary (Eds), *The Politics of Ethnic Conflict Regulation*.

B. Religion and Politics

Teacher responsible: Mr J Madeley, K304

Core syllabus: The aim of the course is to provide a survey of theoretical and substantive issues which arise from the analysis of contrasting patterns

of relationship between religion and politics. The primary, but not exclusive focus is upon these issues as they have arisen in the West across time.

Content: The course begins with an examination of definitional issues arising from the study of religion and politics, then moving on to the analysis of the major religious traditions of the world (Hinduism, Buddhism, Islam and Christianity) and the relationship between them and the polity, paying particular attention to the manner in which this relationship is understood within the traditions themselves. The development of church-state relations in the West is reviewed in the light of normative theories in the history of political thought from ancient to modern times. The impact of the religious factor in the modern era of mass politics from the French Revolution to 'the new politics' of the 1980s and 1990s particularly in Europe provides the final area of concentration.

Teaching: 10 weekly lectures (GV229) and 10 weekly classes (GV229.A) (one hour each) in the LT.

Reading list: J Haynes, *Religion in Global Politics*; D E Smith, *Religion and Political Development*; D Martin, *A General Theory of Secularisation*; J Hadden & A Shupe (Eds), *Religion and the Political Order* (three vols: 1986, 1988, 1989); G Lewy, *Religion and Revolution*; S Berger (Ed), *Religion in West European Politics*; G Moyser (Ed), *Religion and Politics in the Modern World*; D Hanley (Ed), *The Christian Democratic Parties*.

Assessment: 3 hour unseen written examination in the ST.

GV230**Political Change in Modern Britain**

Teacher responsible: Mr A J L Barnes, K308

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 1918. The main emphasis will be on the period since 1940.

(2) Four themes, selected from (eg) Britain and Europe; challenges to the 2-party system; the rise and consequences of the welfare state; the management of economic decline; the rise of the executive and the decline of parliament; the making of British foreign policy etc. 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: M Pugh, *The Making of Modern British Politics 1867-1939* (2nd edn); J P Mackintosh, *The British Cabinet* (4th edn); K O Morgan, *The People's Peace* (2nd edn); P Hennessy & A Seldon, *Ruling Performance*; A Seldon & S Ball, *Conservative Century*; G C Peden, *British Economic and Social Policy*; Lloyd George to Margaret Thatcher; J Tomlinson, *Public Policy and the Economy since 1900*; M W Kirby, *The Decline of British Economic Power*; C Crouch, *The Politics of Industrial Relations* (2nd edn). A comprehensive bibliography and topic list will be available at the beginning of the term.

Assessment: 75% written unseen examination in the ST and 25% coursework.

GV231**British Political Ideas**

Teacher responsible: Dr R Barker, K100

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees, and General Course, where regulations permit. Students will normally be expected to have taken GV101 **Introduction to Political Theory**, or equivalent, in a previous year.

Core syllabus: The aim of the course is to familiarise students with the principal political arguments that have been articulated in the United Kingdom over the last 100 years.

Content: A critical and historical study of political ideas, and political argument in the United Kingdom; liberalism, socialism, conservatism, anarchism, feminism.

Teaching: 20 one hour lectures (GV231), Sessional Classes (GV231.A) in the MT and LT.

Written work: Students will write two essays in the MT and two in the LT.

Reading list: Rodney Barker, *Political Ideas in Modern Britain In and After the Twentieth Century*; Rodney Barker, *Politics, Peoples, and Government*; L T Hobhouse, *Liberalism*; G B Shaw (Ed), *Fabian Essays in Socialism*; Herbert Spencer, *The Man Versus The State*; Hilaire Belloc, *The Servile State*; Michael Oakeshott, *Rationalism in Politics*; Virginia Woolf, *Three Guineas*.

(A full reading list and lecture and class programme will be issued at the beginning of the course.)

Assessment: A three hour unseen written examination.

GV233**Politics and Ecology**

Teacher responsible: Dr D Schlosberg

Availability: Optional course for bachelor's degrees in Government. Also available to students on other degrees where regulations permit and General Course students. Students will normally be expected to have taken GV101 **Introduction to Political Theory** in a previous year.

Core syllabus: A study of 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 introduce students to the mapping, examination and analysis of 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: 20 weekly lectures and 20 weekly classes of one hour each.

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: A three hour unseen examination in the ST.

GV239**Game Theory in Politics****NA 00/01**

Teachers responsible: Dr M Mulford, B802

Availability: Optional Course for Bachelor's degrees in Government, and Government and Economics. Also available to students on other degrees where regulations permit, General Course students.

Core syllabus: This course is concerned with the application of game theory to explanations of a wide variety of strategic situations, principally but not exclusively in politics. How to model strategic interactions in game forms will be covered.

Contents: The course starts with an introduction to concepts in game theory, followed by an examination of dynamic game theoretic models, focussing chiefly on the 'theory of moves'. Next, the course will critically examine the judgment and decision-making assumptions that provide the foundation for predictions of individuals' (or states') game behaviour. Emphasis will be placed on how different assumptions about human decision making affect behavioural predictions in particular game structures.

Teaching: Twenty, two hour seminars.

Written work: Two essays.

Reading list: J Morrow, *Game Theory for Political Scientists*; H Hargreaves, Shaun & Varoufakis, *Game Theory: A Critical Introduction*; S Brams, *Theory of Moves*; R Dawes, *Rational Choice in an Uncertain World*; P Moser (Ed), *Rationality in Action: Contemporary Approaches*; R Frank, *Passions within Reason: The Strategic Role of the Emotions*; J Mansbridge, *Beyond Self-Interest*; T Schelling, *Strategy of Conflict*.

Assessment: The course is examined by a three hour unseen written paper in the ST. Candidates must also submit two essays. The first essay must be submitted by Week 1 of LT, the second by Week 1 of ST. In the overall assessment of the course, the unseen examination will count as 75% of the final mark and the essays as 25%.

GV241**Government, Politics and Public Policy in Germany**

Teacher responsible: Dr K 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, in a previous year. Also available to students on other degrees where regulations permit and General Course students.

Core syllabus: This course examines the legal, institutional and socio-cultural context and framework of politics, government and administration in the Federal Republic of Germany and analyses the behaviour of major actors in the system. It also assesses structural and procedural features of public policy-making and studies their impact on policy content. A chief aim is to explore how the institutional characteristics of the German polity affect its performance. Although the course is not explicitly comparative, one of its other main objectives is to highlight both specificities of the German state and the political system and commonalities with other major European liberal democracies.

Content: The course consists of two parts. Part I focuses on government and politics, and examines the concept of political culture and its usefulness for analysing the German polity; the Basic Law and the role of the Federal Constitutional Court in the political process; the structures and working principles of the Federal executive (here, particular attention is paid to the concept of 'Chancellor democracy' and the connection between the executive and political parties); federalism and intergovernmental relations; the social bases of party competition, political parties, the party system, and electoral behaviour. Part II focuses on public policy. The approach taken in this part of the course combines conceptual concerns with an orientation towards particular fields of public policy. Thus, the usefulness of concepts such as policy style, policy interlocking, or neo-corporatism is discussed with reference to specific areas of public policy. Examples studied include foreign policy; economic policy; environmental policy; immigration and asylum policy and constitutional policy. Throughout, particular emphasis is placed on the impact of unification and Europeanisation on defining characteristics of the German polity.

Teaching: 10 weekly one-hour lectures (GV241) 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; D Berg-Schlosser & R Rytlewski, *Political Culture in Germany*, 1993; S Bulmer, *The Changing Agenda of West German Public Policy*, 1989; C Clemens & W Paterson, *The Kohl Chancellorship*, 1998; R Dalton, *Germany Divided*, 1996; K Dyson, *The Politics of German Regulation*, 1992; K H Goetz, *Germany*, 2 vols, 1997; K H Goetz & P J Cullen, *Constitutional Policy in Unified Germany*, 1995; W Hanneder, *Germany, America, Europe: Forty Years of German Foreign Policy*, 1989; N Johnson, *State and Government in the Federal Republic of Germany*, 1983; P Katzenstein, *Politics and Policy in West Germany*, 1987; P Katzenstein, *Tamed Power: Germany in Europe*, 1997; S Padgett, *Parties and Party Systems in the New Germany*, 1993; S Padgett, *Adenauer to Kohl*, 1994; G Smith et al, *Developments in German Politics 2*, 1996; L Turner, *Negotiating the New Germany*, 1997.

Assessment: Three hour unseen written examination held in the ST.

GV242

Government, Politics and Public Policy in Latin America

Teachers responsible: Dr A Conroy, Dr F Panizza, L201 (on leave 00-01) and Dr G Philip, K205 (on leave 00-01)

Availability: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101 **Introduction to the Study of Politics**, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course students.

Core syllabus: Political institutions, organisations and the politics of economic policymaking in Brazil, Argentina, Chile, Mexico, Peru and Venezuela. Some thematic issues.

Content: An introduction to Latin American politics, focusing mainly on the downfall and reconstruction of democracy, the politics of development and the character of political institutions in the region.

Teaching: 20 weekly one-hour lectures (GV242) in the MT and LT and 20 one-hour classes (GV242.A) 10 MT and 10 LT.

Reading list: T Skidmore, *Modern Latin America and The Politics of Military Rule in Brazil 1964-1985*; A Angell & B Pollack, 'The Chilean Elections of 1989' in *Bulletin of Latin American Research*, Vol 9, No 1 (1990); P & S Calvert, *Argentina*; G Philip, 'Venezuelan Democracy and the Coup Attempt of February 1992' in *Government and Opposition*, Autumn 1992; D S Palmer, *Shining Path of Peru*; J Bailey, *Governing Mexico*; A Alvarado, *Electoral Politics and Perspectives in Mexico*; R Camp, *Politics in Mexico*; K Middlebrook (Ed), *Unions, Workers and the State*; G Philip, *The Presidency in Mexican Politics*; L Goodman, *Lessons of the Venezuelan Experience*.

Assessment: Three hour unseen written examination held in the ST.

GV243

Government, Politics and Public Policy in the USA

Teacher responsible: Dr M Mulford, B802

Availability: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101 **Introduction to the Study of Politics**, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course students.

Core syllabus: The course introduces a variety of approaches to the study of American government, politics and public policy. Particular attention will be paid to the causes and effects of interests, ideas and institutions on public policy.

Content: The course is divided into two parts. In the first half the course examines the basic governmental structure and politics of the USA. Topics covered include (1) the unique nature of American political institutions and political culture; (2) voting behaviour and elections; (3) the role of public opinion in policy making; (4) interest group politics; and (5) elites in US politics. The second half of the course examines how the structures and actors covered in the first half of the course influence the creation and implementation of public policy. Policy areas covered include: economic and trade policy, foreign policy, environmental policy, agricultural policy, and business policy.

Teaching: 10 weekly one-hour lectures in the MT, 10 weekly one-hour lectures in the LT, and twenty weekly classes (GV243.A) of one-hour each in MT and LT.

Written work: Two essays per term.

Reading list: J Rosati, *The Politics of U.S. Foreign Policy* (2nd edn); W P Browne, *Cultivating Congress*; E P Weber, *Pluralism by the Rules*; W H Flanagan & N H Zingales, *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 R Leonardi (on leave MT and ST 00-01), J108, Dr F Franchino, L55 and Dr S Hix, L305 (on leave 00-01)

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 institutional framework of political competition, representation and institution-building in the Union; the impact of the single market; debates about the reform of community structure; theories of the Union as a political system; agenda-setting by European institutions; member states and policy standardisation; theories of policy-making in the EU; specific policy areas (eg agriculture, regional development, monetary co-ordination etc).

Content: The course is divided into two parts: (i) the institutional framework of political competition and representation; institution building in the Union; the restructuring of the nation-state; the emergence of regional and territorial units are relevant actors in the Union; the impact of the Single Market on political and interest group mobilization; parties and party system analysis; alternative models of state formation at the European level; integration, convergence and divergence theories; (ii) the policy framework; agenda setting in European institutions; policy standardisation across member states; institutional effects of EU membership on policy structures of member states; the Union policy making and administrative structure; models of policy making applied to the EU; prioritization of Union intervention. Specific policy areas: agriculture, basic research and technological development, transportation, telematics, environment, regional policy, social policy, EMU.

Teaching: 10 weekly one-hour lectures in the MT, 10 weekly one-hour lectures in the LT, and twenty weekly one-hour classes in the MT and LT (GV244.B for BA European Studies students and GV244.A for all other students).

Written work: Two essays per term.

Reading list: S Hix, *The Political System of the European Union*; J Richardson (Ed), *European Union: Power and Policy-making*; H Wallace & W Wallace (Eds), *Policy-Making in the European Union*; D Dinan, *Every Closer Union? An Introduction to the European Community*; R Leonardi, *Convergence, Cohesion and Integration in the European Union*; S Hix, *Political Parties and the European Union*; L Tsoukalis, *The New European Economy Revisited*, 3rd edn.

Assessment: Three hour unseen written examination held in the ST.

GV246

Government and Politics in Eastern Europe

Teacher responsible: Dr V Dimitrov, L303

Availability: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101 **Introduction to 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 the academic year.

Reading list: F Fejto, *A History of the People's Democracies*; J Rothschild, *Return to Diversity*; S White et al (Eds), *Developments in East European Politics* (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.

GV290

Cabinet Seminar

Teacher responsible: Mr A J L Barnes, K308

Availability: Seminar series for GV460 **Government and Politics in Britain**. Available also to students taking GV226 **Executive Government and its Modernization in Selected OECD Countries**, GV227 **The Politics of Economic Policy** and GV461 **Political Change in Modern Britain** and, subject to numbers, to students taking other Government courses.

Content: Seminars relating to executive government, with a particular emphasis on the United Kingdom, given by outside speakers engaged in the policy process.

Teaching: 10 weekly two hour seminars given in the LT.

INDUSTRIAL RELATIONS

ID100

Industrial Relations

Teacher responsible: Stephen Dunn, H711

Availability: Compulsory for BSc Industrial Relations & Human Resource Management 1st year; available for other Bachelor's degrees or Diplomas where permitted by regulations. This is a self-contained introductory course requiring no previous knowledge or experience. Social, economic and political analysis on complementary courses will prove useful.

Core syllabus: The course aims to help students analyse the complex relationships between workers, trade unions, management and the state in advanced industrial societies. Although the course will focus on the British experience reference will also be made to other countries.

Content: Management strategies and methods. The reason for, and forms of workers' response to managerial control and decision-making. The goals and methods of unions. Patterns of industrial conflict and their explanation. Union impact on pay, productivity. The state's role in industrial relations and how and why it changes. The reform of industrial relations. The effects of globalisation.

Teaching: The course comprises 25 weekly lectures (ID100) given by Dr Sarah Ashwin and Stephen Dunn. Associated weekly classes commence in the second week of the first term. All students are expected to join in open class discussion and to submit two pieces of written work per term for their class teachers.

Written work: Four pieces throughout the year.

Reading list: The lecture course does not follow a single prescribed text. Class teachers will suggest appropriate readings but useful introductory books include: M Noon & P Blyton *The Realities of Work*, 1991; P Blyton & P Turnbull, *The Dynamics of Employee Relations*, 1998; R Lansbury & G Bamber, *International and Comparative Industrial Relations*, 1998.

Assessment: Three-hour unseen examination in the ST. Students will be required to answer four out of twelve questions which will be related to material covered in lectures and classes.

ID200

Organisational Theory and Behaviour

Teacher responsible: Dr Mary Logan, H801

Availability: This course is an option available to Bachelor's (ID200) and Master's degree students (ID403/ID404) where the regulations permit. No prior knowledge of organisation theory and behaviour or practical experience is necessary.

Core syllabus:

- To introduce students to alternative social science theories and research into individual, group and organizational issues.
- To help students to understand the intrarelationships among central issues in the analysis of behaviour within an organizational context.
- To facilitate a critical evaluation of organizational policies and practices and their impact on work behaviours, attitudes and performance.

Content: Organizational structure including: design of work, employee participation, empowerment, and organizational culture. Individual behaviour including: personality, perception and decision making, values, attitudes, performance and motivation. Group and intergroup processes including: conflict and negotiation, power and politics, and leadership. Organizational dynamics will address: identity theory, organizational change and resistance to change, socialization, stress and cross cultural management.

Teaching: In the first two terms students will attend one lecture (ID200) and one class per week. Associated weekly classes commence the second week of the MT. In the ST students will attend three two hour sessions which will include overviews of the course and case studies. Lectures will be given by Dr Mary Logan and Dr Hyun-Jung Lee.

Reading list: A complete reading list will be provided at the start of the course. J Child, *Organisations*; S Dawson, *Analysing Organizations*; R Fincham & P S Rhodes, *The Individual, Work and Organization*; R Steers & L Porter, *Motivation and Work Behaviour*; C Handy, *Understanding Organizations*; D Pugh et al, *Writers on Organizations*; P Milgrom & J Roberts, *Economics, Organization and Management*.

Written work: 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.

ID201

Economics of the Labour Market

Teacher responsible: Professor D Metcalf, H707

Availability: This course is an option for Bachelor's and Master's degrees where the regulations permit. It may not be combined with course EC317 **Labour Economics**, and may not be taken as an "outside" option by students specialising in Economics. The lectures assume some modest undergraduate training in economics and statistics, but students without such background can make up the deficiency during the course.

Core syllabus: The course emphasises those aspects of labour economics which are most relevant for students of Industrial Relations.

Content: The first part (10 lectures) deals with pay including analysis of the wage structure and the role of institutions. The second part of the course (approximately 10 lectures) is an economic analysis of trade unions including: the structure of collective bargaining, union goals, union density,

closed shop, strike activity, union impact on relative pay, productivity, output, inflation and income distribution. The third part (5 lectures) draws the threads together.

Teaching: There will be 25 lectures and 25 classes. The lectures will be the same as those for the course **Labour Market Analysis** (ID408).

Reading list: A Booth, *The Economics of the Trade Union*, Cambridge, 1995.

A detailed reading list will be given at the beginning of the course.

Assessment: One 3 hour examination paper, 4 questions to be answered from approximately 10 questions.

ID290

Human Resource Management

Teacher responsible: 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**.

- To examine the problems of managing the human resource;
- To introduce students to the social science theory and research relevant to human resource management;
- To explore the main managerial problems in designing strategies and policies;
- To assess the effectiveness of human resource policies and their role in overall economic performance of organizations and countries.

Content: The problems of managing the human resource and the high involvement solutions. The main substantive issues of Human Resource Management, focusing on the introduction to current trends and social science knowledge of relevance to the topic, such as recruitment and selection, reward systems; teamworking; communications and representative structures; leadership; employee involvement. The significance of Human Resource Management – does the way the human resource is managed make any difference to economic performance, employee attitudes or discrimination.

Teaching: There will be 23 (ID290) sessions, mainly lectures followed by classes (ID290.A), but there will be some integrated sessions organized around case studies. The course is taught by Ms S Fernie and Mr S Dunn.

Written work: Students are required to write two essays and two class papers throughout the year.

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 answered from approximately 12 questions.

ID300

Selected Topics in Industrial Relations and Human Resource Management

Teacher responsible: Dr John Logan, H712

Availability: This course is compulsory for the BSc Industrial Relations and Human Resource Management. It requires a general knowledge of the social sciences including modern history and a general interest in and knowledge of institutions and processes in the contemporary industrial relations, through study or experience.

Core syllabus: The aim of this course is to explore in depth some central problems and issues of Industrial Relations and Human Resource Management.

Content: The selection of topics changes from year to year, depending on current research and issues. Broadly, the course examines the relationship between management, trade unions and the state in a rapidly changing economic and technological environment. In the MT the course usually examines topical issues in British Industrial Relations, whilst in the LT a comparative perspective is adopted.

Teaching: Twenty four two hour seminars. Students will be expected to read assigned texts and be prepared to discuss their significance. Each student will be expected to complete two essays over the session. This course is taught by John Logan, Sue Fernie, Carola Frege and Richard Hyman.

Reading list: A full reading list and seminar programme will be issued at the beginning of the course.

Assessment: Three hour unseen examination.

ID310

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 work groups, to demonstrate the value of psychology and of a psychological perspective in understanding

human behaviour at work; and to examine a number of topics and issues in industrial relations and organizational behaviour where psychology has a particular contribution to make.

Content: Motivation theories; job satisfaction; incentives and rewards; goal setting, participation, culture. The psychology of unemployment. Stress at work. Psychology and industrial relations; joining and getting involved in trade unions; collective bargaining; intergroup conflict and cooperation; job design; leadership; sexual harassment.

Arrangements: The course is taught by Dr Hyun-Jung Lee and Professor John Kelly.

Lectures: 24 lectures (ID310).
Classes: 24 classes, MLS (ID310.A).

Written work: Students are required to write two essays and two class papers throughout the year.

Reading list: The following reading list contains some of the main volumes and some easily accessible introductory volumes. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course. M Argyle, *The Social Psychology of Work*, Penguin; J Arnold et al, *Work Psychology*, Pitman; J Hartley & G Stephenson, *The Psychology of Employment Relations*, Blackwell; R M Steers & L W Porter, *Motivation and Work Behaviour*, McGraw-Hill; P B Warr, *Psychology at Work*, Penguin.

Assessment: Students are required to write two essays during the year. The average mark comprises one-third of the final total. There is a formal three-hour examination in the ST. Candidates should answer three questions out of a choice of twelve.

INFORMATION SYSTEMS

IS143

Information Technology for the Social Scientist

Teachers responsible: Dr Shirin Madon, S105a and Dr S Scott, S109

Availability: This is an optional course for any Bachelor's degree where the regulations permit it. There are no pre-requisites. However, students must be familiar with MS Office software.

Core syllabus: This course explores concepts and themes relating to the role of information and communication technologies in society. The subject matter is aimed at social scientists who wish to develop an understanding of information and information systems resources from a social science perspective.

Content: The course explores concepts and themes concerning the role of computer-based information systems in society. These include: the role of IS in the transformation of modernity; the information society; IS and changes in the nature of work; information systems and ethics and IS security and risk. A range of computer-based information systems are discussed based around network and database technologies. Students are shown how to approach problem-solving activities using computer-based information systems. This includes: project management, resource scheduling, information manipulation, administration and presentation tasks. Emphasis is given to electronic resources for social scientists, for example: on-line searching, bibliographic software packages and special purpose databases.

Teaching: 40 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 that counts for 60% of the final mark.

INTERNATIONAL HISTORY

For some BA History courses, which are taught and examined on an inter-collegiate basis, students should also consult the White Pamphlet available from the International History Department. The Course Guide entry below indicates how the subject is taught at LSE.

HY100

The History of European Ideas Since 1700

(This course will be taught for the last time in 00/01)

Teacher responsible: Dr A C Howe, E600

Availability: For first year historians primarily. Available as an outside option where regulations permit.

Core syllabus: A survey of intellectual history from 1700 to the present, tracing the development of social thought and political ideologies within the broad context of European history.

Content: Among the issues examined are the spread of Enlightenment ideas and their relation to eighteenth-century government; the intellectual causes and consequences of the French revolution; the advent of modern conservatism and liberalism; sources of nationalism; the rise of anti-capitalist movements in particular socialism and anarchism; positivism and

ID399

Industrial Relations Project

Teacher responsible: Professor John Kelly, H805

Availability: Optional for BSc Industrial Relations and Human Resource Management, may only be taken in the third year.

Content: To be determined in each particular case by the supervisor and the student.

Teaching: Individual tutorials by arrangement.

Written work: 10,000 word project.

Assessment: Project to be handed in to the Administrative Secretary in H807 by 5.30pm on Monday 23 April 2001.

ID600

Labour/Management Problems Seminar

Teachers responsible: 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.

Assessment: This course is not examined.

IS340

Information Systems in Business

Teacher responsible: Ms N Mitev, S103. Other teacher involved: Dr C Avgerou S104

Availability: This is an optional course for any Bachelor's degree where the regulations permit it. Students are expected to have knowledge of information systems to a level equivalent to IS143 **Information Technology for the Social Scientist**.

Core syllabus: The course deals with management issues regarding the use of information technology in contemporary organisations. Questions addressed include:

What value can be gained by investing in information technology systems?
How can we decide what new information systems an organisation should develop?

Why do information systems projects fail?

How do organisations change as a result of utilising the potential of new technology?

How can we avoid alienating employees when introducing new information systems?

This is not a technical, hands-on course, rather it involves the study of a body of literature on management information systems.

Content: Understanding requirements for computer-based information systems; the systems development process; strategic perspectives of information systems; management of information systems; evaluation of information systems; organisational change and information systems; inter-organisational information systems.

Teaching: 20 lectures, 10 seminars, IS340.A 20 classes in the MT and LT.

Reading list: C Avgerou & T Cornford, *Developing Information Systems*, 2nd edn, Macmillan, 1998; I Angell & S Smithson, *Information Systems Management: Opportunities and Risks*, Macmillan, 1991; P Checkland, *Systems thinking, Systems practice*, Wiley, 1982; R Sprague & B McNurlin, *Information Systems Management in Practice*, 4th edn, Prentice-Hall, 1998.

Assessment: The course is examined on projects and exercises completed during the year worth 40% and a 3 hour formal examination that counts for 60% of the final mark.

the challenge of the irrational towards the end of the nineteenth century; and the dynamic links between social Darwinism, racism, imperialism, revolutionary syndicalism and fascism in the twentieth century. Stress is laid upon the individuals whose intellectual contributions shaped the various modern movements: their lives, their seminal ideas, and the means by which their influence was exerted.

Teaching: 22 lectures, by Dr T Hochstrasser, Dr A C Howe and others (HY100), 22 weekly classes (HY100.A).

Written work: Each student is required to write at least four essays during the year, as well as contributing occasional short oral presentations to the class.

Reading list: There is no specific required reading, (and no one book adequately covers the syllabus); but students will be expected to read a selection of primary and secondary literature, as recommended at the start of the year for each meeting of the class. Among the secondary works recommended are:

Norman Hampson, *The Enlightenment*; Leonard Krieger, *Kings and Philosophers, 1689-1789*; M Cranston, *Philosophers and Pamphleteers: Political Theorists of the Enlightenment*; G L Mosse, *The Culture of Western Europe: The Nineteenth and Twentieth Centuries*; D Outram, *The*

Enlightenment; Leszek Kolakowski, *Main Currents of Marxism* (3 Vols); H S Hughes, *Consciousness and Society; The Reorientation of European Social Thought, 1890-1914*; Michael Biddiss, *The Age of the Masses*.

Assessment: Three-hour examination in the ST based on the full syllabus ie not merely on topics 'covered' in lectures and classes. Candidates must answer four questions, taking at least one from the two (roughly chronological) sections into which the examination paper is divided.

HY101

The European Civil War, 1890-1990

Teacher responsible: Dr R Boyce, E506

Availability: For first year historians. Available as an outside option where regulations permit.

Core syllabus: An examination of the relationship between national tensions and international conflict in Europe from the emergence of German economic power and imperialist restlessness in the 1890s to the collapse of the Soviet Bloc one hundred years later.

Content: The course traces the consequences of the attempts by several leading powers in the 1890s to divert their internal social and economic tensions into militaristic expansion. The social dislocation consequent upon the First World War dramatically intensified such tensions and pushed the system to breaking point, most starkly in Russia. Faced by the existence of the Soviet Union, the Western Powers attempted to reconstruct their internal political and economic systems in such a way as to build defences against the left. The emergence of fascism as an extreme form of such defences had consequences for the international relations between states. Hopes that fascist external ambitions could be diverted eastwards were shattered by the German drive westwards in 1940. The temporary alliance of the Western democracies and the Soviet Union lasted long enough to secure the defeat of the Axis. Thereafter, the left-right political divide in international relations re-asserted itself in the Cold War. The course examines the creation of Western European prosperity in contrast with the problems of the Eastern bloc until the significant progress to European unity and Soviet block disintegration in the late 1980s.

Teaching: 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 Claudia, *The Communist Movement: from Comintern to Cominform*; V R Berghahn, *Modern Germany: Society, Economics & Politics in the Twentieth Century*; Robert Boyce & Esmonde M Robertson (Eds), *Paths to War: New Essays on the Origins of the Second World War*; Martin Clark, *Modern Italy, 1871-1982*; James Joll, *Europe since 1870*; Martin McCauley, *The Soviet Union since 1917*; Paul Preston, *The Spanish Civil War*; Gordon Wright, *France in Modern Times: From the Enlightenment to the Present*.

Assessment: Three-hour written examination in the ST.

HY112

Race, Sex and Slavery: the Western Experience

Teacher responsible: Dr A Sked, E503

Availability: Primarily for first year historians. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: A general survey course enabling students both to examine historical change over a much longer period than usual and to examine how human beings behave in contexts which are not exclusively – or even mainly – political. The focus of the course is the individual as a member of a race, family or sexual group, rather than as a political animal.

Content: The course will concentrate on the following areas: attitudes towards race in the classical world; Christianity and race; western attitudes to slavery; the rise and fall of the slave trade; ethnic perils and imperialism; decolonization; anti-semitism; scientific racism; fascism/nazism; racism as a contemporary problem; sexual attitudes in the classical world; in the medieval world; in the era of the Enlightenment; and after the industrial revolution; contemporary liberation movements, especially gays and women.

Teaching: Twenty-two lectures (HY112) and twenty-two classes (HY112.A).

Reading list: A detailed reading list will be issued at the start of the course, but key books include Leonie Archer (Ed), *Slavery and Other Forms of Unfree Labour*; Robin Blackburn, *The Overthrow of Colonial Slavery, 1776-1848*; John Boswell, *Christianity, Social Tolerance and Homosexuality*. Gay People in Western Europe from the Beginning of the Christian Era to the Fourteenth Century; L P Wilkinson, *Classical Attitudes to Modern Issues*; Michael Burleigh & Wolfgang Wippermann, *The Racial State, Germany 1933-1945*.

Written work: Four essays and two class papers during the academic year.

Assessment: A three-hour written examination in the ST, in which the candidates will be required to answer four questions.

HY113

From Empire to Independence: The Extra-European World in the Twentieth Century

Teacher responsible: Dr Antony Best, E408

Availability: For first year and General Course students. Available as an outside option for first and second year students where regulations permit.

Core syllabus: An introductory survey of events outside Europe in the twentieth century, with a particular emphasis on the collapse of the Western colonial empires, the development of relations between the West and new states within Asia, Africa and Latin America, and the rise of non-Western models of political development.

Content: The state of the European empires in the first half of the century; the Japanese challenge to the West; the Chinese revolution; Indian independence; the Palestinian issue and the birth of Israel; the decolonization process in Asia and Africa; the Japanese developmental state; US relations with Latin America; the rise of the non-aligned movement; the development of the Arab and non-Arab Middle East; American and Soviet relations with the Third World; post-independence South Asia; the modernization and underdevelopment debates; the development of ASEAN and the Asian 'tiger' economies; post-independence Africa; China under Mao and Deng; the rise of Islamic fundamentalism; the Gulf War and the Arab-Israeli peace process.

Teaching: Twenty lectures (HY113) and twenty classes (HY113.A). Lectures to be given by Dr Best, Dr Hanhimaki 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).

Assessment: Three-hour written examination in the ST.

HY114

War and Society from the Renaissance to the Napoleonic Era, c 1500-1815

Teachers responsible: Dr Janet Hartley, E405, Dr T Hochstrasser, E601, Professor M J Rodriguez-Salgado, E603 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 nationalism. At the heart of the course is the lively debate relating to the 'Military Revolution' in the West, which ranges from questions of absolutism and banking, to tactics and weaponry.

Special attention will be paid to technological changes and the clashes between different cultures and systems across the globe, which will embrace the conflicts between European states and those in the Americas, Africa and the Far East, as well as the Ottoman empire. National armies and navies will be studied and compared with irregular land and naval forces. The way that war was justified and presented through various artistic media will also be considered. The lectures and classes will combine wide-ranging thematic analysis with the study of specific wars and war-fronts.

Content: War dominates the history of the period. It accounts for the development of states and empires which survived to the present century. It was the primary catalyst for extraordinary political, technological and financial changes. The course explores the dramatic impact of the almost continuous wars of European powers, not only within the continent, but throughout the globe. It examines the evolution of regular forces of states on land and sea; the changes in composition, size, tactics and weaponry, as well as changing defensive strategies adopted by different states. But it also seeks to evaluate the importance of irregulars such as guerrillas, pirates, bandits and Cossacks, ranging from the Mediterranean to the Atlantic; from Northern Ireland to the Ukraine. The enduring question of whether Europeans succeeded in establishing huge colonial empires due to military advantages will be analysed in some depth, with assessment of the impact of this extension to international, economic and military networks. A case study of the Ottoman empire offers interesting comparisons and broadens the analysis of ideological factors.

Lectures will frequently deal with broad topics, ranging from motivation and justification of war, to the evolution of nationalism and the emergence of mass war. Among other topics covered are the effects of disease, commerce and tax burdens. Classes, in contrast, will frequently focus on a specific war, war-front or campaign, which will serve to illustrate a type of warfare or to illuminate a particularly important moment of change. Beside the topics mentioned above, the classes include: the French Religious Wars; the Armada; the Glorious Revolution; the Thirty Years' War; the siege of Vienna; the wars of Frederick the Great; Russia's emergence as a world power; the Revolutionary and Napoleonic Wars. Students will be encouraged to look at contemporary documents and to use the art and music of the period.

Teaching: There will be twenty lectures and twenty classes, as well as two revision sessions. Students are required to do some reading for classes and four essays.

Reading list: A full reading list will be provided at the start of the course. Useful introductory works include:

M Howard, *War in European History*; G Parker, *The Military Revolution: Military Innovation and the Rise of the West, 1500-1800*; J Black, *A Military Revolution? Military Change and European Society, 1550-1800*; F Tallett, *War and Society in Early Modern Europe, 1495-1715*; J R Hale, *War and*

Society in Renaissance Europe, 1450-1620; M S Anderson, *War and Society in Europe of the Old Regime, 1618-1789*; G Best, *War and Society in Revolutionary Europe, 1770-1870*. The recommended surveys for the political background are: R Bonney, *The European Dynastic States, 1494-1660*; D McKay & H Scott, *The Rise of the Great Powers, 1648-1815*.
Assessment: Three-hour written examination in the ST.

HY115**National Identity in the British Isles c 1707-1951**

Teacher responsible: Dr A C Howe, Room 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, c 1705-1951. It is concerned both with the emergence of 'Britishness' in the eighteenth century but sets this against the rise of alternative Welsh, Scottish, and Irish identities. It traces the development of patriotism under the impact of the wars against France (1793-1815), during the expansion of empire on the later nineteenth century, and in the First and Second World Wars. It traces both the integration of ethnic identities within British Empire but also looks at the emergence of separatist nationalism and Unionism in Ireland, the roots of Scottish and Welsh nationalism, and the rise of the colonial nationalism within the British Empire.

Teaching: 20 lectures and 21 weekly classes to be given by Dr A C Howe and others.

Written work: Each student is required to write at least four essays during the year, as well as contributing occasional short oral presentations to the class.

Reading list: L Colley, *Britons: the forging of the nation state* (1992); Special Number, 'Britishness', *Journal of British Studies*, 1992; H F Kearney, *The British Isles: a History of Four Nations* (1989); K Robbins, *Nineteenth Century Britain: Integration and Diversity* (1988); G Newman, *The Rise of English Nationalism* (1986); R Samuel (Ed), *Patriotism: the making and unmaking of British National Identity* (3 vols, 1988); C Kidd, *British Identities before nationalism: ethnicity and nationhood in the Atlantic World, 1600-1800* (1999); L Brockliss & D Eastwood (Eds), *A Union of Multiple Identities?* (1997); T M Devine, *The Scottish Nation, 1709-2000* (1999); R F Forster, *Modern Ireland, 1600-1972* (1989).

Assessment: Three hour written examination in the ST.

HY201**British History 1760-1914**

Teacher responsible: Dr A C Howe, E600

Availability: For second and third year historians. Other students may take this course as permitted by the regulations for their degrees. No special qualifications are required. Students wishing to follow the course, however, are advised to acquire an outline knowledge of the period in advance by consulting the works listed in the reading list below.

Core syllabus: The course surveys the history of the British Isles between the accession of George III and the outbreak of the First World War. While primarily concerned with parliamentary and extra-parliamentary politics, attention is also given to economic and social change, to religion and the history of ideas, and to Britain's foreign and imperial relations.

Content: Politics in the age of George III, oligarchic and popular; movements of popular protest, radicalism and parliamentary reform; the changing social basis of political power; the development of political parties and their ideologies; the emergence of Labour; the Irish Question; Britain's imperial and foreign policy; related themes in religious, economic, social, urban, cultural and women's history.

Teaching: Teaching is by a combination of lectures, classes and (most important) individual study and written work. The principal lecture course is HY201.

Students may also wish to attend the lectures given by Dr Hunt in the Economic History Department on the **Economic and Social History of Britain from 1830** (EH210).

Weekly classes (HY201.A) will be given during the MT and LT and during the first two weeks of the ST. Attendance at these classes is a course requirement.

Written work: Students will be expected to produce at least four essays during the year, for marking by and discussion with their class teacher. They should also be prepared to give short class papers. It should be stressed that it is primarily on this written work and on private reading that students' preparedness for the examination will depend.

Reading list: The following list contains recommended introductory surveys. A full bibliography will be provided at the beginning of the MT. I R Christie, *Wars and Revolutions: Britain, 1760-1815* (Arnold); L Colley, *Britons: The Forging of a Nation* (1993); K T Hoppen, *The Mid-Victorian Generation, 1846-86* (1998); M Bentley, *Politics without Democracy: Britain, 1815-1914*; N Gash, *Aristocracy and People: Britain, 1815-1865* (Arnold); N McCord, *British History, 1815-1906* (Oxford); R T Shannon, *The Crisis of Imperialism, 1865-1915* (Granada); J Parry, *The Rise and Fall of Liberal Government in Victorian Britain* (1993).

Assessment: Three-hour question paper in the ST. Candidates are expected to answer four questions.

HY202**International History since 1890**

Teacher responsible: Professor M Knox, E410

Availability: Intended primarily for second-year undergraduates. Available as an outside option where regulations permit.

Core syllabus: The history of international relations from the 1890s through the 1990s. The course emphasises the changing character of international politics over the course of the 'long twentieth century'.

Content: Lectures and classes fall into five distinct chronological and analytical phases. The first segment of the course covers the 'globalization' of the European balance-of-power system after 1890 through the advent of extra-European great powers: Russia-in-Asia, Japan, and the United States, and the crisis and collapse of the system in the First World War. The second segment covers the failure of both attempts to tame the resulting chaos: Wilson's new vision of international politics and British and French efforts to reconstitute the 1914 world. The consequences of failure – the successful revolt against world order of four discontented powers, Imperial Japan, Fascist Italy, National Socialist Germany, and the Soviet Union – and the outbreak of the 'second round of the German War', close the third phase. The fourth phase opens with the expansion of European war into global war and closes with the birth of a bipolar world order dominated by the United States and the USSR. The ensuing era of superpower rivalry forms the fifth segment; themes covered include the origins of the Cold War in both Europe and Asia, decolonisation, European unity, the 'American war' in Vietnam, and the rise and fall of superpower détente. The final phase of the course examines the causes and consequences of the collapse of the Soviet empire, the rising power of China, the ascendancy of American neo-liberalism and the responses of its adversaries, and the fate of war and the state in the post-Cold War world.

Teaching: Twenty-two lectures and twenty-two classes. Participating lecturers: Professor Stevenson, Professor Knox, Dr Westad, Dr Ludlow, Dr Ashton.

Written work: Students will be required to write four essays during the course of the year, two in MT and two in LT, from a list of essay topics provided at the beginning of the course.

Introductory readings: W R Keylor, *The Twentieth Century World: an International History*; C J Bartlett, *The Global Conflict, 1880-1970*; D Stevenson, *The First World War and International Politics*; M E Howard, *The Continental Commitment: the Dilemma of British Defence in the Era of the two World Wars*; P M H Bell, *The Origins of the Second World War in Europe*; Akira Iriye, *The Origins of the Second World War in Asia and the Pacific*; J P Dunbabin, *International Relations since 1943* (vols. I & II).

Assessment: Three-hour formal examination in ST. The paper has two sections that cover (respectively) the periods 1890-1941 and 1941 to the present. Students must answer at least one question from each of the two sections, and four questions in all.

HY205**The Witchcraze and Modern Witch-hunts**

Teacher responsible: Professor M J 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: A study of the witch-hunts and hysteria that spread through Europe and its dependencies from the late fifteenth to the late seventeenth centuries. It will examine the ideas and fears that led to the witchcraze and to its demise, and consider also the most important economic, social and legal aspects that shaped this phenomenon. There will be an intensive document-based study of a number of cases, eg Salem, Mary Glover, Loudon, the Benandanti, and the Basque trials of 1610. The course will close with an examination of witchcraze as a paradigm in Western culture, in relation to the Red Scare/McCarthy trials; Nazi and Stalinist persecution, and child abuse cases.

Content: From the late fifteenth to the late seventeenth centuries many areas of Europe and European settlements overseas were gripped by extraordinary fears about witchcraft that resulted in regular persecution of witches, and occasionally in major witch-hunts. This course analyses those fears, looking at notions of God, the Devil, the sabbath, sexuality and guilt; attitudes to women and children; as well as the economic and social tensions underpinning the hunts. It will consider the legal aspects in some detail, the types of persecution, importance of confession and proof, and the impact of changes in legal practice. The heart of the course will consist of comparisons between the witch-hunts in different parts of Europe and North America, alongside the study of documents relating to specific cases of witchcraft and possession. The complex trends that led to the end of the movement: medical, legal, religious, and scientific will be considered. The witchcraze tells us a great deal about the cultural, political, social and economic tensions in the early modern world. It is doubly important, however, because it has remained as a powerful memory and symbol in the 'collective consciousness' of the West. The final section of the course compares the witchcraze to the persecution of several "out-groups" and dissidents in the twentieth century, and explores the concept of moral panics.

Teaching: Forty contact hours consisting of lectures (HY205), and classes (HY205.A). Two revision classes. An opportunity to discuss essays individually. Students are required to do reading for classes and to write four essays.

Reading list: A full reading list will be issued at the beginning of the course. The following are essential reading: N Cohn, *Europe's Inner Demons. An Enquiry Inspired by the Great Witch-Hunt* (1975; paperback

Paladin, 1976ff); A C Kors & E Peters, *Witchcraft in Europe 1100-1700* (Dent & Sons, 1973); H Kramer & J Springer, *Malleus Maleficarum* (Summers edn, Dover, 1971); C Lerner, *Enemies of God* (1981; pbk Basil Blackwell, 1983); B P Levack, *The Witch-Hunt in early modern Europe* (Pbk, Longman, 2nd edn, 1994); C Ginzburg, *The Night Battles. Witchcraft and Agrarian Cults in the Sixteenth and Seventeenth Centuries* (Routledge & Kegan Paul, 1983); K Thomas, *Religion and the Decline of Magic* (1971; pbk Penguin, 1973); R Briggs, *Witches and Neighbours* (1996, pbk 1997).
Assessment: Three-hour examination in the ST.

HY208**The History of the United States since 1783**

Teacher responsible: Dr A Sked, E503

Availability: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees. A commitment to work, an analytical mind, and an ability to write are pre-requisites.

Core syllabus: A survey of the political, diplomatic, social, economic and constitutional history of the USA since 1783.

Content: Topics covered will include the framing of the constitution; the establishment and development of federal institutions; the politics of the founding fathers; the 'age of good feelings'; Jacksonian democracy; slavery and the South; the Civil War; reconstruction; the moving frontier; the era of the 'robber barons'; populism and progressivism; Jim Crow; US imperialism; isolationism and world wars; the US and the Cold War; civil rights and the 'great society'; the war in Vietnam; politics and society in contemporary America. General interpretations of US history will also be covered.

Teaching: One lecture (HY208) and one class (HY208.A) per week for 22 weeks. Students will be expected to do at least one class paper per term and to write at least four essays.

Reading list: Key works include: Hugh Brogan, *The Pelican History of the United States of America*; Bruce Collins, *The Origins of America's Civil War*; Eric Foner, *Reconstruction, America's Unfinished Revolution, 1863-1877*; Paul Kennedy, *The Rise and Fall of the Great Powers, Economic Change and Military Conflict from 1500 to 2000*; J M McPherson, *Battle Cry of Freedom, The Civil War Era*; B W Poulson, *Economic History of the United States*; A A Rappaport, *A History of American Diplomacy*; C van Woodward (Ed), *A Comparative Approach to American History*.

Assessment: Three-hour examination in ST in which students will have to answer four questions out of at least twelve.

HY209**The Spanish Civil War: Its causes, course and consequences**

Teacher responsible: Professor P Preston

Availability: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: An examination of the relationship between levels of social and economic development and political structures in Spain through a survey of the history of contemporary Spain in its European context from the revolutionary upheavals of 1917 to the consolidation of the Franco regime in the 1940s.

Content: The course traces the tensions between progressive and reactionary forces in Spain in the twentieth-century which culminated in the Spanish Civil War. It begins in the period of industrial take-off during the First World War, examining the consequent social upheaval and the imposition of the military dictatorship of General Primo de Rivera in 1923. Thereafter, it deals with the failure of the dictatorship, the breakdown of the democratic Second Republic, 1931-1936. The Spanish Civil War, 1936-1939 is dealt with in detail with considerable attention to its international context, its military course and the revolutionary events in the Republican zone. The social and political consequences of the war are considered in both their domestic and international contexts: the making of the Franco dictatorship; the relationship with the Axis; the consolidation of the relationship with the USA.

Teaching: Twenty-two lectures (HY209) and 22 classes (HY209.A).

Written work: Students will be expected to write 4 essays and to present a number of brief class reports.

Reading list: A preliminary list of important works follows. Fuller bibliographies will be given throughout the course. Titles available in paperback are marked with an asterisk: Gerald Brenan, *The Spanish Labyrinth* (*Cambridge University Press, 1943); Raymond Carr, *Spain, 1808-1975* (*Oxford University Press, 1982); Paul Preston, *The Coming of the Spanish Civil War*, 2nd edn (*Routledge, 1994); Paul Preston, *France: A Biography* (*HarperCollins, 1993); Paul Preston, *A Concise History of the Spanish Civil War* (*Fontana Press, 1996); Paul Preston, *The Politics of Revenge: Fascism and the Military in Twentieth Century Spain* (*Routledge, 1994); Paul Preston (Ed), *Revolution and War in Spain 1931-1939* (Routledge, 1984); Paul Preston & Ann Mackenzie (Eds), *The Republic Besieged: Civil War in Spain 1936-1939* (Edinburgh University Press, 1996); Paul Preston, *The Triumph of Democracy in Spain* (*Routledge, 1986).

Assessment: Three-hour written examination in the ST.

HY211**Japan in the Twentieth Century**

Teacher responsible: Dr Antony Best, E408

Availability: For second year historians. There are no formal pre-requisites for this course, but some knowledge of the international history of East Asia in the twentieth century would be useful.

Core syllabus: The political, economic and diplomatic history of Japan in the Twentieth Century.

Content: Subjects covered by the course include: the rise of political parties in late Meiji Japan; the Russo-Japanese War; the creation and operation of the Japanese Empire; Taisho democracy and Shidehara diplomacy; the economic stagnation of the 1920s and the Depression; Japanese nationalism and the radicalization of the military; the Manchurian Crisis and the collapse of party government; the 26 February 1936 Incident; Japan as a fascist state; tensions and conflict with China; Pearl Harbor and the Pacific War; the American Occupation and the reform of Japan; the revival of Japanese democracy; the San Francisco peace conference; the formation and political supremacy of the Liberal Democratic Party; the Security Treaty crisis of 1960; the Japanese economic miracle; the Nixon shocks and tensions with the United States; the Nakasone government.

Teaching: The course will be taught by both lectures and classes. There will be 21 lectures (HY211) and 21 classes (HY211.A) held in the MT and LT.

Written work: Students will be required to submit two essays per term and to present a number of class papers.

Reading list: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the syllabus and should be regarded as essential.

Bibliography: M A Barnhart, *Japan Prepares For Total War. The Search For Economic Security 1919-1941*; W G Beasley, *Japanese Imperialism 1894-1945*; G M Berger, *Parties out of Power in Japan 1931-1941*; J Dower, *Empire and Aftermath, Yoshida Shigeru and the Japanese Experience 1878-1954*; P Duus (Ed), *Cambridge History of Japan Volume 6 The Twentieth Century*; J Hunter, *The Emergence of Modern Japan*; S Large, *Hirohito*; T Nakamura, *The Postwar Japanese Economy*; I H Nish, *Japanese Foreign Policy 1869-1942*; M Schaller, *The American Occupation of Japan: The Origins of the Cold War in Asia*; R L Sims, *The Political History of Japan 1868-1952*.

Assessment: Three-hour formal examination taken in the ST. The paper will consist of 16 questions divided into two sections: Section A will cover the period up to 1945 and Section B from 1945 to the present. Students are required to answer at least one question from each section.

HY214**The Middle East in the Twentieth Century**

Teacher responsible: Dr Kirsten Schulze, E507

Availability: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: This course examines the social and political history of the Middle East in the twentieth century. The main focus is on the creation and development of the modern states in the region covering the Arab Middle East as well as Turkey, Israel and Iran. Special attention is given to colonialism, nationalism, identity, superpower involvement, democracy and governments. The position of the military, Islam, minorities and women will also be discussed. And finally, this course analyses the impact of regional conflicts on stability and legitimacy looking at the Arab-Israeli conflict, the Iran-Iraq war and the Gulf War.

Teaching: The course will be taught by both lectures and classes. There will be 20 lectures (HY214) and 20 classes (HY214.A) held in the MT and LT.

Reading list: A full reading list will be provided at the start of the course. Useful introductory works are: Michael Hudson, *Arab Politics*; Giacomo Luciani (Ed), *The Arab State*; Roger Owen (Ed), *State, Power and Politics: The Making of the Modern Middle East*; Albert Hourani, *The Emergence of the Modern Middle East*; Arthur Goldschmidt, *A Concise History of the Middle East*; Mark Tessler, *A History of the Arab-Israeli Conflict*; M E Yapp, *The Near East since the First World War*.

Assessment: Three-hour written examination.

HY221**The History of Russia, 1682-1917**

Teacher responsible: Dr Janet Hartley, E405

Availability: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: An introduction to the history of Russia in all its major aspects from the reign of Peter I to the Bolshevik Revolution.

Content: The reforms of Peter I and Catherine II; Russian foreign relations and the expansion of the Russian Empire; social and economic problems and developments (the growth and abolition of serfdom, industrial growth etc); the development of opposition to Tsardom; the 1905 Revolution and the collapse of the Imperial regime.

Teaching: Twenty-two lectures (HY221) and 22 classes (HY221.A) in the MT, LT and ST.

Written work: Students will be required to write four essays, for which lists of subjects, with accompanying suggested reading, will be given out during the course. They will also be expected to take an active part in class discussions and to present papers in class on subjects indicated in advance.

Reading list: A useful introduction is provided by: N V Riasanovsky, *A History of Russia*; P Dukes, *The Making of Russian Absolutism, 1613-1801*; H Seton-Watson, *The Russian Empire, 1801-1917*; D Saunders, *Russia in the Age of Reaction and Reform, 1801-1881*; H Rogger, *Russia in the Age of Modernisation and Revolution, 1881-1917*; L Kochan, *Russia in Revolution 1890-1918*; J Hartley, *A Social History of the Russian Empire 1650-1825*; J Blum, *Lord and Peasant in Russia from the Ninth to the*

Nineteenth Century; M E Falkus, *The Industrialisation of Russia, 1700-1914*; J Billington, *The Icon and the Axe*; M Raef, *Understanding Imperial Russia: State and Society in the Old Regime*; R Pipes, *Russia under the Old Regime*; R Pipes, *The Russian Intelligentsia*.

Assessment: Three-hour formal examination in the ST. The examination will normally contain 16 questions, of which four must be answered.

HY222

France in International Affairs, 1940-1981: European, Colonial and East-West Conflict

Teacher responsible: Dr R Boyce, E506

Availability: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: The course examines the history of French external relations from the collapse of the Third Republic to the start of the Mitterrand presidency. It deals not only with conventional foreign policy but also the period of German occupation between 1940 and 1944, the struggle to maintain a colonial empire until the 1960s, and relations with France's partners in the European Community. French external policy, whether that of Pétain, de Gaulle or their postwar successors, has frequently diverged sharply from the policies of other Western powers and occasionally brought them into confrontation. The course seeks to explain the domestic origins and the peculiarities of French policy.

Content: Foreign and defence policy in the Phoney War; the Vichy régime and Germany; sources of conflict between de Gaulle, Churchill and Roosevelt; French Nazis and the German New Order; the Resistance, the PCF and relations with the Soviet Union; France and the postwar-occupation of Germany; France, the Marshall Plan, and the creation of the Western alliance; the struggle to retain control of Indo-China; the significance of the Schuman Plan of May 1950; the failure of the European Defence Community proposal and German rearmament; France and the Suez crisis; de Gaulle and the struggle for Algeria; the end of the Middle East, North African and Black African empires and the strategy of informal empire; Franco-German relations and Europe; France as a nuclear power; Gaullism and the French foreign policy tradition.

Teaching: Twenty lectures (HY222) and 20 classes (HY222.A).

Written work: Students will be expected to write at least four essays and to present a number of brief class reports.

Select Bibliography: C de Gaulle, *War Memoirs*, 3 vols (1955-60); J Lacouture, *De Gaulle*, 2 Vols (1989, 1991); J Lacouture, *Pierre Mendès France* (1984); R O Paxton, *Vichy Régime: Old Guard and New Order* (1972); R O Paxton & N Wahl (Eds), *De Gaulle and the United States* (1994); G de Carmoy, *French Foreign Policies, 1944-1968* (1970); J Daloz, *The Indochina War, 1945-54* (1990); A Horne, *A Savage War of Peace: Algeria, 1954-1962* (1977); R Aldrich & J Connell (Eds), *France in World Politics* (1989). A more detailed reading list will be provided at the start of the course.

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, E601

Availability: Primarily for second year historians, but is also available to General Course students and as an outside option. Students are advised to do some preparatory reading from the list below. The course will include extensive document-based study of original sources.

Core syllabus: The course will examine the political, constitutional, military and intellectual history of German Central Europe from the final phase in the history of the Holy Roman Empire through to the decisive victory of Prussia over Austria in 1866.

Content: The course offers an examination of the struggle within German Central Europe between the Habsburg Monarchy and Prussia in the period from the end of the Thirty Years War to the Austro-Prussian War of 1866. This structure is used as the basis for an examination specific to the early modern period of the question of whether there is a *Sonderweg* or 'special path' in German history. Therefore intellectual and cultural history will also be touched upon to provide a wide coverage of the complex mentalities as well as the international and regional politics of this period. The first term will cover the period up to 1789 and topics analysed will include the reconstruction of Prussia under the Great Elector; the consolidation and expansion of the Habsburg Monarchy under Leopold I; the impact of Louis XIV within Germany; the significance of Pietism and the culture of the Baroque; the continuing importance of the structures of the Holy Roman Empire amidst attempts to reform them; the role of enlightened absolutism and cameralism; the diplomacy of the *Pragmatic Sanction*; the political and military achievements of Frederick the Great and the Habsburg response under Maria Theresa and Joseph II.

In the second term there will be detailed assessment of the impact of the Revolutionary and Napoleonic Wars and the reconstructed Austrian Empire; the emergence of nationalism, liberalism and conservatism before 1848; the different ways in which the 'German Problem' might have been resolved; the reasons for the ultimate emergence of unification upon Prussian terms. The course will end with a review of the overarching explanations for this outcome, and an assessment of its significance for later German history.

Teaching: Forty contact hours consisting of twenty lectures (HY223) and twenty classes (HY223.A).

Written work: Students are required to produce four essays in the course of the year, to do preparatory reading for the classes and give short talks in class.

Reading list: A full reading list will be issued at the start of the course, but the following works may be considered essential reading: *R Vierhaus, *Germany in the Age of Absolutism* (1988); J Gagliardo, *Germany under the Old Regime, 1600-1790* (1991); C Ingrao, *The Habsburg Monarchy, 1618-1815* (1994); E J Feuchtwanger, *Prussia: Myth and Reality. The Role of Prussia in German History* (1970); J J Sheehan, *German History, 1770-1866* (1989); A Sked, *The Decline and Fall of the Habsburg Empire, 1815-1918* (1989); J Breuille, *The Formation of the First German Nation State, 1800-1871* (1996); H James, *A German Identity, 1770-1990* (1991); *B Simms, *The Struggle for Mastery in Germany 1779-1850* (1998).

Assessment: Three-hour written examination in the ST.

HY224

The Rise and Fall of the Spanish Monarchy and Empire

Teacher responsible: Professor M J Rodríguez-Salgado, E603

Availability: For second and third year undergraduates. Available to General Course students and as an outside option where regulations permit.

Core syllabus: A broad, thematic study of the Rise and Fall of the Spanish Monarchy and Empire from the late fifteenth to the late nineteenth century. It traces the political, commercial and cultural evolution of the Spanish Monarchy in its European and extra-European dimensions. Much of it deals with international relations, but economic and cultural factors play an important part.

Content: Among the topics covered are the political and religious wars that divided Christendom; the political and commercial struggles for domination of the Americas; the impact of ethnic cleansing and imposition of Catholic orthodoxy over the Hispanic world; as well as the role played by Spain in the development of British hegemony and Napoleon's fall. The Black Legend is dealt with, as is the impact of Spanish culture and hispanism on friend and foe. The course ends with a discussion of the extent to which its history can be used as a paradigm from which to evaluate the pattern of present day empires (namely USA and USSR/Russia).

Teaching: Forty hours of lectures (HY224) and classes (HY224.A). Two revision classes. A chance to discuss essays individually.

Written work: Students are required to do reading for classes and to write four essays.

Reading list: A full bibliography will be issued at the beginning of the course. The following are essential reading: J H Elliott, *The Hispanic World. Civilization and Empire. Europe and the Americas. Past and Present* (Thames & Hudson, London, 1991); J H Elliott, *Imperial Spain, 1469-1719* (1963); H Kamen, *Spain, 1469-1714: A Society of Conflict* (2nd edn, 1991); J Lynch, *Bourbon Spain, 1700-1808* (1989); R Carr, *Spain, 1808-1975*; J H Elliott, *Spain and its World, 1500-1700* (Cambridge, 1989); J H Parry, *The Spanish Seaborne Empire* (London, 1966); M Lunenfeld (Ed), *1492: Discovery, Invasion, Encounter* (Lexicon, 1991).

Assessment: Three-hour unseen examination in the ST.

HY226

The Great War, 1914-1918

Teachers responsible: Professor M Knox, E410 and Professor D Stevenson, E604

Availability: This course is intended primarily as a second- or third-year option for undergraduate students. It is available to General Course students and as an outside option for students taking other LSE first degrees as regulations and timetabling permit.

Core syllabus: The international and comparative history of the First World War. The military, diplomatic, political, economic, social, and cultural aspects of the conflict will all receive attention.

Content: The origins and outbreak of the war; the military campaigning on the Western, Eastern, Italian, and extra-European Fronts; the war at sea and in the air; the intervention of neutral Powers, war aims and attempts to negotiate peace; domestic politics in the belligerents; the war's economic and social effects; the experience of combat; the Russian Revolution and the road to the Armistice; the impact of the war on the international system and on individual and collective consciousness.

Teaching: Twenty-two lectures (HY226) will be given by Professor Knox and Professor Stevenson. Twenty-two classes (HY226.A) will be given by Professor Knox and Professor Stevenson.

Written work: Students will be required to write two essays in the MT and two essays in the LT. One of the latter will count towards continuous assessment.

Reading list: H Herwig, *The First World War: Germany and Austria-Hungary, 1914-1918* (London, 1997); M Eksteins, *Rites of Spring: the Great War and the Birth of the Modern Age* (1989); G Hardach, *The First World War, 1914-1918* (1977); J Joll, *The Origins of the First World War* (1984); A Millett & W Murray (Eds), *Military Effectiveness, Volume I. The First World War* (1988); D Stevenson, *The First World War and International Politics* (1988); N Ferguson, *The Pity of War* (1998); J Keegan, *The First World War* (1998).

Assessment: 75% of the final mark will be awarded on the basis of performance in a three-hour written examination taken in the ST. Candidates will be expected to answer four out of twelve questions. 25% of the final mark will be awarded on the basis of the one 2,500-word essay submitted in the LT.

HY227

From Adam Smith to Globalisation: the international history of free trade since 1776

Teacher responsible: Dr A C Howe, E600

Availability: Primarily for second and third year students. Available as an outside option where regulations permit.

Core syllabus: The course provides a historical background to current debates on globalisation by tracing the history of free trade since Adam Smith's *Wealth of Nations* (1776) with reference to its intellectual background, its impact upon the international trade policies of the leading world powers, and their attempts to construct an international economic order, which in recent years has been an integral part of the trend towards globalisation.

Content: Adam Smith's *Wealth of Nations*, the ideal of a 'free trade world' and the critique of mercantilism; the diffusion of free trade ideas in Britain, Europe and America; the Repeal of the Corn Laws (1846) and British economic hegemony in the 19th century world order; the 'free trade interlude' in France; Germany, customs unions, and the rise of economic nationalism; the genesis of a common market in nineteenth century Europe; the impact of the 'Great Depression' and the German protectionist model; free trade and Europe's imperial expansion, 1860-1914; the climax of free trade, 1890-1914; the First World War and the breakdown of the international economic order; attempts to reconstruct world trade and the emergence of freer trade in the United States; the Second World War and the rethinking of the international economic system (including the LSE contribution of Meade and Robbins); American hegemony and international trade diplomacy from GATT to WTO; the re-emergence of a Smithian economic world order and the debate on globalisation.

Teaching: Teaching is by a combination of lectures, classes and individual study. The principal lecture course is HY227. Weekly classes will be given during the MT and LT, with two revision classes in the ST. Students may also wish to attend lectures for EH101 *The Internationalisation of Economic Growth*.

Written work: Students will be expected to produce at least four essays during the year, and should also be prepared to give short class presentations.

Reading list: No one book covers the whole course, but the following cover substantial segments of it:

H Mizuta & C Sugiyama, *Adam Smith: International Perspectives* (1993); D Verdier, *Democracy and International Trade* (1994); A C Howe, *Free Trade and Liberal England* (1997); D Irwin, *Against the Tide: an Intellectual History of Free Trade since 1776* (1996); A Marrison (Ed), *Free Trade and its Reception, 1815-1960* (1998); P Hirst & G Thompson, *Globalisation in Question* (1996).

Assessment: Three-hour written examination in the ST.

HY228

Leadership or Detachment? British Policy Towards Western Europe, 1947-1973

Teacher responsible: Dr N Piers Ludlow, E508

Availability: Primarily intended for second and 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.

HY229

China and the World, 1840-1990

Teacher responsible: Dr O A Westad, E502

Availability: Primarily for second year historians. Other students, including general course students, may take this course as permitted by the regulations of their degrees.

Core syllabus: The main purpose of this course is to provide an overview of the history of China with special emphasis on its international relations from the Opium War and up to the end of the 1980s. Particular attention will be paid to the interaction between domestic history and foreign affairs, and to the role played by the Chinese Communist Party.

Content: China and the eighteenth century world, the Opium Wars; the Taiping rebellion; the late Qing crisis; the end of imperial China; Sun Yat-sen and the Guomindang; Mao Zedong and the founding of Chinese Marxism; the Northern Expedition; the Guomindang state; the Long March; the war against Japan; the effects of World War II; the civil war; the establishment of the People's Republic; the Korean War; the Sino-Soviet alliance; the Great Leap Forward; the Cultural Revolution; Deng Xiaoping's reforms; China and the world in the 1980s.

Teaching: The course will be taught by both lectures and classes. There will be 20 lectures and 22 classes held in the MT, LT and ST.

Written work: Students will be required to submit two essays per term and to present a number of class papers.

Reading list: A detailed reading list will be issued at the start of the course, but the following survey texts are essential: J Spence, *The Search for Modern China*; L Eastman, *Family, Fields and Ancestors*; L Eastman, *The Nationalist Era in China*; R MacFarquhar, *The Politics of China, 1949-1989* (2nd edn).

Assessment: Three-hour examination in the ST. Students will be expected to answer four questions.

HY230

The Early Colonial Empires: Europe and the World 1400-1750

Teacher responsible: Dr J-P Rubiés

Availability: For second and third year historians and general course students. Available as an outside option for second and third years where regulations permit.

Core syllabus: The purpose of this course is to introduce the theme of the early expansion of Europe by analysing in some detail the Spanish and Portuguese imperial systems in Asia, Africa and America. The course will then go on to study seventeenth century commercial companies and their impact on European politics through the development of rival colonial projects. The emphasis of the course will be on comparing different colonial systems rather than studying them in isolation. It will consider both European activities and non-European reactions.

Content: Frontier societies in the Latin Christian world and the medieval expansion of Europe; Exploration and discoveries in the Atlantic: explaining Vasco de Gama and Columbus; The Portuguese in Asia: trade, mission, conquest; The Spanish in America: a successful conquest?; Mission and acculturation in the Catholic world; The Dutch and British companies and the question of political economy; Trade and slavery before the eighteenth century; Asia in the seventeenth century; America in the seventeenth century; Colonial competition before and after the war of Spanish succession; The Golden century in Brazil; The British conquest of Bengal.

Teaching: 20 lectures and 20 seminars combined in a weekly two-hour session.

Written work: Students will be required to write 4 essays, and prepare two seminar presentations.

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 Fern-ndez-Armesto, *Before Columbus* (1987); L Bethell (Ed), *Colonial Spanish America* (1987); J H Parry, *The Spanish seaborne empire* (1990); J H Elliott, *The Old World and the New, 1492-1650* (1970); L McAlister, *Spain and Portugal in the New World, 1492-1700* (1984); C R Boxer, *The Portuguese seaborne empire 1415-1825* (1989); B W Diffie & G Winius, *Foundations of the Portuguese Empire 1415-1580* (1977); S Subrahmanyam, *The Portuguese empire in Asia, 1500-1700* (1993); C R Boxer, *The Dutch seaborne empire, 1600-1800* (1998); A M McFarlane, *The British in the Americas, 1480-1815* (1994); K R Andrews, *Trade, plunder and settlement. Maritime enterprise and the genesis of the British empire 1480-1630* (1984); C R Boxer, *The Christian century in Japan* (1993); I Clendinnen, *Ambivalent Conquests* (1987); K N Chaudhuri, *Trade and civilisation in the Indian Ocean* (1985); N Steensgaard, *The Asian trade revolution of the seventeenth century* (1974); P Curtin, *The rise and fall of the plantation complex* (1990); H Furber, *Rival empires of trade in the Orient, 1600-1800* (1976).

Assessment: Three-hour written examination in the ST.

HY231

Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution (1500-1640)

Teacher responsible: Dr J-P Rubiés

Availability: For second and third year historians. Available as an outside option for second and third years 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 Italy in 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 evolution of absolutist and parliamentary political regimes. Each of these topics will be used as background for a more focused analysis of the cultural and intellectual history of the period, including texts by Machiavelli, Castiglione, Erasmus, Luther, Ignatius Loyola, Cortés, Las Casas, Bodin, Montaigne, Bacon, Galileo, Grotius and Descartes.

Teaching: 20 lectures and 20 seminars combined in a weekly two-hour session.

Written work: Students will be required to write 4 essays, and prepare two seminar presentations.

Reading list: A full bibliography will be provided at the start of the course, including a wide selection of primary texts. Background reading includes: J H Burns & M Goldie (Eds), *The Cambridge History of Political Thought 1450-1700*, E Cameron, *The European Reformation* (1991); A G Dickens, *The Counter Reformation* (1968); J H Elliott, *Spain and its World 1500-1700* (1989); F Gilbert, *Machiavelli and Guicciardini* (1965); J Franklin, *Jean Bodin and the rise of Absolutist Theory* (1976); J Henry, *The scientific revolution and the origins of modern science* (1997); M P Holt, *The French Wars of Religion, 1562-1629* (1995); H G Koenigsberger, *Politicians and Virtuosi. Essays in early Modern History* (1986); P Kristeller, *Renaissance thought* (1961); H G Koenigsberger & G Mossé, *Europe in the sixteenth century* (1989); G Parker, *The Dutch Revolt* (1985); R Popkin, *The history of scepticism from Erasmus to Spinoza* (1979).

Assessment: Three-hour written examination in the ST.

HY232

Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South Eastern Europe 1914-1990

Teacher responsible: Dr Anita J Prazmowska, E494

Availability: Primarily for second and third year historians. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: The course will explain the complex route taken by the peoples of East and South East Europe from constituents of the 19th Century empires to full independence at the end of the 20th Century.

Content: The course aims to explain the history of these regions as expressed and moulded by the peoples and their leaders. Particular attention will be paid to international developments and to the two European wars, which had a profound impact on these countries' freedom to determine their destiny. The study of the inter-war period will include a debate of the reasons for the collapse of democratic institutions, the emergence of patriotic and anti-Semitic movements, economic failures and responses to German and Italian aggression. The establishment, development and the collapse of Soviet domination of the region will be discussed. In addition political, economic and cultural theories which formed the background to the emergence of the independent states of Eastern and South Eastern Europe will be considered. The course will develop these themes in the history of Poland, Czechoslovakia, Hungary, Bulgaria, Romania, Yugoslavia, Albania and the Baltic States.

Teaching: The course will be taught through 20 weekly lectures and 22 weekly classes.

Written work: students will be required to write two essays in MT and two essays in LT.

Reading list: Richard J Crampton, *Eastern Europe in the Twentieth Century* (1994); Stevan K Pavlovitch, *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 2,500 word essays submitted in the LT.

HY233

Empire and Nation: Britain and India since 1800

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 nationalism 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.

HY300

Essay Option

Teacher responsible: Dr N Piers Ludlow, Room E508

Availability: For third year historians.

Core syllabus: An essay of not more than 10,000 words on a topic to be approved by the candidate's teachers. It is designed to allow a detailed and thorough exploration of an area of interest to the candidate. The essay should be on a topic within the field of the degree course. It should normally include the examination of some primary sources, printed or in manuscript form, although it may also be limited to the analysis and appraisal of existing literature.

Teaching: Candidates should secure the agreement of their personal tutor on a suitable topic before the end of the LT of their second year, and submit a title to Dr Ludlow by 1 May in their second year. Tutors can be expected to offer advice on reading, guidance on the construction of the work, and will read an outline of up to 1,000 words. Where appropriate, another teacher in the Department may serve in place of the personal tutor, if he or she is willing to do so.

Assessment: The essay must be submitted to the LSE Undergraduate Office by 1 May in the student's third year. It should be typewritten. Precise details on format and presentation will be issued by the Department at the end of the second year of study. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the essay is the candidate's own work.

HY302

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. 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

The Russian Revolutions and Europe, 1917-1921

Teacher responsible: Dr Janet Hartley, E405

Availability: Primarily for third year historians. Some knowledge of European or Russian history of the period is desirable but not essential.

Core syllabus: This course involves a detailed study, based on documentary material, of the two revolutions of 1917 and the consolidation of Bolshevik rule, with reference to both internal developments and foreign relations.

Content: The impact of the First World War and the February Revolution; the period of the Provisional Government including domestic policies and foreign relations; social and economic problems in the countryside and the towns in 1917 and the spread of Marxist ideas; the June offensive and the Kornilov affair; Bolshevik ideology and the Bolshevik Revolution; the Allied intervention and the Civil War; Bolshevik social and economic policies, including the treatment of the peasant problem, War, Communism and the introduction of the New Economic Policy; the development of the Bolshevik Party, including treatment of opposition within and outside the Party; the theory of World Revolution, Treaty of Brest-Litovsk and the first stages of Bolshevik foreign policy; the foundation of Comintern and relations with foreign communists.

Teaching: Twenty-two meetings of two hours (HY303) throughout the Session.

Written work: Students are required to write four essays and to present class papers.

Reading list: Documents from Martin McCauley (Ed), *The Russian Revolution and the Soviet State, 1917-21*. Introductory reading: E 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 Koerner (Ed), *Party, State and Society in the Russian Civil War*.

Assessment: Three-hour examination in the ST in which students will be required to answer one gobbet question (requiring the identification and elucidation of several quoted passages from the required documentary readings), and three others out of ten questions.

HY304

Germany's New Order in Europe, 1939-1945

Teacher responsible: Professor M Knox, E410

Availability: Primarily for third year historians. The course has no formal pre-requisites, and a reading knowledge of German is not required.

Core syllabus: The twelve years of the Nazi regime have been more extensively studied than any other period of German History. Despite an immense increase in detailed knowledge since 1945, scholars continue to disagree about fundamental questions of interpretation. This course uses selected printed primary sources and a large secondary literature to seek understanding of the history of Nazi Germany, of its attainment and exercise of European domination during the Second World War, and of the salient debates on its nature, actions and place in European and world history. Topics covered in lectures and discussion will include: the structure of Nazi 'government' and the role of its leader; the nature and role of ideology; the 'partial identity of aims' between the Nazi movement and key German elites such as big business and the officer corps; the radicalization of Nazi domestic and foreign policy; the murder of the European Jews; Nazi long-range racial-demographic planning; Nazi rule, collaboration and resistance in occupied Europe; the German people and the processes of domination and extermination; science, technology and ideology; Gestapo terror and the Germans: an interactive process; the German resistance; defeat, denazification and the regime's imprint on post-war German society.

Teaching: Twenty-two lectures (HY304), and 22 classes (HY304.A).

Written work: Students will be expected to submit two essays each term in MT and LT, to be marked and assessed by the class teachers.

Reading list: A detailed course outline and reading list, subdivided by weekly topics, will be distributed at the beginning of the session. The following books cover most aspects of the course and should be regarded as essential by way of introduction: J Noakes & G Pridham (Eds), *Nazism 1919-1945: A Documentary Reader*, Vols 1-3 (Exeter, 1983-1988); A Hitler, *Mein Kampf* (New York/London, 1943) (R Mannheim translation); D Peukert, *Inside Nazi Germany* (London, 1989); I Kershaw, *Hitler* (London, 1991) and *The Nazi Dictatorship* (London, 3rd edn, 1988); K Hildebrand, *The Third Reich* (London, 1984) and *The Foreign Policy of the Third Reich* (London, 1973); M Marrus, *The Holocaust in History* (London, 1987).

Assessment: Three-hour formal examination in the ST based on the full syllabus, not merely on topics covered in lectures and classes. Candidates will be expected to answer four questions, one of them a compulsory document question.

HY305

The Reshaping of Europe 1943-1957

Teacher responsible: Professor D Stevenson, E604

Availability: Primarily for third year historians; available as an outside option. If students have no prior knowledge of the topic, they are advised to do preliminary reading from the list given below.

Core syllabus: The evolution of the postwar settlement in Europe from the Teheran Conference to the Treaties of Rome.

Content: The major themes considered are: 1. the World War II background and the origins of the Cold War, 2. the Great Powers and the German question, 3. the evolution of American policy towards Western Europe, 4. the formation and consolidation of the Soviet bloc, 5. Western European integration from the Marshall Plan to the EEC.

Teaching: Teaching will be by a course of 12 lectures (HY305) and 22 classes (HY305.A).

Written work: Students will be required to write three essays during the course.

Reading list: M McCauley, *The Origins of the Cold War* (London, 1983); W Loth, *The Division of the World* (London, 1988); A S Milward, *The Reconstruction of Western Europe, 1945-1951* (London, 1984); M J Hogan, *The Marshall Plan* (Cambridge, 1987); D W Urwin, *The Community of Europe: A History of European Integration since 1945* (London, 1991); V Mastry, *The Cold War and Soviet Insecurity* (Oxford, 1996); M Trachtenberg, *A Constructed Peace* (Princeton, 1999); J L Gaddis, *We Now Know* (Oxford, 1997).

Prescribed documents: A list is available from Professor Stevenson. **Assessment:** Three-hour written examination in the ST. Students will be expected to answer four questions, one of which will consist of extracts for comment from the prescribed documents.

HY311

The United States and the Vietnam War: An International History, 1945-1975

Teacher responsible: Dr D Easter

Availability: Primarily for third-year historians. Students wishing to take this course should have taken one of the following: HY113, HY202, HY208, or HY220. General course students need to have some background in American foreign policy and history. Students cannot enrol in this course and HY220, the Cold War in East Asia during the same academic year.

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 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 15 lectures and 21 classes.

Written work: Students are required to write four essays.

Reading list: The course will use a number of primary documents, mostly drawn from the collection *Foreign Relations of the United States*. Some documents will be drawn from: M Beschloss (Ed), *Taking Charge: The Johnson White House Tapes, 1963-1964* (1977); W Burr (Ed), *The Kissinger Transcripts* (1999); and selected other sources. The following books are examples of the many works that cover most of the issues explored in this course: G Herring, *American's Longest War* (1979, or later edn); M Young, *The Vietnam Wars* (1991); A Rotter, *Light at the End of the Tunnel* (1991); D Levy, *The Debate Over Vietnam* (1991); J Rowe & R Berg, *The Vietnam War and American Culture* (1991); I Gaiduk, *The Soviet Union and the Vietnam War* (1996); J Olson & R Roberts, *Where the Domino Fell* (1991); L Gardner, *Approaching Vietnam* (1988); R Schulzinger, *A Time for War* (1997).

Assessment: Three-hour written examination in the ST in which students will be required to answer four questions, including a compulsory question (requiring identification and brief elucidation of several quoted passages from the documentary reading).

HY312

Britain, the United States and Arab Nationalism, 1955-1961

Teacher responsible: Dr N Ashton, E409

Availability: Primarily intended for third year historians. Some knowledge of contemporary Middle Eastern history would be useful.

Core syllabus: This course will examine British and American responses to the challenge of Arab Nationalism during the years 1955-1961.

Content: This special paper sets the Suez Crisis of 1956 in context, covering the period from the creation of the Baghdad Pact at the beginning of 1955, through to the Kuwaiti crisis of 1961. It will consider the attempts of the Eden and Macmillan Governments to hold on to Britain's leading role in the Middle East, and the interests which underpinned this strategy. It will also look at the increasing involvement of the Eisenhower Administration in the region, both in competition and cooperation with Britain. 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; the Iraqi Revolution of July 1958; and the Iraqi threat to Kuwait in 1961. A key theme throughout will be the attempts of the British and American Governments to deal with the challenge to their interests posed by the Egyptian leader, Gamal Abdel Nasser.

Teaching: The course will be taught by means of twenty weekly classes of two hours duration.

Written work: Students will be required to write four essays.
Reading list: A detailed reading list and document pack will be available from Dr Ashton. The majority of the documents are drawn from recently declassified collections in British and American archives.
Assessment: Three-hour examination in the ST. Students will be required to answer four questions, including a compulsory document question.

HY313

The International History of East Asia, 1917-1950

Teacher responsible: Dr Antony Best, E408

Availability: Primarily for third-year historians. Other students may take this course as permitted by the regulation for their degrees. There are no formal requirements, but some knowledge of the history of East Asia would be useful.

Core syllabus: The course will examine the major events in the international history of East Asia from the outbreak of the Bolshevik Revolution to the origins of the Korean War.

Content: Subjects covered by the course include: the impact of the Bolshevik revolution on East Asia and the Siberian intervention; the rise and fall of the Washington system; the international consequences of the Northern Expedition; the origins and course of the Manchurian crisis; the rise of Soviet-Japanese antagonism; the origins and course of the Sino-Japanese war; the road to Pearl Harbor; the course of the Pacific war and the dropping of the atomic bombs; the international aspects of the Chinese Civil war; the US occupation of Japan; the decolonization of South East Asia; the rise of McCarthyism and its effect on American policy towards China; the origins of the Korean war.

Teaching: The course will be taught by both lectures and classes. There will be 22 lectures and 22 classes held in the MT, LT and ST.

Written work: Students will be required to submit two essays per term and to present a number of class papers.

Reading list: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the course and should be regarded as essential:

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*; M Schaller, *The American Occupation of Japan*; O A Westad, *Cold War and Revolution*.
Assessment: Three-hour formal examination in the ST.

HY314

NA 00/01

Representing the Past: Historiography and Historical Methods

Teachers responsible: Dr T J Hochstrasser, E601 and Dr N P Ludlow, E508

Availability: For third year historians (BA History).

Core syllabus: The purpose of the course is twofold: first, to provide advanced undergraduate students with a comprehensive overview of historiography from ancient times to the present; second, to complete the basic training of these same students in methods of historical research and presentation in conjunction with their work on the Third Year Essay (HY300).

Content: The syllabus offers a blend of historiography- and method-related topics. For historiography, the course combines a mixed thematic and chronological overview of the writing of history from antiquity to post-modernism (presented in lectures) with discussions of key texts and important historiographic controversies. The philosophy of history will be dealt with as necessary, but will not form a central component of the course. The methods element of the syllabus, concentrated in the MT, will address types of historical sources, library and archival research strategies, organization of notes and data, types of historical output (monographs, surveys, bibliographies, biography, essays, journal articles, reviews) conventions of presentation and the elements of good historical writing.

Teaching: Twenty-two seminar sessions (two hours in duration) given by Dr Hochstrasser, Dr Ludlow and selected members of the departmental staff.

Written work: Students will be required to complete four different written projects. In the LT, each student will submit a detailed bibliography of primary and secondary sources relevant to their HY300 project, plus one review essay of three related works on a single historical subject of their own choosing. In the LT, each student will write one essay on any of the historiographic controversies dealt with in the syllabus, and a historiographic essay on the subject of their HY300 paper.

Reading list: A full reading list will be provided at the start of the course but will include the following introductory surveys: E H Carr, *What is History?*; J Tosh, *The Pursuit of the Past*; R Evans, *In Defence of History*; M Bloch, *The Historian's Craft*; R G Collingwood, *The Idea of History*; G R Elton, *The Practice of History*.

Assessment: Three hour written examination in ST.

HY315

The European Enlightenment, c 1680-1830

Teacher responsible: Dr Tim Hochstrasser, E601

Availability: Primarily for second and third year historians. Available to General Course students and as an outside option where regulations permit.

Core syllabus: The eighteenth century European Enlightenment is frequently regarded as the defining category of modernity and as the chief source of many of the liberal humanist assumptions that underpin present-day Western ideology and culture.

This document-based course will attempt to outline its origins, varieties and historical significance. Particular attention will be given to the creation of a 'science of man' which reshaped philosophical, religious and political priorities in elite culture which in turn made an impact upon the realm of popular culture and belief.

Content: The Enlightenment is conventionally taken to be the period in which the disciplines of philosophy, history, economics and anthropology, and other social sciences began to emerge as discrete disciplines independent of state and church control. This course sets out to explore the new ideas generated in these areas as a result of a fresh understanding of man's place in the physical world. But while the course aims to investigate ideas and concepts in detail, it is also concerned with the way that they were applied in political practice and adapted to provide new understanding of social structures, or as contemporaries put it, a 'Science of Man'. The chronological context of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Bourbon Restoration in France in 1830. Within this broad framework the following large themes provide the subject matter of both lectures and classes in the MT: the impact of the Scientific Revolution upon institutionalised religion; the emergence of a 'Republic of Letters'; English and French critiques of absolutist ethics and politics; the political theory of enlightened despotism; the intellectual origins of the French Revolution; intellectual encounters with the New World; the concept of a Counter-Enlightenment; and the move from a private to a public sphere of cultural inquiry. The contributions of Newton, Locke, Voltaire, Montesquieu, Rousseau and Kant – among others – will be highlighted using primary texts. In the LT the focus will be more narrowly directed to the study of individual key authors and texts and on the impact of enlightened ideas in particular countries, notably England, France, Prussia, Russia and the Habsburg Monarchy. Space will also be found for an examination of the contribution of enlightened thought to the visual arts and music in the eighteenth century. The course will end with a consideration of the image of the Enlightenment in the nineteenth and twentieth centuries and of its alleged role in the 'foundation myth' of modernity.

Teaching: The course will be taught by both lectures and classes. There will be 20 lectures (HY315) and 20 classes (HY315.A) held in the MT and LT, and two revision sessions.

Written work: Students are required to do reading in preparation for classes and to write four essays.

Reading list: A full reading list will be provided at the start of the course. The following represent basic introductory reading only, and an indication of some primary sources: Dorinda Outram, *The Enlightenment* (1995); William Doyle, *The Old European Order, 1660-1800* (1991 edn); Peter Gay, *The Enlightenment: An Interpretation* (2 vols, 1966-9); Ulrich Im Hof, *The Enlightenment* (1994); Roy Porter, *The Enlightenment* (1990); I Kramnik (Ed), *The Portable Enlightenment Reader* (1995).
 Anthologies: Simon Eliot & Beverley Stern (Eds), *The Age of Enlightenment* (2 vols, 1979).

Assessment: Three-hour written examination in the ST.

HY316

The Independence and Partition of India

Teacher responsible: Dr J Chatterji, E602

Availability: Primarily for third year students in the BA History, BSc International History, BSc International Relations and History, BSc Government and History. Available to General Course students and as an outside option where regulations permit.

Core syllabus: What were the forces which led to the Partition of India in 1947: British policy; Muslim separatism or the unitary impulses of Indian nationalism? Based upon specific sources and documents, this course will explore why the end of British rule in India was accompanied by Partition and the creation of Pakistan and assess some of the consequences of Partition for the subcontinent after independence.

Content: The course will be divided into two parts. In the first part, students will be introduced to Indian society, culture and politics under British rule, with a view to explaining the forces behind the emergence of separate and antagonistic 'Hindu' and 'Muslim' communal identities. In the second part the course will examine, in considerable detail 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.

INTERNATIONAL RELATIONS

IR300.1	Foreign Policies of the Powers
IR300.3	Decisions in Foreign Policy
IR413.1	The External Relations of the European Union
IR421	Concepts and Methods of International Relations
IR900	Current Issues in International Relations
IR902	New States in World Politics
IR903	Disarmament and Arms Limitation
IR904	International Verification

The courses listed above are not for examination at undergraduate level, but are offered to interested students, or, in some cases, as a supporting course for one which is examinable. **Second-year students who will be taking IR300 in their third year are asked to attend as many lectures as possible in the IR300.1 lecture series in their second year. Third-year BSc International Relations students who will be taking the IR200 examination at the end of their third year will be offered six IR200 revision classes in the LT.**

IR100

The Structure of International Society

Teacher responsible: Professor C J Brown, D410

Availability: Course intended primarily for BSc International Relations, BSc International History and BSc International Relations and History, outside option for first year students in other degrees.

Core syllabus: An examination of the theories and concepts designed to explain the nature of contemporary international relations.

Content: 1. An overview of the development of the modern international system and the emergence of the academic study of international relations; realism, idealism and the 'English School'; contemporary theories of international relations. 2. State-centric international relations: power and statecraft, the balance of power, and war. 3. International organisation: The UN System, regional organisations, international regimes, new notions of 'global governance'. 4. The politics of the world economy: globalisation, 'north-south' relations. 5. Global social movements and the new agenda of international relations.

Teaching: There is one lecture a week accompanied by a class.

Lectures: IR100, 20 Lectures, MT and LT.

Classes: IR100.A 20 classes, beginning week 3 MT, plus two revision sessions in the ST.

Written work: Each student is required to write four essays of approximately 1,500 words, and to give a minimum of one class presentation.

Introductory reading list: A full course description and extensive guide to reading will be available at the beginning of the academic year, and class teachers will provide supplementary reading lists. For overviews of the history of contemporary international relations see P. Calvocoressi *World Politics since 1945* (Addison Wesley Longman, 1999) or G. Berridge, *International Politics: States, Power and Conflict since 1945* (Prentice Hall, 1996). Relevant course texts include: J Baylis & S Smith (Eds), *Globalisation and World Politics* (Oxford UP, 1997); C Brown, *Understanding International Relations* (Macmillan, 1997); R Jackson & G Sorenson, *An Introduction to International Relations* (Oxford UP, 1999); G Stern, *The Structure of International Society*, 2nd edn (Pinter Publishers, 1999).
Assessment: A formal three hour examination in the ST(100%). (Sample papers are included in the full course description.)

IR200

International Political Theory

Teacher responsible: Dr P Wilson, D516

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History.

Core syllabus: This is the core subject for specialists in international relations. It consists of a survey, in two parts, of thinking about international relations, with emphasis on the political aspects. The first part deals with classical theory, the second with modern.

Content: Ways of explaining and understanding international relations from Machiavelli, Grotius and Hobbes to the present day. The chief concerns are war, peace, international law and order, international justice, power, intervention and non-intervention, sovereignty, diplomacy, revolution and counter-revolution, nationalism and national self-determination, stability, change, human rights, international organization.

Teaching: There are twenty lectures (IR200) in the MT and LT. For BSc International Relations and General Course students, there are also twenty classes, beginning in the third week of the MT (IR200.A). Tutors will also provide further teaching support for BSc International Relations students in their third year, and six weekly revision classes will be held for 3rd year students from week five of the LT.

Written work: Students are required to write four essays of a maximum length of 1,500 words each to be set and marked by class teachers. They are also expected to give at least one class presentation. In their third year, BSc International Relations students will write revision essays for their tutors.

Reading list: Chris Brown, *Understanding International Relations*; H Bull, *The Anarchical Society*; E H Carr, *The Twenty Years' Crisis*; I Clark, *The Hierarchy of States*; M Donelan, *Elements of International Political Theory*; A J R Groom & M Light, *Contemporary International Relations: A Guide to Theory*; F H Hinsley, *Power and the Pursuit of Peace*; E Luard (Ed), *Basic Texts in International Relations*; T Nardin & D Mapel (Eds), *Traditions of International Ethics*; M Wight, *International Relations: The Three Traditions*.
Supplementary materials: At the first lecture a reading list will be distributed setting out the structure and content of the course and providing

detailed guidance on reading, sample examination questions, suggested essay titles, and topics for class discussion.

Assessment: A three-hour examination paper in ST which requires that four questions be answered out of twelve. Candidates for the BSc International Relations are required to attend the lectures and classes in their second year of registration, but to sit the examination at the end of their third year of registration. All other students will normally sit the examination in the same year as that in which they attend lectures and classes.

IR201

NA 00/01

Europe's Institutional Order

Teacher responsible: Dr K E Smith, D415

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History second year.

Core syllabus: Examination of the development of Europe's institutional order in the post-war era and its evolution since the end of the Cold War. Analysis of the importance of European organisations for both their member states and international relations in general.

Content: The importance of international organisations for European states. Development and evolution of European organisations including: the Council of Europe, NATO, the European Union, the Organisation of Security and Cooperation in Europe, Comecon, and the Warsaw Treaty Organisation. Enlargement of European organisations. Sub-regional organisations in Europe.

Teaching: There will be 18 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.

Reading list: Useful introductions to the subject include: Clive Archer, *Organizing Western Europe* (Edward Arnold, 1990); Arie Bloed (Ed), *The Conference on Security and Cooperation in Europe: Analysis and Basic Documents* (Kluwer, 1993); Desmond Dinan, *Ever Closer Union? An Introduction to the European Union* (Macmillan, 1999); Brigid Laffan, *Cooperation and Integration in Europe* (Routledge, 1992); Hugh Miall, *Shaping the New Europe* (Pinter, 1993); Peter Stirk & David Weigall, *The Origins and Development of European Integration* (Cassell, 1998); J de Wilde & H. Wiberg (Eds), *Organized Anarchy in Europe: The Role of Intergovernmental Organizations* (Tauris, 1996).

Assessment: One 5000-word long essay (20%), to be submitted on the last day of LT. One three-hour written examination (80%) in the ST.

IR300

Foreign Policy Analysis I

Teacher responsible: Professor Margot Light, D411

Availability: Third-year course for BSc International Relations and BSc International Relations and History. The course is available as an option to other Bachelor's degree students where regulations permit, and to General Course students, but they should be aware that BSc students normally attend the various associated lecture courses (see below) over two years.

Core syllabus: The course analyses various perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It focuses mainly, but not entirely, on states.

Content: The various influences, external and internal, on decision-making in foreign policy; the importance of bureaucracy, of domestic political systems, of economic development, and the groups affected by foreign policy; the problems arising from the formulation of goals and the choice of policy instruments; psychological elements in policy making; the effect of transnationalism on foreign policy. A detailed programme of lectures will be distributed at the start of the course.

Teaching: **Foreign Policy Analysis** (IR300.2) 12 lectures in the MT and LT plus 3 revision lectures in ST. **Decisions in Foreign Policy** (IR300.3) 6 lectures in the LT. Third year undergraduates should have attended in their second year as many as possible of the IR300.1, **The Foreign Policy of the Powers** lectures. They will also find IR902, **New States in World Politics** (Dr Lyon) useful. In addition, undergraduates will be assigned to small classes (IR300.2A) which meet for 15 sessions, beginning in week 3 of the MT.

Written work: Students are expected to write four essays of a maximum length of 1,500 words each directly on questions arising out of the course. Topics should be chosen from the past examination papers provided. Essays should be handed in on the appointed dates to class teachers who will mark and return them. Other essays may be written either for tutors or class teachers, by mutual agreement.

Reading list: No single book is exactly coterminous with the syllabus. Students should try to buy (all are paperback): Roy Macridis (Ed), *Foreign Policy in World Politics* (8th edn), Prentice Hall, 1991; Philip Reynolds, *An Introduction to International Relations* (3rd edn), Longmans, 1994; Lloyd Jensen, *Explaining Foreign Policy*, Prentice Hall, 1982; Michael Clarke & Brian White (Eds), *Understanding Foreign Policy*, Edward Elgar, 1989. Also highly recommended are: Stephen Ambrose, *Rise to Globalism* (4th edn), Penguin, 1985; Kal Holsti, *International Politics: A Framework for Analysis* (6th edn), Prentice Hall, 1992; Michael Smith, Steve Smith & Brian White (Eds), *British Foreign Policy*, Unwin Hyman, 1988; Frederic J Fliron, R F Laird & E P Hoffman (Eds), *Classic and Contemporary Issues in Soviet Foreign Policy*, Aldine de Gruyter, 1991. A detailed reading list will be distributed at the beginning of the course.

Assessment: The three-hour examination in the ST will be divided into equal halves: Section A (comparative and theoretical questions) and Section B (questions on the foreign policies of the UK, USA and USSR/Russia). All students have to answer 4 questions, at least one question from each section. Copies of previous years' papers will be provided with the lecture and class topics, deadlines, and further reading.

IR300.1**Foreign Policies of the Powers****Teacher responsible:** Dr K E Smith, D415**Availability:** This lecture course is not examinable as a course in itself. It is offered to any interested students on its own, or as part of the teaching for the BSc Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the MSc Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole.**Core syllabus:** The foreign policies and foreign policy processes of selected major states since 1945, depending on examination requirements and teachers available.**Content:** An analysis of the foreign policies of a selected group of major states, with due regard to their respective national interests, external commitments, traditional values and other relevant factors. The role of internal group interests and electoral considerations. Constitutional machinery for the formulation of foreign policy. Diplomatic services and techniques. Illustrative material will be drawn mainly from the post-1945 period. This year there will be lectures on Britain, the United States, the Soviet Union/Russia, France, West Germany, Canada, India, China and South Africa. **Teaching:** A number of members of the International Relations Department, as well as guest lecturers, participate in the series. There will be thirty lectures in all.**Reading list:** Recommended texts include

- (a) **The United States:** Michael Hunt, *Ideology and US Foreign Policy*; G John Ikenberry (Ed), *American Foreign Policy: Theoretical Essays*.
 (b) **The United Kingdom:** P Byrd (Ed), *British Foreign Policy under Thatcher*; Michael Clarke, *British External Policy-Making in the 1990s*.
 (c) **The Soviet Union/Russia:** J Steele, *The Limits of Soviet Power*; M Light, *The Soviet Theory of International Relations*.
 (d) **France:** Edward A Kolodziej, *French International Policy under de Gaulle and Pompidou*; Herbert Tint, *French Foreign Policy since the Second World War*.
 (e) **Germany:** H Speier (Ed), *West German Leadership and Foreign Policy*.

IR300.3**Decisions in Foreign Policy****Teacher responsible:** Professor W Wallace, D508**Availability:** This lecture course is not examinable as a course in itself. It is offered to any interested students on its own, and as part of the teaching for the BSc Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the MSc Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole.**Core syllabus:** The aim of the course of lectures is to provide case studies of six major decisions in foreign policy, with particular reference to questions of bureaucratic politics, long-range planning, and behaviour in crises.**Content:** An examination, through case studies, of decision-making in the field of foreign policy. How can we apply theories of foreign-policy making to particular contexts, pressures and procedures? US and The Iranian Revolution (1979-80); The USSR and The Invasion of Afghanistan (1979); UK and The Suez Crisis (1956); The European Union and Bosnia (1992-6); The US and The Uruguay Round; South Africa and the Two China Policy (1985-95).**Teaching:** A course of 6 lectures will be given in the LT which will complement the Foreign Policy Analysis lectures given in the MT (IR300.3). All students are advised to attend the lecture series IR300.2, **Foreign Policy Analysis** and IR300.1, **The Foreign Policies of the Powers** (various lectures). Other relevant lectures will be announced from time to time.**IR301****International Institutions I****Teacher responsible:** Mr N A Sims, D609**Availability:** Available where regulations permit to undergraduate students with solid foundations in International Relations (including international political theory, history and law).**Core syllabus:** Elements of international organisation: its theory and practice studied through the experience of selected international institutions.**Content:** Major theoretical and empirical aspects of the work of international institutions and the role of international organisation. Integration and interdependence; regimes; the impact of international organisation on the practice of diplomacy between states, the maintenance of international peace and security, the management of international economic relations, and the promotion of standards for states and individuals. The development of procedures within international institutions, such as the methods of work of international secretariats and intergovernmental assemblies and councils.The course is mainly concerned with international organisation at the global level, but some attention will also be paid to regional and trans-regional arrangements. (**Note:** European institutions are studied as a separate course, IR303 **Regional Integration in Western Europe**).**Teaching:** Lecture series (IR301). Classes (IR301.A). There will be 20 lectures, throughout the MT and LT, and 20 classes, starting in week 3 of the MT and continuing into the LT.**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****The Ethics of War****Teacher responsible:** Dr Katerina Dalacoura, D412**Availability:** Course intended primarily for BSc International Relations 3rd year. There are no formal prerequisites but some knowledge of international relations theory will be helpful.**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. Political control and the economy of force as a substitute for ethics. 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 justification of the arms trade. World armaments and world poverty. Contemporary legal developments.

Case studies: World War II, the Algerian War of Independence, the first and second Gulf Wars, intervention in Kosovo.

Teaching: Lectures: IR302, weekly for 18 weeks, commencing in week 1 of MT. Classes: IR302A, weekly for 18 weeks commencing in week 3 of MT.**Written work:** Four essays of a maximum length of 1,500 words each to be marked by the class teacher, and one class presentation.**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 at the beginning of the Session.**Assessment:** A three-hour written examination in ST, four questions chosen from twelve.**IR303****Regional Integration in Western Europe I****Teacher responsible:** Professor W Wallace, D508**Availability:** Course intended for BSc 3rd year students. There are no formal pre-requisites but, as the course deals in part with contemporary problems of economic policy in Europe, an interest in such issues and an ability to deal with them is essential.**Core syllabus:** The lecture course focuses upon the progress and problems of regional integration in Western Europe since 1945.**Content:** The emergence of the European Union: the European idea; the dynamics of integration, the institutions: structure and policy-making processes. The impact of the institutions upon state policy. Theoretical aspects: the notion of supranationality. The Federalist, the Functionalist and intergovernmental approaches to regional integration in Western Europe. European security and European integration.**Teaching:** In addition to 20 lectures (IR303) in the MT and LT, eighteen classes (IR303.A) for undergraduates commencing in week 3 of the MT.**Written work:** Four essays of a maximum length of 1,500 words each allocated in class.**Reading list:** No single book is exactly coterminous with the syllabus. The following are useful introductions: Denis Swann, *The Economics of the Common Market*, Penguin (latest edition); Paul Taylor, *European Union in the 1990s*, Oxford, 1996; William Wallace & Helen Wallace (Eds), *Policy Making in the European Union*, Oxford, 2000; Desmond Dinan, *Ever Closer Union?*, Macmillan, 1999.**Assessment:** A three-hour written examination in ST.**IR304****The Politics of International Economic Relations I****Teacher responsible:** Dr D Josselin, D515**Availability:** Course intended primarily for BSc International Relations 3rd year.**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 dependency. The political economy of money, trade and development since 1944. Economic sanctions as instruments of foreign policy. Current debates: regionalism, economic security, the role of non-state actors, globalisation and the retreat of the state.**Teaching and Written work:** 15 Lectures (IR304) commencing in week one of the MT and 18 Classes (IR304.A) commencing in week 3 of the MT.Students deliver class papers and write four essays of a maximum length of 1,500 words each for the class teachers on topics notified at the beginning of the Session. 5 lectures on **Introduction to Some Concepts in Economics** (IR450.1).**Reading list:** The basic books are: D Baldwin, *Economic Statecraft*; N Woods, *Explaining International Relations*; J Spero & J Hart, *The Politics of International Economic Relations*; R Gilpin, *The Political Economy of International Relations*; S Strange, *States and Markets*; R Heilbrunner, *The Worldly Philosophers*; J Frieden & D Lake, *International Political Economy*. A detailed reading list will be given at the beginning of the course.**Assessment:** A three-hour written examination in ST, four questions chosen from twelve.**IR305****Strategic Aspects of International Relations I****Teacher responsible:** Dr C Coker, D511**Availability:** Course intended primarily for BSc International Relations 3rd Year. A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.**Core syllabus:** This is *not* a conventional Strategic Studies course. It is about the *cultural* context of international conflict both between and within states. The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1989.**Content:** War in the Twentieth Century. War and Modernity. War in the Post-Modern Era: The new political economy of wars; 'The Sociology of Post-Modern Warfare'. Technology and Post-Modern War. The Revolution in Military Affairs, Clausewitz and the Western Way of Warfare; war and genocide, war and Huntington's Clash of Civilisations; war in the developing world; terrorism and crime; policing the international order; NATO and its future; the future of war.**Teaching:** The lecture course (IR305: 15 weekly sessions commencing in week one of the MT) and 15 classes (IR305.A) commencing in week 3 of MT, plus 4 revision classes in ST taught by Dr Coker and others. The majority of taught topics will be on strategic aspects of post-war international relations and the examination paper will reflect this. The Royal United Services Institute for Defence Studies (RUSIDS) is nearby and students in Strategic Studies who are also registered in the International Relations Department are eligible for student membership, which gives access to an excellent specialised library. Please see the International Relations Department Undergraduate Student Handbook 2000/1 for further details.**Written work:** Students are required to write four essays of a maximum length of 1,500 words each for their class teacher.**Reading list:** The following short list comprises some of the most important and some of the best currently available books. R Aron, *Peace and War*; 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:** For all students (except General Course students, who may elect) there is a three-hour formal examination held in the ST. Four questions must be answered from twelve or more. Examples of recent past examination papers will be appended to the reading list.**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 and to General Course 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.**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.**Teaching:** The course will be taught by 19 weekly lectures (IR306) commencing in week 1 of MT and 18 weekly classes (IR306.A) commencing in week 3 of MT.**Written work:** Students will be expected to produce four essays of a maximum length of 1,500 words each during the year, and to introduce class 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* (Princeton University Press, 1979); 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 University Press, 1999); M Frost, *Ethics in International Relations* (Cambridge University Press 1996); T Nardin, *Law, Morality and the Relations of States* (Princeton University Press, 1983); J Rawls, *The Law of Peoples* (Harvard University Press, 1999); R Tuck, *The Rights of War and Peace* (Oxford University Press, 1999).**Assessment:** Assessment will be by a formal three-hour written

examination (100%). A sample examination paper will be circulated with course details at the beginning of the session.

IR399**Essay Option**

This option is governed by the following provisions:

1. The object of the essay option is to give candidates an alternative opportunity to demonstrate the quality of their unaided work, and Examiners to assess it. The essay should be an independent examination of an issue in which the candidate already has an interest. It should constitute a coherent body of argument expressing the candidate's own understanding of a particular subject; plagiarism must be avoided. It may rely entirely on books and journal articles. No special credit will be given for original material such as unpublished documents, newspapers, files or personal interviews.

2. The essay may be submitted under paper 12(f). It should normally be on a subject which lies within the field of International Relations as taught at this School. Candidates must secure the approval of their Tutor for the title of their essay, but the Tutor should not be expected to suggest a subject. The Tutor will in turn seek the Department's approval and inform the candidate when this has been given or the title referred back for further consideration. **Approval should therefore be sought in good time, normally before the end of the candidate's second year, but in any case no later than the end of the first term of their final year.**

3. Examiners assessing the essay will look not only for factual accuracy but also for evidence of skill in analysis and logical reasoning and in organisation and relevance of material. The text should be satisfactory as to literary presentation and be accurate in point of spelling, grammar and punctuation.

4. An indication of the sources used in the preparation of the essay should be provided in the form of a bibliography, but it need not be extensive.

5. The number of footnotes should normally be kept to a minimum, but they should be inserted in support of the more particularist or contentious statements. Direct quotations from any published or unpublished work must be accurately cited in the text or by means of footnotes, and normal scholarly practice should be followed in acknowledging the contribution of the ideas of other scholars.

6. The essay option is equal in value to each of the seven papers taken in the third year by the conventional examination method.

7. Tutors may give candidates general guidance only. Thus, they may discuss the broad subject of the essay at the time of its submission for approval and suggest source material. They may also give general advice on points of difficulty which arise during its preparation, including such matters as footnoting and bibliography. But Tutors and any other teachers must not read a draft of the essay or any part of it. Candidates must not, therefore, invite their Tutors or any other teachers to comment on any draft of the essay.

8. **The essay must not exceed 10,000 words in length.**

It should be typed in double spacing on one side of the paper only and with a wide margin. The pages should be numbered consecutively and adequately secured. The essay must not bear the candidate's name.

Instead, the candidate's number (which will be received in good time from the Examinations Office) should be inscribed on the title page together with this rubric:

BSc International Relations 2001. Essay submitted in partial fulfilment of the requirements for the degree.

9. The essay must be handed in to the Examinations Office not later than 1 May in the candidate's third year of study for the BSc degree. The essay will not be returned; the candidate is advised, therefore, to retain a duplicate copy.

10. Candidates may be called for an oral examination in which the Examiners may, among other things, wish to satisfy themselves that the essay is the candidate's own work. Any such examination will, of necessity, be arranged at short notice and will probably be held in the last week of June or in the first week of July. Candidates should, therefore, inform the Departmental Administrator as to where they may be contacted during that time if they will not be at the term-time address held in the Registry.

Enquiries to the Chairman of Examiners in International Relations who is responsible for the administration of this Essay Option on behalf of the Department.

IR413.1**External Relations of the European Union****Teacher responsible:** Professor C J Hill, D409**Availability:** This course is primarily part of the teaching for the MSc course IR416 **International Politics of Western Europe**. It is offered to all other interested students, but it is *not* separately examined as a self-contained option.**Core syllabus:** The aim of the course is to cover the external activities of the European Communities since 1957. This includes both activities deriving from the Treaties and traditional, informal methods of national diplomacy, in a steadily more collaborative framework. The title 'European Union' is used but the course deals equally with pre-Maastricht events.**Content:** The syllabus deals with the external ramifications of common policies in trade, agriculture, and steel, together with the evolving relations between the Union and the Third World, and the emergence of European Political Cooperation from 1970 onwards, succeeded by The Common Foreign and Security Policy in 1993. Relations with important states or groups of states are given particular attention, namely the United States and Japan, the Eastern and Central European countries, and the Lomé Conventions with the African, Caribbean and Pacific countries. The impact on the Union of the end of the Cold War is also an important focus.

Teaching: There will be twelve one-hour lectures, beginning half-way through the MT and ending half-way through the LT. They will be immediately followed by five guest seminars which will last for ninety minutes each.

Basic reading list: D Buchan, *Europe: The Strange Superpower*, Dartmouth, 1993; Roy Ginsberg, *The Foreign Policy Actions of the European Community*, Lynn Reiner, 1989; Christopher Hill (Ed), *The Actors in Europe's Foreign Policy*, Routledge, 1996; Elfriede Regelsberger, Philippe de Schoutheete de Tervarent & Wolfgang Wessels (Eds), *Foreign Policy of the European Union: from EPC to CFSP and Beyond*, Lynne Rienner, 1997; Reinhardt Rummel (Ed), *The Evolution of an International Actor*, Boulder, Westview, 1990; Charlotte Brotherten & John Vogler, *The European Union as a Global Actor*, Routledge 1999; Martin Holland (Ed), *Common Foreign and Security Policy: the Record and Reforms*, Pinter, 1997; Simon Nuttall, *European Political Cooperation*, Clarendon Press, 1992; Christopher Piening, *Global Europe: The European Union in World Affairs*, Lynne Rienner, 1997.

IR421

Concepts and Methods of International Relations

Teacher responsible: Mr M Hoffman, D512

Availability: Course intended primarily for MSc International Relations (Specialist and Research Tracks), MSc History and Theory of International Relations and MSc Politics of the World Economy (Specialist and Research Tracks) and research students. The teaching for this course is also designed as general background for students taking the Diploma in World Politics; and the BSc in International Relations, 3rd Year. The course assumes an elementary knowledge of international relations.

Core syllabus: A critical examination of the nature, assumptions and implications of the theoretical literature on international relations.

Content: Evolution and characteristics of the international relations discipline and associated fields. Schools of thought: traditionalist, behaviourist and contemporary. State-centric, pluralist and structuralist paradigms. Critical and postmodern perspectives. Current trends and controversies.

Teaching: There are ten lectures (IR421.1) in the MT. A weekly seminar (IR421.2) for MSc and Diploma candidates for examination in the subject will be held in the LT and ST open also to research students.

Written work: At least three essays are set and marked by the seminar teacher.

Reading list: A detailed reading list will be provided at the first meeting. Useful surveys and textbooks are: K Booth & S Smith (Eds), *International Relations Theory Today* (1994); C Brown, *International Relations Theory: New Normative Approaches* (1992); S Burchill & A Linklater (Eds), *Theories of International Relations* (1996); J George, *Discourses of Global Politics* (1994); F Halliday, *Rethinking International Relations* (1994); I Neuman & O Weaver (Eds), *The Future of International Relations: Masters in the Making* (1997); V S Peterson (Ed), *Gendered States* (1994); S Smith, K Booth & M 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.

IR900

Current Issues in International Relations (Seminar)

Teacher responsible: Mr G Stern, D509

Availability: Course intended for MSc and BSc students specialising in International Relations as well as students taking the Diploma in World Politics. Students will be expected to have some familiarity with current affairs as well as some background in International Relations.

Core syllabus: The aim of the course is to provide a weekly forum for the discussion of topics of current interest to the student of International Relations. Matters of moment are examined and analysed in terms of their international significance and of the issues they raise for the academic study of International Relations.

Teaching: There are ten weekly seminars, seven in the MT, and three in the LT (IR900). Since the emphasis is on verbal fluency in the articulation of ideas about international relations, no class papers or other written work is involved.

IR902

New States in World Politics

Teacher responsible: Dr Peter Lyon, Institute of Commonwealth Studies (020 7868 8838).

Availability: Course intended primarily for BSc International Relations, MSc, Diploma World Politics and other graduate students. This course is not intended as preparation for any particular examination.

Core syllabus: This is a comparative and thematic treatment of the subject, not only of contemporary new states but also viewed historically at least since the 18th century.

Content: Comparative evaluation of the ways in which new states emerge into independence, their assets and liabilities for the conduct of their international affairs, and their roles as producers or consumers of international order. The contemporary new states in terms of: statehood and nationhood; neutralism and non-alignment; imperialism, colonialism and neo-colonialism; praetorianism and populism; autonomy and autarchy; irredentism and secessionism. The viability of statehood and future prospects.

Teaching: One lecture course of one lecture a week taught in the LT (IR902).

Written work: None.

Basic reading: Benedict Anderson, *Imagined Communities*; Hedley Bull (Ed), *The Expansion of International Society*; S E Finer, *The Man on Horseback*; C Geertz (Ed), *Old Societies and New States*; J Mayall, *Nationalism and International Society*; R Mortimer, *Third World Coalition in International Politics*; H Seton-Watson, *States and Nations*; Robert H Jackson, *Quasi-States: sovereignty, international relations and the Third World*; W David McIntyre, *British Decolonisation 1946-1997*. [Further reading will be provided as the course proceeds.]

IR903

Disarmament and Arms Limitation

Teacher responsible: Mr N A Sims, D609

Availability: Course intended primarily for all students interested. This course is not intended as preparation for any particular examination.

Core syllabus: These lectures seek to identify and explore the essential problems of disarmament and arms limitation, and the patterns of diplomacy and theory they have generated; and to show how they relate to the central concerns of International Relations.

Content: Sequences of diplomacy, functions of the League of Nations, United Nations and treaties in the promotion of disarmament as an element in international public policy. Changing conceptions of disarmament and arms limitation. Nuclear arms control. Biological and chemical disarmament. The review conference and its significance as a feature of treaty régimes. Negotiations and proposals for new treaties. Evolution and reinforcement of treaty 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 Ratray (Eds), *Arms Control toward the 21st Century*; S de Madariaga, *Disarmament*; A Myrdal, *The Game of Disarmament*; P J Noel-Baker, *The Arms Race*; N A Sims, *The Diplomacy of Biological Disarmament*. Contextual reading is also advised, for students to derive full benefit from this course, and a longer list is distributed at the first lecture in this series.

Office hour: Mr Sims is normally available to see students briefly without prior appointment during his regular "office hour" in D609. For longer meetings appointments may be made with his secretary in D611.

IR904

International Verification

Teacher responsible: Mr N A Sims, D609

Availability: Course intended primarily for all students interested. This course is not intended as preparation for any particular examination. This course is intended to complement the lecture series IR903 which students should attend in the MT and first half of the LT. Some familiarity with the elements of international organisation, in particular the United Nations system, is also expected.

Core syllabus: The practice and problems of the verification of compliance with international obligations, especially in relation to disarmament and arms limitation treaties, but with some attention paid to other systems of international supervision for comparison of concepts and procedures.

Content: The social and legal bases of compliance. Problems of the Domestic Analogy in International Relations, applied to the conceptual vocabulary of verification. Concepts of compliance diplomacy; the adversarial and co-operative modes contrasted. Verification of biological and chemical disarmament. Transparency, evasion scenarios and verifiability. Intrusiveness, stringency and other qualities of verification procedures. The interaction of diplomacy, law, science, politics and international organisation in different patterns of verification.

Teaching: 5 lectures, LT (IR904).

Written work: None.

Reading list: I Bellamy & C D Blacker (Eds), *The Verification of Arms Control Agreements*; British Medical Association, *Biotechnology, Weapons and Humanity*; G Duffy, *Compliance and the Future of Arms Control*; A S Krass, *Verification: How Much Is Enough?*; M Krepon & M Umberger (Eds), *Verification and Compliance*; N A Sims, *International Organization for Chemical Disarmament*; VERTIC, *Verification Yearbooks*; 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: Olga Sobolev, C513

Availability: For undergraduates where regulations permit. An A-level pass or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Teaching: 4 hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly exercises.

Reading list: To be confirmed: please contact Language Centre.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN110

German Language and Society 1

Teacher responsible: Astrid Küllmann-Lee, C514

Availability: For undergraduates where regulations permit. An A-level pass or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Teaching: 4 hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshop; (d) Tutorials; and (e) Guided study using 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*; Öv Horvath, *Eine Kindheit*; *Facts about Germany*, Societäts Verlag.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN120

Spanish Language and Society 1

Teacher responsible: Mercedes Coca, C515

Availability: For undergraduates where regulations permit. An A-level pass or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Teaching: 4 hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly exercises.

Reading list: E Galeano, *Las Venas Abiertas de América Latina*; H Graham & J Labanyi (Eds), *Spanish Cultural Studies*; J Hooper, *Los Nuevos Españoles*.

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: Hervé Didiot-Cook, C520

Availability: For undergraduates where regulations permit. An A-level pass or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, Video and Audio tapes; and (e) Transferable skills.

Teaching: 4 hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Laboratory, IT and Web-based material.

Written work: Weekly exercises.

Reading list: Didier Daeninckx, *Meurtres pour mémoire*; Jean-Claude Moscovici, *Voyage à Pitchipoi*; Serge Bernstein & Pierre Milza, *Histoire de la France au XXe siècle*; René Rémond, *Notre siècle 1918-1988*.

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: Olga Sobolev, C513

Availability: For undergraduates who have either successfully completed the first year programme (LN100) or who can show other evidence of the necessary degree of proficiency. This course is designed to be completed in one year, but examination can be deferred on the recommendation of the teacher responsible until the end of the following year.

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 exercises.

Reading list: To be confirmed: please contact Language Centre.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN210

German Language and Society 2

Teacher responsible: Astrid Küllmann-Lee, C514

Availability: For undergraduates who have either successfully completed the first year programme (LN110) or who can show other evidence of the necessary degree of proficiency. This course is designed to be completed in one year, but examination can be deferred on the recommendation of the teacher responsible until the end of the following year.

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 exercises.

Reading list: Horst Plötzsch *Die deutsche Demokratie*; G Buchner, *Die Bundesrepublik Deutschland. Basiswissen für Staatsbürger, Tatsachen über Deutschland*, Societäts Verlag; M Maron, *Stille Zeite Sechs*; M Frisch, *Homo Faber*; Thomas Brussig, *Am kürzeren Ende der Sonnenallee*; Thomas Bernhard, *Wittgensteins Neffe*.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN220

Spanish Language and Society 2

Teacher responsible: Mercedes Coca, C515

Availability: For undergraduates who have either successfully completed the first year programme (LN120) or who can show other evidence of the necessary degree of proficiency. This course is designed to be completed in one year, but examination can be deferred on the recommendation of the teacher responsible until the end of the following year.

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 exercises.

Reading list: L De Sebastián, *Mundo rico, Mundo pobre (doce tesis para interpretar América Latina)*; J P Fussi & J Palafox, *España: el Desafío de la Modernidad 1808-1996*; G Garcia Marquez, *Fantasia y creación artística en América Latina y el Caribe*.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN230

French Language and Society 2

Teacher responsible: Hervé Didiot-Cook, C520

Availability: For undergraduates who have either successfully completed the first year programme (LN130) or who can show other evidence of the necessary degree of proficiency. This course is designed to be completed in one year, but examination can be deferred on the recommendation of the teacher responsible until the end of the following year.

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 exercises.

Reading list: Daniel Pennac, *La fée carabine*; Serge Bernstein & Pierre Milza, *Histoire de la France au XXe siècle*; René Rémond, *Notre siècle 1918-1988*; Hubert Védrine, *Les mondes de François Mitterrand*.

Assessment: (a) 3 hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN250

English Literature and Society 1900 – present day

Teacher responsible: Angus Wrenn, C614

Availability: For undergraduates where regulations permit. Students (especially those taking the General Course) should not be deterred if they do not have A level English Literature or foreign equivalent.

Core syllabus: (a) Study of 20th century British Literature in its social and 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; and (d) Study of individual authors.

Content: (a) Modernism; Political Engagement; Social Realism; Theatre of the Absurd; Post-Colonial Literature; Celtic Literature; Post- Modernism; (b) Several trips to theatre productions arranged during the year; (c) Extensive use of archive recordings of authors, and video; (d) Students encouraged to take an active part in class discussion, to draw upon knowledge of their principal degree discipline, and to read widely; and (e) Revision tutorials.

Teaching: 3 hours per week, which will feature: (a) Lectures on a range of authors and themes; (b) Classes comprising teacher' input and students' presentations; (c) Workshop; and (d) Tutorials.

Written work: Minimum 3 essays a term.

Reading list: Critical texts include Raymond Williams, *Culture and Society*; Edward Said, *Culture and Imperialism*; Camille Paglia, *Sexual Personae*; Paul Fussell, *The Great War and Modern Memory*; John Carey, *The Intellectuals and the Masses*.

Assessment: 3 hour examination.

LAW

LL101

NA 00/01

English Legal Institutions

Teacher responsible: To be announced**Availability:** This course is available to students on any Bachelor's degree, where regulations permit and to General Course students.**Core syllabus:** The aim is to introduce students to the basic features of the legal system: the law making system especially through legislation and the common law; and the civil and criminal justice system.**Content:** Sources of law; case law and the theory of binding precedent; legislation and statutory interpretation; custom. Reform of the law and codification. The organisation of the courts; their jurisdiction and the types of cases with which they deal. Civil and criminal process, including an outline of pre-trial proceedings; police powers, evidence and procedure of trial. The personnel of the law including judges, magistrates, juries, barristers and solicitors. Legal aid and advice. Appeals. Students are not expected to have any knowledge of the substantive rules of law in contract, tort, criminal law or in the other branches of the law.**Teaching:** There are two lecture courses each accompanied by a class as follows: Lectures (LL101);(i) **The Law Making Process** (10 M)(ii) **Courts and the Trial Process** (14 LS)

Classes: LL101.A: Weekly Sessional.

Written work: Depends on class teacher, but usually three or four pieces of written work per term.**Reading list:** For (i) the basic text (which should be bought) is Michael Zander, *The Law Making Process*.For (ii) the basic text (which should also be bought) is Michael Zander, *Cases and Materials on the English Legal System*.**Assessment:** A three-hour formal examination in the ST based on the full syllabus. Students must do 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) 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:** MT: 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.

LT and ST: Introduction to the principles of the law of unjust enrichment or restitution. Liability in tort for personal injuries, including trespass, negligence, and statutory liabilities. Other bases for liability in tort. Remedies for torts, including alternative compensation systems.

Teaching: the course is taught by means of two lectures (LL104) per week and one class (LL104.A) per week. The lectures will be given by a number of different teachers. The basic work is done through 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:** A three-hour formal examination in the ST, which requires candidates to answer questions in contract, tort, and unjust enrichment (restitution).

LL105

Property I

Teacher responsible: Professor W T Murphy, A372**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.**Arrangements:** Two lectures a week (LL105) and one 2-hour seminar (LL105.A).**Reading list:** Murphy & Roberts, *Understanding Property Law*; Ryan, *Property and Political Theory*; Ryan, *Property*.**Assessment:** A two-hour formal examination in the ST on which the entire assessment for the course is based.

LL106

Public Law: Elements of Government

Teacher responsible: Professor C R Harlow, A541**Availability:** This is a compulsory course for Intermediate LLB and LLB (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 covers judicial remedies and provides an introduction to administrative law and civil liberties.

Content:

(1) The characteristics of the British Constitution in the context of European Union.

(2) The institutions of government: (a) Cabinet Government, Central Government Departments and Civil Service, Police. (b) Devolved and Regional Government Agencies. Local Government. (c) Legislatures: functions, representation, elections. (d) The judiciary. Judicial Review of administrative action. (e) Civil liberties and Human Rights.

Teaching: Lectures (LL106); MT and LT, two lectures and one class a week (LL106.A).**Written work:** Will be indicated by the class tutor. Three essays will be required.**Reading list:** Texts will be recommended by individual class teachers.**Supplementary reading list:** A detailed study guide with a detailed further reading list including periodical literature is available in the Library and in the Public Folders.**Assessment:** Three hour written examination in the ST.

LL108

Criminal Law

Teacher responsible: Professor N Lacey, A463**Availability:** The course is compulsory for Intermediate LLB and LLB (French) students and BA Anthropology and Law 3rd year students. There are no pre-requisites for it.**Core syllabus:** The aim of the course is to provide a grounding in the general principles of criminal law and to examine the application of these principles to certain specific offences. Policy issues surrounding both principles and offences are also discussed.**Content:** Mens rea; actus reus; defences to crime; strict liability; parties to crime; homicide; defences to murder; infanticide; rape; incest; theft; fraud as dealt with in the Theft Acts 1968 and 1978; handling stolen property; burglary.**Teaching:** Teaching is by 40 hour lectures (LL108) and 23 classes (LL108.A). Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate in class.**Written work:** This will be set by the teacher in charge of the class. A minimum of two pieces of written work will be required, usually one essay and one problem.**Reading list:** Students will be expected to read the relevant parts of N Lacey & C Wells, *Reconstructing Criminal Law* (2nd edn, 1998); they may also find it useful to buy Andrew Ashworth, *Principles of Criminal Law* (3rd edn, 1999); or M Allen, *Introduction to Criminal Law* (3rd edn, 1997). They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided. Additional reading in the shape of cases and materials designated as secondary is set out on the reading sheets.**Assessment:** One three-hour paper in the ST. Four questions to be answered out of nine or ten.

LL109

Introduction to the Legal System

Teacher responsible: Professor W T Murphy, A372**Availability:** For Intermediate LLB and LLB (French) students.**Core syllabus:** The course is designed as a foundation course to make law students familiar with the basic institutions of the legal system.**Content:**1. The legislature, the courts and other methods of dispute settlement
2. The personnel of the legal system, including judges, lawyers, and magistrates.

3. The basic divisions 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: Lectures, weekly MT

Classes: weekly MT

The Lectures will be given by Mr Jacob, Dr Malleon, Professor Murphy, Dr Redmayne and Professor Roberts.

Assessment: A formal two-hour examination in the ST.

LL201

Administrative Law

Teachers responsible: Mr R Rawlings, A356 and Professor C R Harlow, A541**Availability:** This course is optional for 2nd or 3rd year LLB and LLB (French) students and BA Anthropology and Law.**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 and the Ombudsmen. Special studies will be made of the relationship between Administrative Law and eg (i) Welfare Benefits; (ii) Immigration Control; (iii) Regulation; (iv) Citizens' Charter; (v) European Community Law.**Teaching:** (1) 25 2-hour Seminars (LL201) held weekly. These are conducted by Mr R Rawlings and Professor Carol Harlow. (2) Occasional seminars (LL201), conducted jointly with visiting speakers in the LT.**Written work:** A minimum of two essays will be required.**Reading list:** Harlow and 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); K C Davis, *Discretionary Justice* (1969)*; D Foulkes, *Administrative Law* (8th edn, 1995)*; G Richardson & H Genn (Eds), *Administrative Law and Government Action* (1994).**Assessment:** One three-hour examination in the ST, containing nine questions of which four are to be answered.

LL202

Commercial Contracts

Teachers responsible: Professor Hugh Collins, A342 and Dr Sarah Worthington, A159**Availability:** This is an optional course of LLB and LLB (French) Part 1 and II, and BA Anthropology and Law. Completion of **Law of Obligations** is a prerequisite. Not available to students who have completed **Law of Obligations II** or **Mercantile Law**.**Core syllabus:** A study of the legal regulation of selected types commercial contracts in their business context.**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. Classes will meet every three weeks. An outline with main topics, cases and other references is distributed. Work sheets are given out for each class.**Written work:** Written work will be required each term.**Reading list: Textbooks:** H Collins, *Law of Contract*, 3rd edn (1997); R Goode, *Commercial Law*, 2nd edn (1995); L Sealey & R. Hooley, *Text and Materials in Commercial Law*; Beale, Bishop & Furmston, *Contract: Cases and Materials*.**References:** P Atiyah, *The Sale of Goods*, 8th edn; R Cranston (Ed), *Commercial Law*; H Collins, *Regulating Contracts* (1999); S Worthington, *Proprietary Interests in Commercial Transactions* (1996). This will be supplemented by references to articles and other books in the lecture outline.**Assessment:** One three-hour examination in the ST.

LL203

Law of Business Associations

Teachers responsible: Professor Paul Davies, A457, Vanessa Finch, A540, Judith Freedman A158, Dr Sarah Worthington, A326 and Dr Eva Micheler**Availability:** This course is for 2nd and 3rd year LLB and LLB (French) students and BA Anthropology and Law only. (Not available for General Course students). Some background knowledge of contract and agency principles, as well as trust law, is desirable.**Core syllabus:** The emphasis in this course is on registered companies with reference made to Partnership Law and other forms of business association to the extent necessary to provide background to the study of Company Law. The use of the corporate structure for different types of enterprise is examined and the relationships, rights and duties of the various parties involved in the corporation are explored.**Content:** (1) *Partnership:* The nature of partnership; relation of partners externally and *inter se*; partnership property; dissolution of partnership.(2) *Basic Company Law:* (a) Introduction to history of company law and company law reforms; company administration extra statutory regulation; the role of company law and the nature of the company. (b) Types of companies and their functions; the process of incorporation; corporate personality. (c) Constitution; the doctrine of ultra vires; the contract in the articles; the liability of the company in contract, tort and crime; the distribution of power in a company. (d) Duties of directors, fraud on the minority, class rights. (e) Enforcement of Company Law, Investigations, auditors. (f) Contemporary issues in corporate finance.**Teaching:** There are 40 lectures (LL203), two lectures per week and one 2 hour fortnightly seminar (LL203.A).

Main Lecturers: V Finch, J Freedman, Professor P Davies and Dr S Worthington.

Selected essay questions and problems will be discussed in class.

Written work: There will be at least three written assignments during the course.**Reading list:** Recommended: Gower's, *Principles of Modern Company Law*; J H Farrar, *Company Law*; Parkinson, *Corporate Power and Responsibility*; Cheffins, *Company Law, Theory, Structure and Operation*; *The Company Lawyer* (bi-monthly periodical, Oyez Longman); L S Sealy, *Cases and Materials on Company Law*; CCH, *British Companies Legislation* or Butterworths, *Company Law Handbook*. More detailed reading lists will be provided during the course. The latest edition of books should be consulted in each case.**Assessment:** A three-hour formal examination in the ST, based on the full syllabus. Four questions must be answered. The paper counts for 100% of the assessment. Students are permitted to bring into the examination their own copies of the relevant legislation, with non verbal markings only.

LL204

Advanced Torts

Teacher responsible: Dr J Fulbrook, A368**Availability:** One of the second year qualifying courses for professional purposes. No restrictions.**Core syllabus:** A study of the protection of interests by the Law of Torts. **Content:** (A) Personal Injuries: Psychiatric Damage; Professional Liability; Trespass to Person. (B) Economic Aspects: Negligence Liability; the Economic

Torts; Passing Off. (C) Property Rights: Trespass to Land and to Goods; Nuisance and Environmental Protection; the rule in Rylands v Fletcher. (D) Reputation: Defamation and Privacy. (E) Special Topics (which may evolve or change from year to year): Occupiers' Liability and Defective Premises; Transport Liability; Sports Liability; Tobacco Liability; Industrial Diseases.

Teaching: There will be one 2 hour seminar a week. An outline and weekly worksheets will be given out with advanced reading.**Written work:** At least two pieces of written work will be required.**Reading list:** Peter Cane, *The Anatomy of Tort Law* (1997); B A Hepple, M H Matthews & D Howarth, *Tort: Cases and Materials* (5th edn, 1999); B S Markesinis & S F Deakin, *Tort Law*; John G Fleming, *An Introduction to the Law of Torts*; Carol Harlow, *Understanding Tort Law*; Nicholas Mullany & Peter Handford, *Tort Liability for Psychiatric Damage* (1993); Jane Stapleton, *Disease and the Compensation Debate* (1986); Margaret Brazier, *Medicine, Patients and the Law* (2nd edn, 1992); Ian Kennedy & Andrew Grubb, *Medical Law* (2nd edn, 1994); Jane Stapleton, *Product Liability* (1994).**Assessment:** A three hour written examination in the ST.

LL205

Medical Law

Teacher Responsible: 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:**

1. Malpractice Litigation: negligence, alternative dispute resolution
2. Consent: informed consent; children; emergencies; the mentally ill
3. National Health Service responsibilities; patients' rights
4. Product Liability: medicines, licensing and control
5. Confidentiality
6. Regulation of medical research on humans and on embryos
7. Regulation of reproduction: contraception, sterilisation, abortion, control of pregnancy and childbirth; surrogacy; new reproductive technologies
8. Genetics: the Human Genome Project; screening; cloning
9. Mental Health
10. Organ transplantation and donation
11. Terminal Care and Euthanasia

Teaching: There will be weekly lectures and classes**Written work:** In addition to the assessed essay, at least one other essay will be required.**Reading list:** Montgomery, *Health Care Law*, OUP (1997); Davies, *Medical Law*, Blackstone (1998); Ian Kennedy, *Treat Me Right*, OUP (1991); Sheldon & Thomson, *Feminist Perspectives on Health Care Law*, Cavendish (1998).**Assessment:** (i) Assessed essay (25%). (ii) Three hour examination (75%) in the ST.

LL207

The Law Relating to Civil Liberties in England and Wales

Teachers responsible: Mr D N Schiff, A153, Dr K Malleon, A357 and Dr J Peay, A462**Availability:** This is an optional course for LLB and LLB (French) Part I and II and BA Anthropology and Law.**Core syllabus:** The aim of this course is to discuss the legal protection of civil liberties in England and Wales from a domestic standpoint. Various aspects of freedom of expression and association, freedom of the person and freedom of religion will be covered. Particular attention will be paid to developments arising from the coming into force of the Human Rights Act 1998.**Content:**

- A. Theories of civil liberty and their protection.
- B. Public order and the right to protest: general and historical; breach of the peace; legislation relating to public order; picketing.
- C. Rights of mental patients: compulsory treatment in hospital; treatment/control in the community; health rights and 'ordinary' legal rights.
- D. Police powers and suspects rights: detention; the right to silence; terrorism.
- E. Prisoners rights.
- F. Freedom of expression: censorship; obscenity and indecency; video and computer pornography; terrorism.
- G. Freedom of religion: blasphemous libel; religious discrimination; 'harmful' religions.
- H. The Human Rights Act 1998, and its impact.

Teaching: This is a seminar course. 21 two-hour seminars are held. There are no lectures.**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* (2000); S H Bailey, D J Harris & B L Jones, *Civil Liberties, Cases and Materials* (5th edn, 2000).General Guides: Latest editions of H Fenwick, *Civil Liberties*; G Robertson, *Freedom, the Individual and the Law*; R Stone, *Civil Liberties*.General Debate: R Clutterbuck, *Public Safety and Civil Liberties* (1997); K Ewing & C Gearty, *Freedom Under Thatcher* (1990); K Ewing & C Gearty, *The Struggle for Civil Liberties* (2000).General Background: C Gearty & A Tomkins (Eds), *Understanding Human Rights* (1997); F Klug, K Starmer & S Weir, *The Three Pillars of Liberty: Political Rights and Freedoms in the United Kingdom* (1996).**Assessment:** A three-hour unseen written examination will be held in the ST.

LL209

Commercial Law

Teachers responsible: Dr S Worthington, A159 and Mrs V Prais, Y121**Availability:** This course is available to Bachelor's degree and Diploma

students where regulations permit. There is no pre-requisite law subject for this course.

Core syllabus: The aim of this course is to introduce non-law students to the fundamental principles and problems of contract law, company law and the law of corporate insolvency.

Content:

- (1) Contract: essentials of a valid contract; capacity; privity; content; factors of invalidation; discharge; remedies.
- (2) Company Law: incorporation; constitutional documents; ultra vires doctrine; liability of the company; directors; majority rule and minority protection.
- (3) Corporate Insolvency: secured lending; receiverships; liquidations.

Teaching: Each week for 20 weeks there are two one-hour lectures (LL209), accompanied by a one-hour class (LL209.A).

Reading list: McKendrick, *Contract Law*; Griffin, *Company Law: Fundamental Principles*.

Supplementary reading list: Collins, *The Law of Contract*; Sealy, *Cases and Materials in Company Law*; Davies, *Gower's Principles of Modern Company Law*.

Assessment: A three hour formal examination in the ST, based on the full syllabus, comprising ten questions, of which four are to be answered. The examination counts for 100% of the assessment of the course.

LL210

Information Technology and the Law

Teacher responsible: Mr. Andrew Murray

Availability: Parts I and II LLB and LLB (French); BA Anthropology and Law.

Core syllabus: The aim of this course is to introduce students to the impact computers and the Internet are having, firstly, on the substantive law of the UK, the US, and Europe and, secondly, on the legal process and the nature of law. 'Computer law' has developed since the 1970's from the application of ordinary rules of contract and criminal law to a rapidly growing specialist cognate discipline, which now embraces the emergent field of legal regulation of the Internet. The course intends to examine 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 in electronic media.

The objectives of the course are to enable students (a) to understand and deal with the legal issues associated with software, hardware, the computer industry and the Internet, and (b) to understand what computer technology can do to support and assist the legal process, lawyers, judges and clients. Students will also be asked to consider the impact of computerisation on law, society, and individual.

Content

1. An Introduction to Computer Technology
2. An Introduction to Cyberspace: Navigation, linking, framing and caching
3. Intellectual Property Rights 1: Copyright in computer software; database rights
4. Intellectual Property Rights 2: Patenting software applications
5. Intellectual Property Rights 3: Copyright on the Internet
6. Intellectual Property Rights 4: Trade marks and domain names/metatags
7. E-Commerce 1: Off-line Contracts: Distribution agreements and computer software
8. E-Commerce 2: Electronic Contracting: E-mail and 'web-click' contracts
9. E-Commerce 3: Digital Systems: Encryption, electronic signatures and digital cash
10. Electronic Media 1: Libellous materials and spam
11. Electronic Media 2: Defective Products: Liability for defective software products
12. Electronic Media 3: Criminal Content: Pornography and other illegal content
13. Computer Misuse: Hacking, phreaking etc.
14. Privacy Issues 1: Data Protection: The Data Protection Act 1998
15. Privacy Issues 2: Interception: The Regulation of Investigatory Powers Bill
16. International Aspects 1: IPL and choice of law issues
17. International Aspects 2: Internet Regulation: ICANN, WIPO and the registrars
18. Conclusions: Future Developments

Teaching: There will be one two-hour seminar weekly
Recommended reading: Lloyd, *Information Technology Law* (3rd edn, Butterworths due September 2000); Reed & Angel, *Computer Law* (4th edn, (Blackstone Press, due July 2000); Bainbridge, *An Introduction to Computer Law* (4th edn, Longman, 2000); Edwards & Waelde (Eds), *Law and the Internet: A Framework for Electronic Commerce* (Hart, due September 2000); Gringras, *The Laws of the Internet* (2nd edn Butterworths, due October 2000); Susskind, *The Future of Law* (Clarendon Press, 1996); Dickie, *Internet and electronic commerce law in the European Union* (Hart, 1999). Recommended for purchase (Lloyd preferred if published).

Suggested initial reading: Lloyd, *Information Technology Law* (2nd edn, Chapters 1 & 2); Terret, "A Lawyer's Introduction to the Internet" in Edwards & Waelde (Eds) *Law and the Internet: Regulating Cyberspace*; Reed, *Computer Law* (3rd edn, Introduction). In addition students should develop a background understanding of computers and networks:

Students with *no prior knowledge* of computer systems may wish to use an introductory text such as: Capron, *Computers: Tools for an information age* (5th edn, Longman, 1998, Chapters 1,2,6 & 7); Students with *some prior knowledge* of computer systems and networks may wish to use more advanced texts such as: Hamacher, Vranesic & Zaky, *Computer Organisation* (McGraw-Hill, 1996, Chapters 1 & 2); Tanenbaum, *Computer Networks* (3rd edn, Prentice-Hall, 1996, Chapter 1).

Assessment: Three hour written examination in the ST.

LL212

Conflict of Laws

Teacher responsible: Dr Peter McElevay

Availability: This course is optional in the LLB and LLB (French) students and BA Anthropology and Law. 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: This subject concerns the legal problems resulting from a situation which has contacts with more than one country: how does the English legal system deal with international cases of a private (not government-to-government) nature?

Content: *General:* Introduction; domicile; habitual residence.

Family Law: Formal and essential validity of marriage; polygamy; divorce jurisdiction; influence of European Union; recognition of foreign divorces; custody; international child abduction.

Jurisdiction (Traditional Rules): Service of claim form on individuals in England and abroad; jurisdiction over companies; jurisdiction agreements; forum non conveniens; anti-suit injunctions.

Foreign Judgments: Jurisdiction of foreign courts; defences; procedures. *Brussels Jurisdiction and Judgments Convention:* Scope of convention; domicile; special jurisdiction; jurisdiction agreements; iis alibi pendens; recognition of judgments.

Contract: Rome Convention on the Law Applicable to Contractual Obligations.

Tort: Applicable law.

Teaching: 20 2-hour Seminars: LL212 – MT and LT.

Reading list: P M North & J J Fawcett, *Cheshire and North's Private International Law*.

Reference: A V Dicey & J H C Morris, *Conflict of Laws*.

Full reading lists and problem sheets are provided for the seminars and students are expected to work through these in advance. Some topics dealt with in seminars are not covered in the textbooks. For this reason good attendance is important.

Assessment: Three hour written examination paper in the ST.

LL221

Law of Domestic Relations

Teachers responsible: Mr D C Bradley, A465 and Ms E Jackson, A328

Availability: This is an optional course for LLB and LLB (French) 2nd or 3rd year and BA Anthropology and Law 2nd or 3rd year students.

Core syllabus: The aims of the course are to examine issues of contemporary importance in the law of domestic relations from a comparative perspective and to investigate the development and institutional significance of this branch of the law.

Content: Topics will be selected from the following: The evolution of marital capacity law. Transsexualism. The code of sexual morality. Abortion and sexual equality. Matrimonial property. Marriage as a source of financial support. Domestic violence. Divorce. Mediation, marriage contracts and private ordering. Children and divorce. Child protection and local authority care. Adoption. Unmarried cohabitation. Children of unmarried parents.

Teaching: There is normally one lecture (LL221) and one seminar (LL221.A) every week throughout MT and LT.

Students should note that lectures provide the background for seminar work. Students must be prepared to work independently for the seminars.

Reading lists will be distributed.

Written work will be required by seminar teachers.

Assessment: This course will be assessed by examination (75%) and an essay (25%) written during the course. Students may use their own copy of a collection of statutes to be specified in the examination in accordance with School and University Regulations.

LL223

Economic Analysis of Law

Teacher responsible: Dr B V Hindley, S583

Availability: This course is optional for LLB and LLB (French) 2nd and 3rd year students, BA Anthropology and Law and for other degrees where regulations permit. Students would benefit from some knowledge of elementary microeconomics.

Core syllabus: An introduction to applications of elementary microeconomics to law.

Content: Economic theories of legal topics such as: Property – private and common property rights, trespass, nuisance, compulsory purchase.

Contract – consideration, mistake, frustration, fraud, damages, specific performance, penalty clauses, bargaining power.

Torts – negligence, strict liability, products liability, no-fault insurance schemes, workmens' compensation.

Crime – optimal criminal sanctions, crime prevention.

Other topics may be introduced from time to time.

Teaching: Lectures (LL223): 1 a week.

Classes (LL223.A): 1 a week.

Written work: Students are encouraged but not required to write one short paper each term.

Reading list: Detailed advice will be given at the beginning and during the course. Reference will be made to Cooter & Ulen, *Law and Economics*; Posner, *Economic Analysis of Law* (3rd edn); Polinsky, *An Introduction to Law and Economics* (2nd edn); and a limited number of journal articles.

Assessment: Three-hour formal examination in the ST. Four questions to be attempted from about twelve.

LL226

Elements of Labour Law

Teacher responsible: Ms A Edwards

Availability: This course is available to BSc Management Science students

and other Bachelor's degree students where regulations permit. While any previous knowledge and/or experience of the law in industrial relations is an advantage it is NOT essential.

Core syllabus: The aim of the course is to examine the role of the law in British industrial relations. It is divided into two parts. The first covers the individual labour relationship between the individual worker and his or her employer, including discrimination at the workplace. The second is concerned with the collective labour relations between trade unions and employers and other forms of worker representation.

Content: Collective labour law:

Trade unions' organisational rights; legal status of trade unions; the individual right to organise and right to dissociate – the closed shop; time off work for union activities. Internal trade union management; admission and expulsion; members' rights; union democracy; union political activities. Collective bargaining and the law: union recognition; legal status of collective agreements; disclosure of information. Consultation rights. Legal regulation of strikes and other forms of industrial conflict; picketing; individual workers' rights; civil liabilities for organising industrial action.

Individual labour law:

Legal nature of individual employment relationship: employee status contrasted with self-employment; relationship of individual contract to collective agreements. Individual rights during employment: pay – minimum wage, maternity rights including maternity pay; working time – time off work, holidays. Discrimination in employment: sex discrimination, including equal pay, discrimination on racial grounds, disability discrimination, maternity rights. Rights of employees in business transfers. Termination of employment: different types of termination; rights of dismissed employees – wrongful dismissal, unfair dismissal, redundancy.

Teaching: The course will be taught by 22 weekly seminars (one and a half hours) (LL226) in the MT, LT and ST unless the numbers taking it are sufficient to justify a weekly lecture plus a weekly class (LL226.A).

Written work: Students will be required to do two pieces of written work each term.

Reading list: Students are advised to purchase the latest edition of one of the following: Deakin & Morris, *Labour Law*; Smith & Wood, *Industrial Law*; Pitt, *Employment Law*.

Supplementary reading list: Anderman, *Labour Law: Management Decisions and Workers' Rights*; Pitt, *Cases and Materials on Employment Law*; H Collins, *Justice in Dismissal*; S Fredman, *Women and the Law*; Wedderburn, *The Worker and the Law*.

Assessment: A three hour formal examination in the ST based on the syllabus above. The paper contains 10 questions of which four have to be attempted.

LL231

The Substantive Law of the European Union

Teachers responsible: Mr Damian Chalmers, A361, Dr Pavlos Eleftheriadis, A326 and Ms Imelda Maher, A355

Availability: This course will only be available to third year LLB or LLB (French) students or to students who have previously taken a course on European Union law. Students must have an adequate knowledge of the EU institutional framework and its system of judicial protection. No knowledge of a foreign language is necessary.

Core syllabus: An introduction to the substantive law of the European Union.

Content: Governance of the Internal Market: Comitology; flexibility and European Agencies.

The Economic Constitution: The Single Market programme; harmonisation and implementation; liberalisation; Capital movements and EMU.

EC Competition law: functions and theories of competition law; enforcement; restrictive agreements; abuse of dominance; mergers.

Environment: law and policy.

Beyond Europe: "third country" nationals; Common foreign and security policy; International trade agreements; enlargement.

Teaching: One two hour weekly seminar, Sessional.

The Assessed Essay: Students will be required to do an assessed essay.

A topic will be chosen by each student in consultation with a course teacher or, if there are a large number of students, a list of essay titles will be provided although those students wishing to devise their own title will be encouraged to do so.

Written work: In addition to the assessed essay, a minimum of two pieces of written work will be required.

Reading list: Chalmers & Szyszczak, *European Union Law: Towards a European Polity?* (Ashgate, 1998); Craig & De Burca, *EU Law* (2nd edn, OUP, 1998); Weatherill & Beaumont, *EC Law* (3rd edn, Penguin, 1999); Craig & De Burca (Eds), *The Evolution of EU Law* (Oxford, 1999).

Assessment: 75% of the mark will be by a written unseen examination in the ST. 25% will be by an assessed essay of between 3,500-5,000 words in length.

LL232

Law and Institutions of the EU

Teachers responsible: Dr Pavlos Eleftheriadis, A326, Mr Damian Chalmers, A361 and Ms Imelda Maher, A355

Availability: This is an optional course for LLB and LLB (French) Parts I and II, and BA Anthropology and Law students.

Core syllabus: An introduction to European Union Law.

Content: The course covers the basic institutional structure of the European Union and the fundamental economic freedoms established by Community law. Topics will include:

Evolution of the European Union. Basic Institutions of the European Union. Legislative Procedures – 'Hard' Law and 'Soft' Law. Interest Representation in the European Community. The European Community as a Regulatory State. Constitutionalism and the Community Legal System. Jurisdiction of the Court of Justice. Relations between the Court of Justice and National

Courts. Subsidiarity, Flexibility and Multilevel Governance. Free Movement of Goods. Free Movement of Workers. Free Movement of Services and Establishment. Fundamental Rights. Citizenship and the Area of 'Freedom, Security and Justice'.

Teaching: Two lectures a week accompanied by a weekly class.

Written work: This depends upon each class teacher, but a minimum of two essays a term.

Reading list: Chalmers & Szyszczak, *European Union Law: Volumes 1 and 2* (Ashgate, 1998); P Craig & G de Burca, *EU Law: Text, Cases, and Materials*, 2nd edn (Oxford, 1998); Weatherill & Beaumont, *EC Law*, 3rd edn (Penguin, 1999); T C Hartley, *The Foundations of European Community Law*, 4th edn (Oxford, 1998); Szyszczak & Nielsen, *The Social Dimension of the European Community*, 3rd edn (Handelshojkolsens Forlag, 1997); Bellamy & Castiglione (Eds), *Constitutionalism in Transformation* (Blackwell, 1996).

There will also be a course-pack with selected materials.

Assessment: A three-hour formal examination in the ST. Students will be allowed to take copies of Foster (Ed), *EC Legislation* or Rudden & Wyatt (Eds), *Basic Community Laws* into the examination.

LL233

Law of Evidence

Teacher responsible: Alain Pottage, A358

Availability: This course is optional for LLB and LLB (French) Part I and II and BA Anthropology and Law. It is better viewed as a final year subject. First year law training, and preferably second year as well is required.

Core syllabus: This course explores technologies of proof and information processing in law.

Content: The use of evidence; evidence as information; adjectival and evidential law; forms of reasoning; techniques of inference and deduction; relevancy and proof; Bayesian and Pascalian probability; legal and scientific proof; relevancy and proof; incidence of proof; direct and circumstantial evidence; writing and documentation; form and substance in the construction of proof; techniques of information gathering.

Teaching: 22 weekly two-hour seminars (LL233), Sessional.

Reading list: Twining, *Wigmore and Bentham on Evidence*; Zuckerman, *The Principles of Criminal Evidence*.

The full reading list will be available at the beginning of the year.

Assessment: A three-hour examination in the ST.

LL235

Housing Law

NA 00/01

Teacher responsible: Mr R L Nobles, A328

Availability: This is an optional course for Part I and II – LLB and LLB (French) degree and BA Anthropology and Law.

Core syllabus: This course will examine the legal framework surrounding the provision of housing.

Content: 1. *The History of Housing Policy*. 2. *Housing Finance:* Mortgages and tax reliefs; Local Authority finance and housing subsidies; Housing Benefit; Housing Corporation funding. 3. *Housing Standards:* Building Regulations; Repair Law; Public Health; Overcrowding and Multioccupancy; Clearance; Improvements. 4. *Rights of Tenure:* Owner occupation; Private rented sector; Council housing. 5. *Right of Access:* Homelessness; Squatting; Housing (Homeless Persons) Act; Racial Discrimination.

Teaching: There will be a two-hour seminar (LL235) each week throughout the MT, and for the first five weeks of the LT. The material covered in these seminars will form the basis of an examination at the end of the year. It will also introduce the students to areas of housing law in which they can undertake a supervised research essay.

Reading list: M Partington, *Landlord and Tenant*; Tiplady, *Housing Welfare Law*; Hudson, *On Building Contracts*; Enid Gouldie, *Cruel Habitations*; T Hadden, *Housing: Repairs and Improvements*; D Hoath, *Homelessness*; S Merrett, *Owner-Occupation in Britain*; A Nevitt, *Housing Taxation and Subsidies*; M Boody, *The Building Societies*; A Pritchard, *Squatting*; Sweet & Maxwell, *Public Health Encyclopaedias*. Specialist journals, eg *LAG Bulletin*, *ROOF*; statutory material; Rent Acts, Housing Acts and Public Health Acts.

Assessment: The examination and the supervised research essay each count for 50% of the final mark. Where a research essay overlaps substantially a course topic the student will not be allowed to answer a question on that topic in the examination.

LL241

Introduction to Civil Law

Teacher responsible: Dr U-I A Stramignoni, A469

Availability: This course is available to all LLB students, whilst attendance is compulsory for LLB (French) students. All students are required to have a good command of the French language though most of the work will be done in English.

Core syllabus: The course's aim is to introduce students reading law for a Common Law degree to some key concepts and institutions at the heart of the Civil Law. This is done mainly by looking at certain aspects of the legal system and legal culture in France.

Content: A Legacy of the Renaissance: The Political Discourse (& the Law) in XVIIIth Century Continental Europe. The French Revolution, and the Emergence of a New Legal Order. The Sources of the Civil Law. *Le Code Civil des Français*: Structure, and Significance. Demarcation and Affirmation of the Public Law in France: Introducing the Constitution. The French System of Private Law: *Droits Subjectifs*, Juridical Facts, and Juridical Acts. The Emergence of Contract: *Consentment*. The Pathology of Contract: *Les Vices du Consentment*; Nullity; *Exécution Forcée*; *Mise en Demeure*; *Résolution*; Damages. Special topics (to be determined each year). The Civil Law Today: Integration, or Dis-integration?

Teaching: 21 2-hour seminars per week (in English) (LL241) MLS, plus one 1 hour class per week (in French) (LL241.A).

Written work: This depends on the class teacher.

Reading list: Textbook will be advised. In addition, The French Civil Code (available in paperback) will have to be consulted on a regular basis (but students are not required to buy their own copy).

Assessment: One 3 hour written examination in the ST (in English).

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: Introduction to the rapidly expanding international law of human rights, both at a universal and regional level.

Content: *Conceptual Issues:* 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; individual and group rights; economic, social and cultural rights.

The UN System and human rights. Detailed examination of the various UN institutions and techniques for the protection of human rights.

The Inter-American System and the OAU and human rights: the Commission and the Court, and procedural requirements.

The European Convention on Human Rights: the institutions of the European Convention and procedural requirements.

About half of the course is devoted to a study of specific rights, drawing largely upon the case law of the European Convention, the American Convention and the African Charter but also of the UN Covenants. Among the rights examined through the case law are fair trial; property; freedom of expression; right to life; privacy; freedom from torture; and non-discrimination; minority rights; rights of indigenous groups; the prohibition on genocide; rights of women, children and refugees; economic, social and cultural rights.

Also various non-institutional methods of promoting human rights, including treaty making and the question of the incorporation of international rights into domestic law. The role of Non-Governmental Organisations.

Teaching: This course is taught by 1 1/2 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 8 or 9 questions, of which 4 are to be answered. The paper comprises both essay and problem questions.

LL247

Land Development and Planning Law

Teacher responsible: To be announced

Availability: This course is optional for LLB and LLB (French) Parts I and II and BA Anthropology and Law.

Core syllabus: The aim of this course is to introduce students to the role of law in planning for land use, regulating land development and regulating environmental pollution.

Content:

- Setting the Scene:* (a) Actors and Institutions: Central and Local Government; the Courts, Planners and Lawyers. (b) Ideas and Ideologies: market, plan; land as private property; land as a national resource; public and private.
- The Plan:* The legal framework; nature; purpose; function; roles of the actors public participation and debate. The future of development plans.
- Land Development:* (a) The regulation of private development: development control; the interaction of law, policy and politics; the public/private interface; enforcement; roles of central and local government. (b) Public Development; compulsory acquisition and compensation; joint ventures; public authorities as developers; conflicts of interests. (c) Large-scale Development; EIA; Private Bill procedures; Big Public Inquiries; Statutory Undertakers.
- Inner City Regeneration:* UDCs; HATs; derelict land; urban development grants; development trusts; economic development initiatives by local authorities; EZs.
- Protection and Use of the Countryside:* National Parks and development therein; AONBs; Management agreements; Mineral development; access to the countryside; regulation of agriculture; caravans; waste disposal.
- The European Dimension:* The single European Act; EIAs; the environmental programme of the EEC.

Teaching: 20 seminars (LL247) Sessional.

Assessment: An essay, counting for 25% of the marks; and an examination in the ST, consisting of three questions over three hours, and counting for 75% of the marks.

LL250

Law and the Environment

Teacher responsible: Damian Chalmers, A359

Availability: This course is optional for Parts I and II of LLB, LLB (French), and BA Anthropology and Law; other students with a keen interest in the environment are welcome.

Core syllabus: The aim of this course is to assess from an interdisciplinary perspective the role of UK law in the environmental field.

Content: (i) Issues of the environment: philosophies of the environment; politics of the environment; law, technology and the environment. (ii) Critical analysis of the supranational and international environmental framework. (iii) Domestic approaches to the environment: theories of environmental regulation – markets and economics; best practicable environmental options and integrated pollution control; the Environment Agency. (iv) Issues in environmental conflict: adjudication, mediation and negotiation. (v) Policy issues underlying the control of water pollution, air pollution and waste disposal (including nuclear waste). (vi) The relationship between environmental law and planning law; problems raised by the built environment.

Teaching: 20 seminars (LL250) MT and LT.

Reading list: There is no set book that covers the course. Students will receive some handouts of materials and a detailed reading list for each topic. Useful introductory books include: J Young, *Post Environmentalism*, 1990; A Dobson, *Green Political Thought*, 1990; Churchill, Warren & Gibson (Eds), *Law, Policy and the Environment*, 1991; N Evenden, *The Natural Alien*, 1993.

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 patents, trademarks, industrial designs and copyright, and the related common law doctrines of passing-off and breach of confidence.

Content:

- The history and theoretical foundations of Intellectual Property Law. Intellectual Property in international trade. Trends towards the global harmonisation of Intellectual Property Law; the impact of these trends upon the trajectory of UK law. Intellectual Property in an information economy.
- Property in Information:* History and theoretical foundations of the tort of breach of confidence.
- Copyright:* The 'author' and the 'work': the subject matter of copyright protection. Artistic copyright and industrial designs. The nature of copyright protection: duration of copyright; criteria for determining ownership of copyright; the rights of the owner, the criteria for infringement of the copyright work, and defences to a claim of infringement. Moral rights. Dealings with copyright: assignment and licensing. Control of the copyright monopoly in domestic and EC law.
- Trade Marks:* Protection at common law. Criteria for registration; the definition of 'trade mark'; distinctiveness; absolute and relative grounds for refusing registration. Removal of registered marks. Infringement. Assignment and licensing of trade marks. Image merchandising.
- Patents:* Justification for patents. Criteria of patentability: novelty, obviousness, industrial application. Entitlement and ownership; employee inventions. The scope of the patent right. Biotechnology patents.

Teaching: 23 two-hour seminars per week plus tutorials in the LT and ST.

Reading list: The recommended text will be W R Cornish, *Intellectual Property and Allied Rights* (Sweet and Maxwell 1999), and students will also be required to purchase one of the available edited collections of statutes. The full reading list will be issued at the beginning of the year

Assessment: 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 (Company Law) or be taking that course concurrently.

Core syllabus: The course looks at the legal rules affecting insolvent companies and those concerned with them and assesses the justifications and issues underlying a corporate insolvency regime. Corporate insolvency law bears a close relationship to Company Law and study of both these subjects will give students a broad understanding of major themes relating to corporate activity.

Content:

I The Role and Objectives of Corporate Insolvency Procedures
(a) Introduction: Aims and Objectives; (b) The Legal Identity of the Enterprise and the Significance of Limited Liability; (c) Outline of Procedures available: Insolvency Practitioners.

II Corporate Borrowing

(a) Outline of corporate borrowing and development and nature of security interests: fixed and floating charges; security by the use of ownership rights; (b) Types of creditor.

III Averting Liquidation

(a) *Rescue Procedures I:* Causes of corporate failure: the decision to rescue or wind-up. Bank rescues.

(b) *Rescue Procedures II:* Receiverships: Administration Orders; Liability of Receivers and Administrators; Comparisons with US Bankruptcy Code Ch 11; Voluntary Arrangements; Role of Creditors and Management?

IV Liquidation

(a) Winding-Up and Control of Procedures; (b) Liquidators; (c) The Winding-Up Process: Gathering Assets; (d) The Distribution of Assets; (e) The Avoidance of Transactions.

V Repercussions of Corporate Insolvency on Individuals

(a) Company Directors; (b) Employees.

VI The European and International Dimensions

Draft Bankruptcy Conventions of EU and the Council of Europe – the road

to a universal bankruptcy system for Member States and to international co-operation on insolvency matters? Reciprocal assistance between insolvency courts?

Teaching: Teaching is by way of 22 seminars (LL253) of 2 hours duration. Detailed reading lists are provided to enable students to be fully prepared and participate in class discussion.

Written work: There will be at least 3 written assignments during the course.
Reading list: Goode, *Principles of Corporate Insolvency*; Farrar, *Company Law*; CCH, *British Companies Legislation*. More detailed reading lists will be provided during the course. The latest edition of books should be consulted in each case.

Assessment: A three-hour formal examination in the ST, based on the full syllabus and forming the entire assessment for the course. An approved version of the relevant legislation may be taken into the examination.

LL257

Labour Law

Teachers responsible: Professor H Collins, A342 and Mr R C Simpson, A157

Availability: The option is open to LLB and LLB (French) students in their second, third or fourth year, but most students find it better to study this subject in their third or fourth year. Also open to BA Anthropology and Law 2nd and 3rd year students.

Core syllabus: A basic introduction to the elements of labour law including employment and trade union law.

Content: (in outline) The contract of employment; 'employees', 'workers' and 'atypical' work relationships. Formation and content of the contract. Statutory and common law regulation of obligations and rights of employer and employee, including pay and working time. Discrimination in employment. Equal pay. Maternity rights. Human rights and civil liberties in the workplace. Termination of employment – redundancy; unfair dismissal; notice; remedies. Influence of European Community social policy. Collective bargaining and the law. The right to organise and the right to disassociate; recognition of unions and disclosure of information. Collective information and consultation rights. Collective agreements.

Trade unions, legal structure and members' rights. Industrial conflict – strikes, lock-outs etc. Picketing; rights of individual workers who take industrial action; civil liabilities for organising industrial action; state emergency powers.

Teaching: There are 22 two hour seminars (LL257).

Reading list: Students should read the latest edition of a basic text book for example, S Deakin & G Morris, *Labour Law*; I Smith & J Wood, *Industrial Law*. They will also need Butterworths' *Employment Law Handbook*; Butterworths *Student Statutes: Employment Law* or Blackstone's *Statutes on Employment Law* (plus any statutory material later in date).

Various other works will be recommended in the course, including Wedderburn, *The Worker and the Law*; O Kahn-Freund, *Labour and the Law* (Eds P Davies & M Freedland); P Davies & M Freedland, *Labour Law, Text and Materials*; H Collins, *Justice in Dismissal*.

Assessment: A three-hour written examination in the ST. Candidates are allowed to take with them into the examination an unmarked copy of the statutory materials specified for the relevant year.

LL259

Legal and Social Change Since 1750

Teacher responsible: Professor W T Murphy, A372

Availability: This course is optional for LLB and LLB (French) Parts I and II and other degrees as regulations permit, including BA Anthropology and Law. The course assumes a basic knowledge of the history of modern Britain. Students who lack this background should obtain the preliminary reading guide for the course from the teacher named above before the summer vacation.

Core syllabus: The course aims to present aspects of the historical development of English law in their social, political and economic context during the period 1750-1950.

Content: The relationship of legal and social change in England from 1750. The history of the following will be considered.

- Changes in methods of law-making, administration of the law and dispute adjudication. Influence of ideas and of interest groups upon such changes.
- Reforms in one or more of the following areas of substantive law: (a) Land law: settlements, inheritance and land reform; conveyancing reform; tenancies; controls over land use and housing. (b) Commercial law: theories of contract and property; credit and its legal regulation; sale of goods and consumer protection. (c) The law governing the formation of capital; the legal control of market dominance and anti-competitive combination. (d) The legal regulation of labour. (e) The prevention of, and compensation for, accidents. (f) The legal foundations of systems of social welfare and education, public and private. (g) Family law: marriage and divorce; family property; children. (h) Criminal Law: its substance enforcement, and penal consequences.

Teaching: The course meets once a week for a two-hour seminar (LL259) in MT and LT.

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 examination is by extended essay on a subject of the student's choice and approved by Joe Jacob rather than by a written paper. The essay itself should throw new light on the legislative process. This may be done either by a case study of eg the passage of a Bill or by examining the operation of a legislative institution. It is to be noted that some of the most rewarding case studies have been on a basis which includes looking at Departmental files at the Public Record Office. In approving the subject of an essay, account is taken of whether it is within the syllabus and the proposed methodology including the availability of materials.

Content:

- Sources of Legislation: Pressure Groups; Royal Commission and Committee Reports; The Law Commission; The Civil Service; Cabinet Committees.
- Parliamentary Procedure and Scrutiny of Legislation: Standing Committees; Delegated Legislation; Private Bills; The Role of the House of Lords.
- The Role of Private Members: (a) Government Bills and (b) Private Members Bills.
- Ethics: Lobbying; Conflict of Interest.
- Draftsmanship and Parliamentary Counsel.
- Interpretation of Statutes and the Role of the Courts.
- Statutory Instruments.
- Access to Legislation.
- The reform of each of the above matters.

Teaching: See **Core syllabus** above.

Reading list: Reading will be suggested during the course.

Assessment: The essay will be about 10,000-12,000 words in length. It should be word processed. It must be submitted by the end of the LT. There will be an oral examination soon after the beginning of the ST. This will test further the student's knowledge and understanding of the subject on which he has written his essay and the syllabus in general. In assessing the final result both the essay and an oral examination will be taken into account.

LL269

Civil Litigation – Processes and Functions

Teacher responsible: Mr J Jacob, A341

Availability: This course is optional for Parts I and II of the LLB, LLB (French) students and BA Anthropology and Law. Others may take it by permission of the teacher.

Core syllabus: The course offers an overview of the civil litigation processes and their functions. It builds on most of the compulsory courses of the LLB. The course aims (a) to explain the nature and functions of negotiation within the litigation process; (b) to determine various functions of litigation; (c) to explore what lawyers do in practice; (d) to outline civil litigation; and (e) to focus on current debates and controversies.

It is assumed that procedure of the courts is the means by which the State gives expression to the Rule of Law. The course explains the effect of non-criminal litigation processes on that foundational concept of the constitution. Largely, but by no means exclusively, it analyses the procedure of the civil courts in terms familiar to students of Public Law.

Although the course avoids teaching the nuts and bolts of civil procedure (that is the concern of post-graduate professional training), it will be of help to those with any intention of a career which might be affected by litigation. This obviously includes those who want to go to the bar or litigation departments of solicitors. It also goes further. By providing an overview of litigation as a whole, beyond these professional ambitions, the course has a utility for all those who want to know how law works.

Content:

(A) *Lawyers and Lawyering:* (i) Litigation: Disputes and their relation to litigation; Litigation as an authoritative resolver of issues. (ii) The symbolism of the forum. (iii) Types of party. (iv) The supporting cast, professional lawyers, non-lawyers, and enforcing officers. (v) Costs. (vi) Types and forms of action. (vii) Openness. (viii) The powers of the Court.

(B) *Civil Litigation:* (i) Remedies; (ii) Enforcement; (iii) Commencement; (iv) Limitation of actions. (v) Interlocutory Proceedings. (vi) Trial; role, effects and limits of orality. (vii) Appeals.

Teaching: 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 is a shortage of accessible material and certainly no fully suitable text. Most of the assigned readings will be in the form of legal material held by the library and photocopies from legal and non-legal journal articles not so easily available. Some will be distributed and some placed on deposit in the off-print collection. There is much useful material in, among other journals, *Civil Justice Quarterly*. Neil Andrews's *Principles of Civil Litigation* (1994); J A Jolowicz, *On Civil Procedure* (2000) are among the further reading.

Assessment: One three-hour examination in the ST.

LL272

Outlines of Modern Criminology

Teachers responsible: Ms S More and Ms D Michael

Availability: This 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 pre-requisite.

Core syllabus: This half-unit course aims to give an introduction to selected aspects of Modern Criminology, lasting one term. The Course is highly selective and every effort is made to hold the reading requirements within reasonable limits. It is suitable for General Course Students, and a limited number may be admitted on application. The main theories about crime and its explanation are examined, including biological, psychological and psycho-analytical theories. The emphasis is on sociological theories about crime, including modern critical theories. Also included are an

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evaluation of: criminal statistics; the role of victims in crime and criminal justice process; policing and crime prevention; women, crime and justice. **Content:** The history of criminological theory. Individual explanations of crime: biological, psychological, and psycho-analytical theories. Sociological explanations of crime; including recent critical theories. Crime statistics: how can official statistics be interpreted. The role of crime surveys. The role of the victim in regard to (a) the crime, and (b) the criminal justice process. Policing and Crime Prevention. Women, crime and the criminal justice system. **Teaching:** A weekly two-hour seminar (LL272) and no class, in the MT.

Written work: Essays or past examination questions will be set from time to time.

Reading list: A useful introduction which can be read in advance is S Jones, *Criminology* (1998). A text covering most topics on the course in sufficient depth is M Maquire, R Morgan & R Reiner (Eds), *The Oxford Handbook of Criminology* (1997).

Other recommended texts: D Downes & P Rock, *Understanding Deviance* (1998); P Rock (Ed), *A History of British Criminology* (1988); G Vold & T Bernard, *Theoretical Criminology* (1998); I Taylor, P Walton & J Young, *The New Criminology* (1973).

Assessment: One two-hour examination in the ST.

LL275 Property I

Teacher responsible: Mr R Nobles, A156

Availability: This is an optional course for LLB and LLB (French) Part I and II 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 shall be through seminars.

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 C. J. Greenwood, QC, A387 and Professor C Chinkin, A154

Availability: This is an optional course for LLB and LLB (French) Parts I and II, BA Anthropology and Law and for other Bachelor's degrees where regulations permit.

Core syllabus: The aim of the course is to introduce students to the nature, role and content of public international law.

Content: 1. **Introduction:** Nature and basis of international law. 2. **Sources of International Law.** 3. **Treaties.** 4. **International Law and National Law:** the relationship between international law and national law. 5. **Participants in the International Legal System – States; Governments; International organizations; Individuals; Other participants:** (eg NGO's). 6. **Territory:** The extent of state territory; acquisition and maintenance of title to State territory. 7. **Jurisdiction:** The bases of asserting jurisdiction over persons and events. 8. **Immunities from Jurisdiction:** State immunity, act of State; diplomatic and consular immunity; immunity of international organisations. 9. **State Responsibility:** General principles of responsibility; imputability of acts of individuals to States; circumstances excluding responsibility; procedures. 10. **Treatment of Aliens:** Duties owed to aliens. 11. **International Claims:** The legal basis for international claims. 12. **The Use of Force:** The prohibition of aggression; self-defence; reprisals; humanitarian intervention. 13. **Dispute Settlement:** Methods of settlement. International Court of Justice.

Teaching: Lectures: The lecture course (LL278) is given by Professors Greenwood and Chinkin and consists of two hours for 10 weeks in MT, 9 weeks in LT and for one week in the ST.

Classes: Students receive one hour of classes per week for 9 weeks in MT and LT; and one hour for 2 weeks in ST (LL278.A for non-specialists and LL278.B for specialists).

Written work: Essays in the MT and LT.

Reading list: D J Harris, *International Law: Cases and Materials* (5th edn, 1997); M Shaw, *International Law* (4th edn, 1997) and M Evans, *International Law Documents* (4th edn, 1999).

Public international law involves the application of legal principles and techniques to the most complex and contentious problems of international affairs. It is therefore invaluable for those contemplating an international career, as diplomats, government legal advisers, officials of international organisations or lawyers with an international practice. In addition, points of international law arise with increasing regularity in English courts.

Assessment: A three hour formal examination in the ST, based on the entire syllabus. There are usually not fewer than 10 questions, of which 4 are to be answered. The paper comprises both essays and problem questions.

LL282

NA 00/01

Law of Restitution

Availability: This course is optional for LLB and LLB (French) Part I and II students and BA Anthropology and Law. A general knowledge of the law of contract is essential. A knowledge of the fundamental principles of property law is advisable.

Course syllabus: The aim of the course is to build an analytical framework for the Law of Restitution and to analyse the relationship between restitution on the one hand and contract and tort on the other hand.

Content: Historical and analytical introduction to the structure of the law of restitution. Restitution on the ground of violation of consent; payments made in ignorance, payment by mistake, payment under compulsion, over-payment of taxation and payments made as a result of inequality between the payer and payee. Restitution on the ground that the plaintiff did not intend to benefit the defendant in the circumstances which have occurred; the concept of total failure of consideration. Restitution and free acceptance. Restitution and wrong doing. Restitution in the second measure, with particular reference to the rules of tracing. Defences to a restitutionary claim.

Teaching: Teaching is by way of 21 seminars (LL282) of 2 hours duration. Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate in class discussion.

Written work: This will be set by the teacher in charge of the course. A minimum of 2 pieces of written work will be required, usually 1 essay and 1 problem.

Reading list: P B H Birks, *An Introduction to the Law of Restitution* (Oxford, 1989). Reference should also be made to Goff and 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

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Sentencing and Treatment of Offenders

Teacher responsible: Dr Jill Peay, A462

Availability: This course is 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. As the course is geared to the English system it is not so suitable for General Course students though some have opted for it in the past.

Core syllabus: This course, which is a half unit course for the purpose of the LLB, lasts one term. Criminal justice is now a topic of considerable political debate and change. The syllabus is liable, therefore, to alter year by year. It examines the aims and justifications of punishment, looking both at its development and areas of current controversy. The question of how courts carry out their sentencing function, both in theory and practice, is supplemented by consideration of proposals for sentencing reform. It goes on to examine the various custodial and non-custodial measures available and their effectiveness, and focuses particularly on recent attempts to promote 'punishment in the community'. Mentally disordered offenders raise particular problems, as do 'dangerous' and persistent offenders – the course will examine these and the responses they provoke, together with an examination of the reality of treatment within confinement.

Content: Punishment – its history, aims and justifications. Sentencing – theory, practice and possibilities for reform. Custody – containment, treatment, rights and release. Community based penalties – their scope and future. Mentally disordered, dangerous and persistent offenders – the penal response to problematic groups.

Teaching: 10 2-hour seminars (LL284) in the LT. Teaching is by a combination of formal student presentations and group discussion.

Reading list: A list will be supplied at the beginning of the term together with key questions to be addressed in class. The recommended text for the course is Ashworth, *Sentencing and Criminal Justice* (3rd edn, Butterworths 2000).

Assessment: One two-hour examination in the ST.

LL287

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LL288

H

Social Security Law I and II

Teacher responsible: Dr Julian Fulbrook, A368

Availability: These courses are optional for LLB and LLB (French) – Parts I and II, BA Anthropology and Law. SS I is a pre-requisite for SS II.

Core syllabus: SS I aims to survey the basic legal theory of the subject. SS II is an advanced practical course on lawyering technique.

Content:

(1) *Social Security I (SSI):* General Introduction to National Insurance and Income Support Law. Terminology and specialist citations. Historical perspectives: the Poor Law, the 1909 Royal Commission, the 1911 Act, the 1934 'double decker' system. The Beveridge structure. Contributions. Types of benefits. Social Security Appeal Tribunals. The Commissioners. Job Seeker's Allowance. Sickness and Incapacity Benefits. Income Support. Social Security and strikes.

(2) *Social Security II (SSII):* Interviewing. Audio Visual practice. Negotiating. The administrative process. Tribunal advocacy: opening submission, examination-in-chief, cross-examination and final submissions. Tribunal hearings. Appellate work and counselling.

Teaching: The course is taught by 2-hour seminars (LL287 weekly MT/LL288 weekly LT). Lectures are used to cover a lot of ground quickly, whereas the seminars enable us to discuss issues and details on the basis of prior reading. The aim is to analyse the technicalities of the law but also to put the issues into context – millions of people who every year rely on social security for their basic income.

Reading list: Ogus, Barendt & Wikeley, *The Law of Social Security* (Butterworths, 1995); Julian Fulbrook, *Administrative Justice and the*

Unemployed (1978); Max Atkinson, *Our Masters' Voices* (1984); Marcus Stone, *Cross-Examination in Criminal Trials* (1988).

Assessment:

(1) SS I: There is a two-hour paper with two questions:

(a) *A Legal problem* in which the student is expected to demonstrate knowledge and familiarity with the statutes and case law. (b) *A general essay* on a question which will deal with one of the following topics: (i) The historical origins of social security, (ii) The tribunal system; (iii) Social security and strikes.

(2) SS II: A two-hour paper with two questions based on a transcript of an interview, negotiation or tribunal hearing.

LL293

Taxation

Teachers responsible: Mrs J Freedman, A158 and Dr I Roxan, A460

Availability: This course is for LLB and LLB (French) second and third year students and BA Anthropology and Law. It is not available to General Course students.

Core syllabus: The aim of the course is to examine the UK tax system against a background of tax law principles and to study selected policy problems as they arise during the course of this examination.

Content: 1. General principles of taxation, objectives of a tax system, types of taxation, income and expenditure taxes, capital and revenue, local taxation. Structure and administration; powers of the Inland Revenue. Outline of British tax system. 2. Application and interpretation of tax legislation by the Courts; evasion and avoidance and methods of controlling them. 3. *Employment income* (Sch E) application of income tax and national insurance contributions. 4. *Business income* (Sch D, Cases I, II & VI) – income taxation of profits of unincorporated business, national insurance contributions and value added tax. 5. *Expenditure* – examination and comparison of deductions available from income in respect of capital and revenue expenditure of different types. (Capital allowances, Sch D Cases I & II and Sch E deductions). 6. *Land and other property* – income tax treatment. 7. *Tax treatment of capital accretions*. Annual wealth tax and taxes on the transfer of wealth – objectives and effectiveness. Capital gains tax and inheritance tax. 8. *The individual's tax position*. Personal allowances and assessment of total income, the choice of unit of taxation for income and capital taxes (taxation of the family, married couples or individuals?), relationship between tax and social security system and proposals for integration. 9. *Corporations*. Reasons for taxing corporations, corporation tax, integration with taxation of individuals, distributions to shareholders, comparison between incorporated and unincorporated businesses, close companies and groups.

Teaching: Two-hour weekly seminars (LL293) plus additional classes as necessary at times arranged with class given by J Freedman and I Roxan. Sessional.

Written work: Will form an integral part of the course although it will not be assessed for degree mark purposes.

Recommended reading: Detailed reading lists will be distributed during the course.

Basic texts: Whitehouse, *Revenue Law*; Shipwright and Keeling, *Revenue Law*; Tiley and Collison's, *UK Tax Guide and Policy Supplement*; Easson, *Cases and Materials*; Kay & King, *The British Tax System*; James and Nobes, *The Economics of Taxation*.

Legislation: Butterworths, *Orange Tax Guide*; *Yellow Tax Guide*; or CCH, *Tax Legislation*.

Detailed reading lists will be provided during the course.

Assessment: One 3-hour paper in the ST. Copies of any books listed under 'Legislation' above may be taken into the examination room, with non verbal markings only.

LL294

Law, Theory and Policy of Consumer Markets

Teacher responsible: Colin Scott, A340

Availability: This course is optional for LLB and LLB (French) Part I and II students and BA Anthropology and Law. Contract and Tort Law, Obligations, Public Law and Criminal Law are all desirable but not essential background.

Core syllabus: The course seeks to explore the selected areas of law relating to activity in consumer markets, in the context of theories of consumption and consumer transactions and public policy in relation to such activity.

Content: Topics selected from the following:

1. *Consumption, Consumerism and Regulation:* Theory and Practice of Modern Consumption; Rationales for Regulating Consumer Transactions; Institutions of Consumer Regulation.

2. *Advertising and Marketing:* Marketing Technique and Theories of Advertising; Common Law Approaches; Criminal Law; Self-Regulation; Agency Regulation.

3. *Financial Services:* Marketing of Financial Services; Consumer Credit Regulation; Consumer Insurance; Banking.

4. *Consumer Safety:* Risk and Safety in Consumer Markets; Product and Food Safety in the UK within the EC; Negligence Liability and Product Liability; Class Actions.

5. *Quality of Goods and Services and Consumer Redress:* Contract Regulation; Small Claims; Self-Regulation and Alternative Dispute Resolution.

Teaching: There are 22 weekly two hour seminars (LL294).

Written work: Students will be expected to prepare two short essays during the year in addition to the assessed essay.

Selected reading list: R Cranston, J Black & C Scott, *Cranston's Consumers and the Law* (2000); D Oughton & J Lowry, *Consumer Law* (1997); S Weatherill, *EC Consumer Law and Policy* (1997); G Howells & S

Weatherill *Consumer Protection Law* (1995); I Ramsay, *Consumer Protection: Text and Materials* (1989); R Cranston, *Consumers and the Law* (2nd edn, 1984); B Harvey & D Parry, *The Law of Consumer Protection and Fair Trading* (5th edn, 1996); G Pitt (Ed), *Butterworths Commercial and Consumer Law Handbook* (1995); *Consumer Law Encyclopedia*.

Assessment: 1. Assessed essay on a topic to be approved by the responsible teacher (50%). Suggested topics will be handed out in a document giving advice on research and writing. Students will have the opportunity to discuss their research and writing plans with the teacher responsible. 2. Two hour formal examination in the ST in which candidates will be asked to answer 2 questions from a choice of 10-12 (50%). Unmarked statutory material may be taken into the examination.

LL297

NA 00/01

Women and the Law

Availability: This course is optional for 2nd and 3rd year LLB and LLB (French) students and BA Anthropology and Law.

Core syllabus: The course looks at the position of women in society; discrimination and inequality; and the possibilities and limitations of legal intervention.

Content: Introduction to feminist jurisprudence; women, law and the labour market; the politics of engagement with the law; the regulation of sexuality; reproductive rights; women as victims; women as offenders.

Teaching: One two-hour seminar (LL297) held weekly. Seminars are conducted by Dr E Szyzszak.

Written work: Two essays will be required.

Reading list: K O'Donovan & E Szyzszak, *Equality and Sex Discrimination Law*; C Smart, *Feminism and the Power of Law*.

Assessment: A choice of assessment either by a three-hour examination or on the basis of an essay on an approved topic, of about 12,000 words in length in conjunction with an oral examination. Students opting for assessment by examination will be required to answer three questions, one at least from each of two sections. Students opting for assessment on the basis of an essay must notify the responsible teachers of their decision by the end of the MT.

LL298

Essay on an Approved Legal Topic

The regulations for the LLB degree provide that where a student is taking the equivalent of three-and-a-half subjects he/she may make up the final half-subject by writing an essay on a legal topic approved by the School.

This may be done by either Second or Third Year students (subject only to the rule that no one may do more than 25% of their examination by way of essays). Any student thinking of doing the approved legal topic essay should discuss the matter with his/her tutor.

The selection of an appropriate topic would be for the student in consultation with his or her tutor or, if the tutor is not to be the supervisor for the essay, with the supervisor. Once they have settled on a topic it must be approved by the Chairman of the Part I and Part II LLB Board.

There is no rule that the topic cannot be from an area covered by a subject being taken (or having been taken) as an ordinary examination subject. But in that case the supervisor and the Chairman of the Examiners will need to consider to what extent the subject is different from what would be done in the other course. Obviously it is not possible to do an essay on a subject which simply repeats material covered elsewhere.

The length of the essay should be 6,000 to 8,000 words (excluding footnotes). In the interests of the candidate a typescript is preferred. Footnotes may be placed at the end of the text or at the bottom of the page to which they relate. The latter is preferable. The essay should include a bibliography.

The supervisor will be available to provide some guidance but basically it is intended that the student should do his own research. The essay should be handed in to the Undergraduate Office not later than 1 May.

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. The essay must be submitted by the first day of the ST.

It may be possible to use the essay option to do some work in a subject which is not being offered as a taught course in the year in question. Alternatively, students may be able to use it to do some more detailed work on a topic of particular interest to them, providing that this does not overlap with any course which they are taking to an unacceptable extent. It should be stressed that no member of staff is under an obligation to agree to supervise any proposed essay and that the approval of the chair of examiners must be obtained by 31 October of the year in question. Where this option is taken students can expect to see the essay supervisor to discuss their work on a regular basis in each of the first two terms with at least three meetings in each term.

Finally, it should be noted that it will not be possible to submit a full subject essay and half subject essay in the same year. The essay should be handed in to the Undergraduate Office not later than 1 May.

LL305**Jurisprudence****Teacher responsible:** Mr D N Schiff, A153**Availability:** This course is compulsory for LLB and LLB (French) Part II.
Core syllabus: Introduction to philosophy of law and to topics in moral and political philosophy of special interest to lawyers.**Content:** Philosophy of Law: Theories of Aquinas, Austin, Bentham, Hart, Fuller, Kelsen, Olivercrona, Dworkin, Weber, Rawls and Unger. Selected topics from Law and Economics, Feminist Jurisprudence, The Analysis of Rights, Disobedience to Law, Marxism and Law, Law and

Power, Justice, Legal Reasoning, The Autonomy of Law.

Teaching: 2 lectures (LL305) each week, 1 class (LL305.A) each week.**Written work:** Students will be expected to write essays each term.**Reading list:** MT – *Lloyds Introduction to Jurisprudence*; Austin, *Province of Jurisprudence Determined*; Hart, *The Concept of Law*; Kelsen, *The Pure Theory of Law*; Dworkin, *Taking Rights Seriously*, *Laws Empire*; Fuller, *The Morality of Law*; Bentham, *Introduction to the Principles of Morals and Legislation*; Rawls, *A Theory of Justice*.

LT – materials available to students as course packs.

Assessment: 3 hour formal examination in ST.**MANAGEMENT****MN100****Orientation for Management Students****Teacher responsible:** Dr Ray Richardson, G509**Availability:** Compulsory course for first year BSc Management students.**Content:** The course consists of informal seminars covering broad management issues and general institute matters. Occasionally, outside speakers are invited to contribute to seminars on specific topics.**Reading list:** There is no reading list for the course.**Teaching:** Seminars (MN100) are held occasionally during the MT and the LT.**Assessment:** The course is not examined.**MN200****The Process of Management****Teacher responsible:** To be announced**Availability:** This course is compulsory for the BSc Management 2nd year. Students from other departments must have already taken SO105 **Industrial Enterprise in Comparative Perspective**.**Core syllabus:** The application of social science concepts to the analysis of management and the social organisation contexts in which managers operate. The way management has been conceptualised and key concepts in the understanding of managerial action. The exploration of applied issues in management by means of case studies.**Content:** The development of management, ownership and control. The boundaries of the organisation: markets, hierarchies, and networks. Organisational structure and behaviour. Strategic management. Human resources management. Corporate culture. Public management. Cross-cultural management. Women in management.**Teaching:** Lectures: (MN200.1) 25 MT, LT and ST. Classes (MN200.1A)

22: MT (10) LT (10) ST (2). Case study classes (MN200.2) are organised in the LT (10).

Written work: Students are expected to produce two pieces of written work per term.**Reading list:** There is no suitable textbook. A reading list will be available to students taking the course.**Assessment:**

1. A formal 3 hour examination – 70%

2. Case study reports – 30% (15% each)

Two case study reports are to be submitted, each report is expected to be a maximum of 3,000 words in length. Reports are to be submitted by the end of the eighth week of the LT and the first week of the ST.

MN201**Economics for Management****Teacher responsible:** Dr Diane Reyniers, G510**Availability:** This course is optional for the BSc Management 2nd year.**Core syllabus:** The objective of the course is to provide students with insights from economic theory which are relevant to applications in managerial decision making. The emphasis is on problem solving and applying microeconomics ideas.**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.**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, Organization and Management* (1992) and J Tirole, *The Theory of Industrial Organization* (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%.**MN202****Seminar for 2nd Year Management Students****Teacher responsible:** Dr Ray Richardson, G509**Availability:** Compulsory course for second year BSc Management students.**Content:** The course consists of informal seminars covering broad management issues and general Institute matters.**Teaching:** Seminars (MN202) are held occasionally during the MT and LT.**Reading list:** There is no reading list for the course.**Assessment:** The course is not examined.**MN302****International Marketing and Market Research****Teacher responsible:** Dr Rafael Gomez, G505**Availability:** This course is compulsory for the BSc Management 3rd year.**Content:** Students must have already passed ST104 or MA105 in Quantitative Methods. **Core syllabus:** The course covers the main methods used in Market Research and emphasises applications as part of the Marketing process both in the UK and internationally.**Content:** The market research industry, data sources, censuses, survey design, sociodemographics, opinion polls, readership and audience research, product research, the measurement of advertising effectiveness. An introduction to attitude and taste measurement, causation, and multivariate analysis.**Teaching:** Lectures: 25 one-hour lectures (MN302) in the MT and LT. Fifteen one-hour classes (MN302.A) in the MT and LT beginning in the fourth week of the MT. Case study meetings in the LT.**Reading list:** Some usual texts are Kinnear & Taylor, *Marketing Research: An Applied Approach* and Peter Chisnall, *Marketing Research*. Further references will be given during the course. You are also advised to take the Library introduction to PROFILE.**Assessment:** 1. One two-hour examination at the end of the MT – 20%

2. One case study report – 30%

3. One formal three hour examination in the ST – 50%

MN303**The International Context of Management****Teacher responsible:** To be arranged**Availability:** This is a compulsory course for the BSc Management third year.**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 ed), Paul Chapman (1998); J D Daniels & L H Radebaugh, *International Business: Environments and Operations* (8th ed), Addison-Wesley (1998); Financial Times, *Mastering Global Business*, Financial Times-Pitman Publishing (1998).**Assessment:** Two-hour unseen paper in the ST.**MN304****Introduction to Strategy****Teachers responsible:** Dr Saikat Datta, G516 and Dr Jörn Rothe, G519**Availability:** The course is compulsory for the BSc Management third year.**Core syllabus:** The aim of this course is to introduce students to strategic analysis and its relevance for management. The success of a firm depends on the decisions it makes, and these decisions have to take the reactions of other strategic forces (competitors, suppliers, customers and employees) into account who act in their own self-interest. This course aims at a strategic understanding of the decision situations that a firm faces. Starting from game theory and industrial organisation, we will outline general principles of consistent strategic thinking, and apply these principles to specific interactions in managerial settings.**Content:** Basic concepts from game theory. Cooperation. Limits of game theory. Contracts. Hold-up problem. Commitment. Entry and exit. Dynamics of market structure. Adding and capturing value. Distinctive capabilities.**Teaching:** There will be 10 two-hour lectures and 8 one-hour classes in the LT.**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); G S Day & D J Reibstein, *Wharton on Dynamic Competitive Strategy*, Wiley (1997). A detailed reading list will be provided at the beginning of the course.**Assessment:** Two-hour unseen paper.**MATHEMATICS****MA100****Mathematical Methods****Teachers responsible:** Dr J Davies and Dr M Harvey, B404**Availability:** This course assumes knowledge of the elementary techniques of mathematics including calculus, as evidenced for example by a good grade in A Level Mathematics. It is **not** available to students who have previously taken **Quantitative Methods (Mathematics)** (MA107). Such students should instead consider taking the two half-units **Further Quantitative Methods (Mathematics)** (MA207) and **Further Quantitative Methods (Statistics)** (ST204).
Core syllabus: This is an introductory level course for those who wish to use mathematics seriously in social science, or in any other context. A range of basic mathematical concepts and methods in calculus of one and several variables and in linear algebra are covered and some applications illustrated. It is an essential pre-requisite for any mathematically orientated economics options and for many further mathematics courses.**Content:** Matrices, reduced row echelon form, rank. Systems of linear equations, Gaussian elimination. Determinants. Vector spaces, linear independence, basis, dimension. Linear transformations, similarity. Eigenvalues. Diagonalization. Orthogonal diagonalization. Complex numbers. Vectors. Functions of several variables, derivatives, gradients, tangent hyperplanes. Optimisation including Lagrange's method. Vector-valued functions, derivatives and their manipulation. Inverse functions, local inverses and critical points, use in transformations. Integration, differential and difference equations. Some applications of the above topics. For further information see <http://www.maths.lse.ac.uk/Courses/ma100.html>**Teaching:** The lecture course MA100 is 2 hours each week (1 hour of linear algebra and 1 hour of calculus) in the MT, LT and early ST (44 lectures in all). In addition weekly classes MA100.A are given (MA100.B for BSc Mathematics and Economics, MA100.C for BSc Actuarial Science and MA100.D for BSc Business Mathematics and Statistics only).**Written work:** Students will be expected to complete exercises assigned weekly in the lectures. Written answers to specified exercises are submitted to the appropriate class teacher for evaluation. Success in this paper depends on dealing with this written work as it is assigned, in a regular and systematic manner.**Reading list:** *Calculus* (CUP) by K G Binmore. *Elementary Linear Algebra* by Howard Anton.**Assessment:** A 3 hour formal examination in the ST.**MA103****Introduction to Pure Mathematics****Teachers responsible:** Professor N Biggs, B412 and Dr B von Stengel, B408**Availability:** This is available to students in any year of study as permitted by the regulations for their degrees. The only pre-requisite is A Level Mathematics or equivalent.**Core syllabus:** This is an introduction to the use of formal definitions and proofs in mathematics. The basic results of, for instance, number theory and calculus are presented and proved.**Content:** Logic, Integers, Sets and Functions, Prime Numbers, Relations, Real and Complex Numbers, GCD and Modular Arithmetic, \mathbb{R}^n as a Vector Space, Groups, Sequences, Limits, Continuity, Differentiation (if time allows).
Teaching: The lecture course MA103 consisting of 2 lectures a week in the MT, LT and ST (approximately 45 lectures in all). In addition weekly classes MA103.A are given (MA103.B for BSc in Mathematics and Economics students); it is very important that students attend these classes. For further information see <http://www.maths.lse.ac.uk/Courses/ma103.html>**Written work:** Students are expected to submit written work to the class teacher each week, and this will be discussed in the classes.**Reading list:** *Numbers and Proofs*, by R Allenby; *Discrete Mathematics* by N L Biggs; *Yet another Introduction to Analysis* by Victor Bryant; *Introduction to Real Analysis* by R G Bartle & D R Sherbert.**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.**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:** Mathematical operations, Powers and roots, Exponents and logarithms, Sets, Functions, Equations, Differentiation of functions of one variable, Maximization and minimization of functions, Integration, Matrix algebra, Systems of linear equations. 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. Mike Rosser, *Basic Mathematics for Economists*; E T Dowling, *Mathematical Methods for Business and Economics*, Schaum's Outline series; I Jacques, *Mathematics for Economics and Business*; J M Pearson, *Mathematics for Economics, a First Course*.**Assessment:** A two-hour written examination in the ST.**MA107****Quantitative Methods (Mathematics)****Teachers responsible:** Dr A Ostaszewski, B406 and Dr J van den Heuvel, B410**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 and are proficient in basic calculus.**Core syllabus:** The course is intended to give students the minimum additional mathematical tools necessary for further study in economics. While ideas are taught systematically, the emphasis is on the applicability of the methods to economic problems rather than the rigour that would be found in a pure mathematics course, and economic examples will be used liberally throughout the course to motivate and illustrate the subject matter.**Content:** Each mathematical section of the course will be linked to one or more economic models; these are given in brackets in the following lists: Sets, functions, equations, graphs [supply and demand, equilibrium], Difference equations, sequences, limits [interest and present value; cobweb model, stability of equilibrium, oscillatory behaviour]. Differentiation, inverse functions, exponential and logarithmic functions, optimization [total, average, marginal cost; profit maximization; continuous compounding]. Partial differentiation, chain rule, homogeneous functions [production functions]. Vector notation, geometry of lines and planes, convexity [bundles, preferences, utility functions]. Matrix notation, solution of linear systems, inverse matrices [input-output model]. Optimisation in two variables: unconstrained and constrained. Lagrange multiplier [elementary models of the firm and the household]. Integration. Differential equations. For further information see <http://www.maths.lse.ac.uk/Courses/ma107.html>**Teaching:** Lectures MA107: 20 MT. Classes MA107A: 8 MT, 2 LT. Revision lectures will be arranged in the ST.**Written work:** Written answers to set problems will be expected on a weekly basis.**Reading list:** The course follows M Anthony and N L Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, CUP, 1996. A useful background text which is the basis of a follow-on course is A Ostaszewski, *Mathematics for Economics: Models and Methods*, Blackwell, 1993. There are many other books with titles like *Mathematics for Economists* but none of them are close to this course. Further information will be provided in the lectures.**Assessment:** A two-hour examination in the ST.**MA200****Further Mathematical Methods (Calculus)****Teachers responsible:** Professor G Brightwell, B411 and Dr A Ostaszewski, B406**Availability:** Students should ideally have taken the course **Mathematical Methods** (MA100) or equivalent. This entails knowledge of an intermediate course of calculus, giving proficiency in techniques of differentiation and integration. Students who have taken **Quantitative Methods (Mathematics)** (MA107) are advised to take **Further Quantitative Methods (Mathematics)** (MA207) as preparation for this course.**Core syllabus:** This is one of two courses which develop the ideas and results first presented in **Mathematical Methods** (MA100). This course studies how integrals may be numerically calculated, or transformed by a variety of manipulations, and how they may be applied systematically to the solution of differential equations.**Content:** Convergence. The Riemann-Stieltjes integral. Manipulation and convergence of integrals. Multiple integrals. Laplace Transforms. For further information see <http://www.maths.lse.ac.uk/Courses/ma200.html>**Teaching:** 20 lectures (MA200) LT accompanied by weekly classes MA200.A LT (MA200.B for BSc Mathematics and Economics degree students). Revision lectures will be arranged in the ST.**Written work:** Written answers to set problems will be expected on a weekly basis.**Reading list:** *Advanced Mathematical Methods* by A Ostaszewski. Useful background texts are: *Advanced Calculus* by M R Spiegel. *Laplace Transforms* by M R Spiegel.**Assessment:** A 2 hour formal examination in the ST.**MA201****Further Mathematical Methods (Linear Algebra)****Teacher responsible:** Dr James Ward, B414**Availability:** Students should ideally have taken the course **Mathematical Methods** (MA100) or equivalent, entailing familiarity with linear independence, eigenvalues and diagonalisation. Students who have taken **Quantitative Methods (Mathematics)** (MA107) are advised to take **Further Quantitative Methods (Mathematics)** (MA207) as preparation for this course.**Core syllabus:** This course develops the ideas and results first presented in the algebra part of **Mathematical Methods**.**Content:** Vector spaces, Wronskians, Inner Products, Orthogonality, Geometry of \mathbb{R}^n , Direct Sums, Projections, Least Squares, Spectral Theory, Generalized Inverses, and selected applications of the theory (including Population Dynamics and Differential Equations). For further information see <http://www.maths.lse.ac.uk/Courses/ma201.html>**Teaching:** Lecture course consisting of approximately 20 lectures (MA201) MT accompanied by weekly MA201.A classes (MA201.B for BSc Mathematics and Economic students) in the MT. Revision lectures will be held in the ST.**Written work:** Written answers to set problems will be expected on a weekly basis.**Reading list:** *Advanced Mathematical Methods* by A Ostaszewski and *Elementary Linear Algebra: Applications version* by H Anton & C Torres (Wiley, 1994). Additional background reading: *Mathematics for Economists* by C Simon & L Blume (Norton, 1994).**Assessment:** A 2 hour formal examination in the ST.

**MA203
Real Analysis****Teacher responsible:** Dr Martin Anthony, B409**Availability:** It is recommended that students taking this course have had some familiarity with formal proofs (for example attendance in **Introduction to Pure Mathematics** (MA103) or some equivalent).**Core syllabus:** This is a course in real analysis for those who have already taken a basic course in the topic. The emphasis is on functions, sequences and series in n -dimensional real space. The general concept of a metric space will also be studied.**Content:** We study the formal mathematical theory of: series of real numbers; series and sequences in n -dimensional real space \mathbb{R}^n , limits, continuity and derivatives of functions mapping between \mathbb{R}^m and \mathbb{R}^n , uniform convergence of continuous functions, closed and open sets; and compactness. These topics are set in a more general context by introducing metric spaces. For further information see <http://www.maths.lse.ac.uk/Courses/ma203.html>**Teaching:** 20 lectures (MA203) and 10 classes (MA203.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.**Reading list:** No one book is followed, and lecture notes will be provided. The following provide useful reading for various parts of the course. Robert G Bartle & Donald R Sherbert, *Introduction to Real Analysis* (Wiley, 1992); K G Binmore, *Mathematical Analysis: a straightforward approach* (CUP); Victor Bryant, *Yet Another Introduction to Analysis* (CUP, 1990); W A Sutherland, *Introduction to Metric and Topological Spaces* (Clarendon Press, 1975).**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 the **Quantitative Methods (Mathematics)** (MA107). This course will contain further algebra and calculus. As with the course MA107, the emphasis will be on applications in economics and finance. It is suggested that this course be taken in conjunction with **Further Quantitative Methods - Statistics** (ST204), which will take place in the MT. **Content:** Matrix methods in portfolio analysis. Linear dependence. The rank of a matrix. Eigenvalues and eigenvectors. Diagonalisation. Linear systems of recurrence equations. Second-order recurrence equations. Macroeconomic models. Vector geometry. Orthogonal matrices and quadratic forms. Critical points of quadratic functions. Gradient; tangent and normal vectors. Tangent hyperplanes and the optimal bundle. Resource allocation and Pareto efficiency. Taylor's theorem. Optimisation of functions of two variables. Optimisation of functions of n variables. For further information see <http://www.maths.lse.ac.uk/Courses/ma207.html>**Teaching:** 20 Lectures (MA207) and 10 classes (MA207.A) in the LT and ST.**Written work:** Written answers to set problems will be expected on a weekly basis.**Reading list:** M Anthony & N Biggs, *Mathematics for Economics and Finance* (Cambridge, 1996); A Ostaszewski, *Mathematics in Economics* (Blackwell, 1993).**Assessment:** A 2 hour paper in the ST.**MA208
Optimisation Theory****Teacher responsible:** Dr Jan van den Heuvel, B410**Availability:** This course is primarily for 2nd year undergraduates in the Mathematics and Economics degree. Students from the Business Mathematics and Statistics degree and other degrees may also take this course, provided they satisfy the pre-requisites. MA100 **Mathematical Methods** is a pre-requisite. Some background in rigorous methods, such as provided in the courses MA103 **Introduction to Pure Mathematics** or MA203 **Real Analysis**, is highly desirable.**Core syllabus:** The course describes various techniques of continuous optimisation, gives a mathematical presentation of the relevant theory, and shows how they can be applied.**Content:** Review of relevant material from Calculus and Linear Algebra courses. Review with added rigor the subject of unconstrained optimisation of differentiable functions in \mathbb{R}^n . Proof of Lagrange Theorem on constrained optimisation. Semi-continuous correspondences and the Maximum Theorem, with applications to Kakutani Theorem and existence of Nash Equilibria. Dynamic programming. Theory of optimal search and team optimisation. 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.**Reading list:** A *First Course in Optimisation Theory* by R K Sundaram is the required text. Also *Optimization in Economic Theory* by A U Dixit is useful background reading.**Assessment:** A 2 hour written examination in the ST.**MA300
Game Theory****Teacher responsible:** Dr B von Stengel, B408**Availability:** Students should have a knowledge of mathematics including that covered in **Mathematical Methods** (MA100) and possiblyincluding **Further Mathematical Methods** (MA200 and MA201). For the more advanced economics material, a knowledge of economics as covered in EC202 **Microeconomic Principles II**. More important than a knowledge of specific techniques is the habit of thinking in the careful way required in mathematics and economic theory. Undergraduates are advised to take the course in their third year rather than their second year.**Core syllabus:** Concepts and methods of non-cooperative game theory with applications to economics.**Content:** Part I: same as for **Game Theory I** (MA301), Part II: Repeated games, folk theorems, dynamic models of oligopolistic competition. Static games of incomplete information, Bayesian equilibrium, auctions. Mechanism design, revelation principle, adverse selection, principal-agent models. Dynamic games of incomplete information, perfect Bayesian equilibrium, signaling games with applications to job-market and capital structure, reputation in finitely repeated games.**Teaching:** The lecture course MA300.1 **Game Theory I** consisting of 2 lectures a week in the MT. The lecture course MA300.2 **Game Theory II** consisting of 2 lectures a week in the LT. Also 20 problem classes MA300.1A and MA300.2A are given in MT, LT and ST. Revision lectures will be arranged in the ST. For further information see <http://www.maths.lse.ac.uk/Courses/ma300.html>**Written work:** Weekly problem sets are given. Written answers will be expected by the class teacher on a regular basis and the problems will be discussed in the class.**Reading list:** The recommended text for the first part of the course is *Fun and Games* by Ken Binmore. For the second part of the course the main text is *A Primer in Game Theory* by Robert Gibbons and a recommended text is *Game Theory* by D Fudenberg & J Tirole.**Assessment:** A three-hour formal examination in the ST. The examination consists of a Part A based on the first half of the course and a Part B based on the second. Students are required to answer questions from both parts.**MA301
Game Theory I****Teacher responsible:** Dr B von Stengel, B408**Availability:** Students should have basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Further Quantitative Methods** (MA207) and some knowledge of probability.**Core syllabus:** The theory of games and its applications in economics. **Content:** Basics of noncooperative game theory: extensive and strategic (normal) form of a game. Game trees with perfect information, backward induction. Von Neumann-Morgenstern utility theory. Zero sum games, mixed strategies. Minimax theorems and existence of Nash equilibria. Computation of equilibria for two-person games, geometric illustration. Extensive form games with information sets, behaviour strategies. If time permits, Nash bargaining theory, noncooperative bargaining, and analysis of the Nash threat game. For further information see <http://www.maths.lse.ac.uk/Courses/ma301.html>**Teaching:** The lecture course MA300.1 **Game Theory I** consisting of 2 lectures a week in the MT. Also about 10 problem classes MA300.1A. Revision lectures will be arranged in the ST.**Written work:** Weekly problem sets are given. Written answers will be expected by the class teacher on a regular basis and the problems will be discussed in the class.**Reading list:** The recommended text is *Fun and Games* by K G Binmore.**Assessment:** A 2 hour formal examination in the ST.**MA303
Chaos in Dynamical Systems****Teacher responsible:** Professor S Alpern, B407**Availability:** Students should have already taken Calculus and Linear Algebra (for example the course **Mathematical Methods** (MA100)). However, mathematical maturity obtained from additional courses would be useful.**Core syllabus:** The aim of the course is to provide an introduction to the theory of chaotic behaviour of discrete dynamical systems.**Content:** One dimensional dynamics: dynamics of the function $f(x) = ax(1-x)$, symbolic dynamics, topological conjugacy, "period three implies chaos" (Sarkovskii's Theorem). Fractals. For further information see <http://www.maths.lse.ac.uk/Courses/ma303.html>**Teaching:** 10 lectures (MA303) each of two-hours duration and 10 classes (MA303.A) of one-hour in the LT. Revision lectures will be arranged in the ST.**Written work:** Weekly exercises will be set and graded.**Reading list:** Robert Devaney, *A First Course in Chaotic Dynamical Systems* is the required text. The same author's *Introduction to Chaotic Dynamical Systems* is also useful. Another good book is *Invitation to Dynamical Systems* by Edward Scheinerman.**Assessment:** A 2 hour formal examination at the end of the ST.**MA305
Control Theory and Calculus of Variations****Teacher responsible:** Dr A Ostaszewski, B406**Availability:** The student should have attended a course in Mathematical Methods, ideally **Further Mathematical Methods (Calculus)** MA200.**Core syllabus:** A course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be assumed and the emphasis will be on examples.**Content:** Introductory examples including problems in Finance. Calculus of variations. Euler-Lagrange Equations. Necessary conditions. Maximum Principle. Extremal controls. Transversality conditions. Linear time-invariant state equations. Bang-bang control and switching functions. Dynamical programming. Control under uncertainty. Applications to Economics and Finance. 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; G Hadley & M G Kemp, *Variational Methods in Economics*, North Holland.**Assessment:** A 2 hour formal examination paper in the ST.**MA308
Theory of Graphs****Teacher responsible:** Professor N Biggs, B412**Availability:** The course is available to students taking degrees with a mathematical component.**Core syllabus:** An introduction to the theoretical results which form the basis for using graphs and networks in applications.**Content:** Basic definitions; degree sequences; Hamiltonian graphs. Trees; counting labelled trees; greedy algorithms for the MST problem. Vertex-colourings; greedy algorithm and its consequences; Brooks theorem. Planar graphs; the five-colour theorem. Chromatic polynomials. Edge-colouring; the barpartite case. Latin squares and rectangles. Matching; Hall's theorem; alternating paths. Digraphs. Flows in networks. Ramsey numbers. For further information see <http://www.maths.lse.ac.uk/Courses/ma308.html>**Teaching:** A course of 20 lectures (MA308) and 10 classes (MA308.A) in the LT and ST.**Written work:** Regular sets of exercises will be distributed to students, and students' work will be collected and marked.**Reading list:** *Introduction to Graph Theory* by R J Wilson; *Graph Theory with Applications* by J A Bondy & U S R Murty.**Assessment:** A 2 hour paper taken 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. Either the combination **Quantitative Methods (Mathematics)** MA107, **Quantitative Methods (Statistics)** ST107 and **Further Quantitative Methods (Mathematics)** MA207, or the pair **Mathematical Methods** MA100 and **Elementary Statistical Theory** ST102 would be suitable. An intermediate level course in mathematics and/or statistics may prove helpful (eg **Further Mathematical Methods** MA200/MA201 or **Probability, Distribution Theory and Inference** ST202).**Core syllabus:** An introduction to the main mathematical ideas involved in the modelling of asset price evolution and the valuation of contingent claims (eg call and put options). Although discrete methods will dominate the course, a brief treatment of continuous modelling will be given.**Content:** Two-period and Multiperiod modelling of asset price evolution. Risk-neutral valuation of call and put options associated with arbitrage. Replicating portfolios (hedging). Relation to mean-variance portfolio analysis. Arbitrage opportunities and martingale measure. Law of One Price. Binomial modelling and Tree-form representation of price evolution. American options. Path dependent options. Brief and informal treatment of Itô's Lemma and the Black-Scholes equation will be given with simple applications in mind. This will include a discussion only of Girsanov's Theorem, the Kac-Feynman formula and an introduction to quantos. 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:** Dr Jan van den Heuvel, B410**Availability:** **Introduction to Pure Mathematics** (MA103) (or some other course based on formal definitions and proofs) is a pre-requisite.**Core syllabus:** A course of discrete mathematics intended mainly for third-year students who have previously taken the **Introduction to Pure Mathematics** (MA103) course.**Content:** Introduction to counting. Combinations and selections. Inclusion-exclusion. Recurrence relations and generating functions. Error-correcting codes. Linear and cyclic codes. Graphs. Trees. Paths and cycles. Graph Colouring. For further information see <http://www.maths.lse.ac.uk/Courses/ma311.html>**Teaching:** 20 lectures (MA311) and 10 classes (MA311.A) in the LT. Revision lectures will be arranged in the ST.**Written work:** Weekly exercises will be set and marked.**Reading list:** *Discrete Mathematics* by N L Biggs; *A First Course in Combinatorial Mathematics* by Ian Anderson. *Discrete Mathematics, Numbers and Beyond* by S Barrett. Notes containing the core material will be handed out throughout the term.**Assessment:** A 2 hour formal examination in the ST.**MA312
Convexity and Fixed Point Theorems****Teacher responsible:** Professor S Alpern, B407**Availability:** Pre-requisites are ideally the courses **Real Analysis** (MA203) and **Mathematical Methods** (MA100). The minimal requirement is a good knowledge of the norm and inner product in \mathbb{R}^n , as covered in the course **Mathematical Methods** (MA100). Familiarity with techniques for formal proofs, as covered in the course **Introduction to Pure Mathematics** (MA103) is useful.**Core syllabus:** This course is an introduction to the ideas from Linear Programming, Convexity and Fixed Point Theorems that have applications to Economics.**Content:** Convex Sets, extreme points, separating hyperplanes, supporting hyperplanes in \mathbb{R}^n . Convex and concave functions. Linear programming, Farkas' Lemma, the Duality Theorem and Complementary Slackness. (We do not cover computational methods for solving linear programs in this course). Brouwer's fixed point theorem. Set valued mappings. Kakutani's fixed point theorem. Banach's fixed point theorem. Applications. 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 and ST.**Written work:** Students are expected to submit written solutions to the weekly problem sheets.**Reading list:** Notes covering all essentials will be handed out throughout the term. The following books provide additional material. *Advanced Mathematical Methods* by Adam Ostaszewski; *Methods of Mathematical Economics, Linear and Nonlinear Programming, Fixed Point Theorems* by Joel Franklin; *Convexity* by Roger Webster; *Fixed Points* by Yu A Shashkin; *Convex Structures and Economic Theory* by Hukukane Nikaido.**Assessment:** A 2 hour formal examination in the ST.**MA313
Probability for Finance and Economics****Teacher responsible:** Professor G. Brightwell, B411**Availability and restrictions:** Intended for 3rd year undergraduate students, especially those on the degrees in Business Mathematics and Statistics, and Mathematics and Economics, and for some MSc students wanting formal tuition in Probability Theory. Students will be expected to have taken MA103 **Introduction to Pure Mathematics**, or some other course exposing the student to abstract concepts and rigorous argument, as well as MA100 **Mathematical Methods** and ST102 **Elementary Statistical Theory**. Attendance at more advanced courses such as one or more of MA203 **Real Analysis**, MA200 **Further Mathematical Methods (Calculus)** and/or ST202 **Probability, Distribution Theory and Inference** would be highly desirable.**Core syllabus:** The purposes of this course are (i) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, and (ii) to explore those aspects of the theory most used in advanced analytical models in economics and finance.**Content:** The approach taken will be formal. Probability spaces and probability measures. Random variables. Integration. Conditional expectation. Convergence of random variables. Martingales and submartingales. Brownian motion. The Itô integral. Other topics if time permits. 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:** G R Grimmett & D R Stirzaker, *Probability and Random Processes*, Oxford 1982. Some parts of: D Williams, *Probability with Martingales*, Cambridge 1991, and N H Bingham & R Kiesel, *Risk-Neutral Valuation: Pricing and Hedging of Financial Derivatives*, Springer 1998, may also prove useful.**Assessment:** A 2 hour formal examination in the ST.**MA314
Theory of Algorithms****Teachers responsible:** Dr B von Stengel, B408 and Professor N Biggs B412**Availability:** Some familiarity with abstract concepts, as taught in **Introduction to Pure Mathematics** (MA103). Willingness to cope with technical details of computer usage.**Core syllabus:** The aim of the course is to provide an introduction to the theory of algorithms, data structures, and computational complexity.**Content:** Basics of computer architecture and data representations. Introduction to programming in Java. Sorting and searching. Running times. Hash tables. Linked lists. Graphs and graph traversal algorithms. Polynomial-time algorithms. NP-complete problems.**Teaching:** 20 lectures (MA314) and 10 classes (MA314.A), in the MT. Revision lectures will be arranged in the ST.**Written work:** Weekly exercises will be set and marked. About half of these will be programming exercises in the programming language Java on school computers. An introduction to Java is given in the course.**Reading list:** No required textbook, some notes will be provided. Supplementary reading: T H Cormen, C E Leiserson & R L Rivest, *Introduction to algorithms*, MIT Press (1990); B Eckel, *Thinking in Java*, Prentice-Hall, (1998). Background reading: N L Biggs, *Discrete Mathematics*, Clarendon Press (1989); M Sipser *Introduction to the Theory of Computation*, PWS Publ Co (1997); C H Papadimitriou, *Computational Complexity*, Addison-Wesley, (1994); M R Garey & D S Johnson, *Computers and Intractability: A Guide to the Theory of NP-Completeness*, Freeman (1979); C H Papadimitriou & K Steiglitz, *Combinatorial Optimization: Algorithms and Complexity*, Prentice-Hall (1982), [Dover reprint 1998].**Assessment:** A 2-hour written examination in the ST.

OPERATIONAL RESEARCH

OR201

Operational Research for Management

Teacher responsible: Professor J Rosenhead, G411
Availability: The course is available to 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**. For students who have already taken **Quantitative Methods, Operational Research for Management** will be very restrictive mathematically. They should instead take **Operational Research Methods**, where a rather fuller mathematical vocabulary permits the same techniques to be covered in greater depth.

Core syllabus: The course is intended to give an elementary introduction to the formal techniques of operational research, an approach to the structuring and solution of managerial problems in large or complex organisations in business, industry and government. The techniques themselves are largely mathematical in nature, though only a basic knowledge of mathematics will be assumed; however a number of the techniques use probabilistic concepts, and the course therefore also includes an introduction to probability theory.

Content: Elements of Probability: Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions.

Operational Research for Management: Students will be introduced to methodological aspects of operational research, as well as some case studies of practical applications. Techniques treated include critical path analysis, scheduling, theory of games, linear programming, decision analysis, dynamic programming, replacement, Markov chains, queues, computer simulation, stock control, and problem structuring methods.

Teaching: There are two components of the course, each accompanied by a class. They cover the two subdivisions of the syllabus listed above:

Lectures: OR201.1 **Elements of Probability** 6 MT OR201.2 **Operational Research for Management** 25 MT, LT and ST.

Classes: OR201.2A 9 MT, 19 LT, 4 ST.

Full lecture notes are provided for both components of the course.

Written work: Exercises are distributed at most lectures, which are discussed in the following weekly class.

Reading list: Recommended books:

For OR201.1 One of: M Arthurs, *Probability Theory*, Routledge Kegan Paul; L Lapin, *Statistics for Modern Business Decisions*, Harcourt Brace Jovanovich; T H Wonnacott & R J Wonnacott, *Introductory Statistics*, Wiley.
 For OR201.2 One of: D R Anderson, D J Sweeney & T A Williams, *An Introduction to Management Science*, West; L Lapin, *Management Science for Business Decisions*, Harcourt Brace Jovanovich; S French, R Hartley, L C Thomas & D J White, *Operational Research Techniques*, Arnold; C D J Waters, *A Practical Introduction to Management Science*, Addison Wesley; J Rosenhead (Ed), *Rational Analysis for a Problematic World*, Wiley.

Assessment: One three-hour formal examination in the ST. The paper is divided into sections; the first (normally containing two questions) covers the material in OR201.2 on methodology and applications, the second section (normally two questions) covers OR201.1, while the third section (normally seven questions) covers the mathematical techniques content of OR201.2. Students are expected to attempt five questions, of which one must be from the first section, and at most one can be from the second section. Copies of previous years' papers are available.

OR202

Operational Research Methods

Teacher responsible: Dr D Lane, G412

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 and manipulation of partitioned vectors and matrices. It is NOT necessary to have any previous experience of computers, and no computer programming will be required, although students must be prepared to use computer packages when required.

Core syllabus: The course gives an introduction to all the main theoretical techniques of Operational Research. It is possible to take a further course OR301 **Model Building In Operational Research** which extends the Mathematical Programming component of **Operational Research Methods** as well as covering Simulation in some detail.

Content: Students will be introduced to some methodological aspects of operational research, as well as gaining a grounding in 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, Mathematical Programming.

Teaching:

OR202.1 24 Sessional; OR202.1A 25 Sessional.

OR202.2 10 MT; OR202.2A 12 MT and LT with 4 revision classes in the ST; 12 x 2 hours computer help in the MT and LT, and 4 x 2 hours computer help in the ST.

OR202.1 **Operational Research Techniques**. This covers the whole foregoing syllabus except Mathematical Programming. Very full lecture

notes are provided, and every week a set of problems in given out in the lecture. These are discussed in the following weekly class (OR202.1A). Most class teachers are part-time.

OR202.2 **Mathematical Programming**. Linear programming: starting from the most basic introduction up to sufficient conditions for optimality; duality; sensitivity of the solution; discovery of the solution to small problems by graphical methods, and proof of optimality by testing the sufficient conditions; solution to larger problems by using a computer package. Unimodular linear programming (transportation): properties of solution, connection with graph theory, an algorithm for hand computation. Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following weekly class (OR202.2A). Most class teachers are part-time.

Written work: Students will be expected to prepare written answers to set problems in preparation for the weekly classes.

Reading list: Recommended books are H G Daellenbach, J A George & D C McNickle, *Introduction to Operations Research Techniques*, Allyn & Bacon; A Ravindran, D T Phillips & J J Solberg, *Operations Research*; H P Williams, *Model Building in Mathematical Programming*, Wiley, available in paperback; H P Williams, *Model Solving in Mathematical Programming*, Wiley, available in paperback; Wayne L Winston, *Operations Research*, Duxbury Press.

Students may also wish to consult R L Ackoff & M W Sasieni, *Fundamentals of Operations Research*; N A J Hastings, *Dynamic Programming with Management Applications*; F S Hillier & G J Lieberman, *Operations Research*; E Page, *Queueing Theory in OR*; M Sasieni, A Yaspan & L Friedman, *Operations Research: Methods and Problems*.

Assessment: One two-and-a-half-hour written examination (80% of the marks) and a one-hour computer examination (20%) in the ST. The written examination will normally contain ten questions, of which four must be attempted. The paper is in two parts. Part A consists of 2 questions on Methodology from OR202.1, of which one question only must be attempted. Part B consists of questions from OR202.1 and 2 from OR202.2. The computer-based examination will be based upon software taught in OR202.1 and OR202.2.

OR301

Model Building in Operational Research

Teachers responsible: Dr S. Powell, Room G409

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 aim of the course is to build on the introduction to Operational Research given in the course **OR Methods**. To give experience in constructing and developing OR 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. To illustrate, by examining case studies, the range of situations to which OR has been applied and the problems in so doing.

Content: There are two 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**. The course studies 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.

Teaching: ST325 (See separate entry in Statistics course guides)

OR301.1 10 lectures and, OR301.1A 10 classes MT.

OR301.2 10 seminars MT.

Written work: ST325 and OR301.1: students will be expected to prepare answers to set problems for discussion. OR301.2: students will be expected to produce and present a paper.

Reading list: ST325: see entry in **Statistics course guide**. OR301.1: H P Williams, *Model Building and Mathematical Programming*. OR301.2: suitable papers from OR journals will be available.

Assessment: Examined entirely by course work and projects as follows: 40% for a report on the simulation project, 40% for the mathematical programming project, and 20% for a critical review of a published paper.

OR302

Applied Management Sciences

Teacher responsible: Professor M Shutter

Availability: The student must be in his or her final year of BSc (Management Sciences) and must have taken, or be concurrently taking, the course OR301 **Model Building in Operational Research**. Any student intending to offer this course unit in the third year should contact Professor Shutter before the beginning of the ST of his or her second year.

Core syllabus: The student will carry out and report upon a substantial practical piece of operational research.

Content: As above

Teaching: The student will be assigned to Professor M Shutter who will continuously monitor the progress and give tutorial guidance as required.

Reading list: J Mitchell, *How to Write Reports*, Fontana; B M Cooper, *Writing Technical Reports*, Pelican; Sir Ernest Gowers, *The Complete Plain Words*, Pelican; Chapman and Mahon, *Plain Figures*, HMSO, 1986.

Assessment: Assessment is based entirely on the report that should be submitted to the supervisors by the end of the second week of the ST.

OR303

Combinatorial Optimization

Teachers responsible: Dr S Powell, G409

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: OR303 18 lectures LT, OR303A 18 classes LT.

Written work: Lecture notes containing problems are supplied. Written answers will be expected by the lecturer on a regular basis, and the problems will be discussed in the problem class.

Reading list: Relevant sections from the following texts will provide useful supplementary reading – *Graph Theory: An Algorithmic Approach* by N Christofides; *Computers and Intractability* by M R Garey & D S Johnson; *Combinatorial Optimization* by E Lawler; *The Travelling Salesman Problem* edited by E L Lawler, J K Lenstra, Rinnooy Kan & D H Shimoys; *Optimization* by Nemhauser, Rinnooy Kan & Todd; *Integer and Combinatorial Optimization* by Nemhauser & Wolsey; *Combinatorial Optimization* by C H Papadimitiou & K Steiglitz. As concise reference material for the graph theoretic part of the course R Wilson's book *Introduction to Graph Theory* should prove useful.

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**.

Core syllabus: The course covers the fundamentals of the theory of decision analysis, its use in Bayesian statistics, behavioural decision theory, and the application of decision analysis in practice. The course is intended to be genuinely inter-disciplinary.

Content: Topics covered are: the foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice. There are four lecture courses, as follows:

ST331.1 **Fundamentals of Decision Theory** (Dr J Howard) The normative theory of subjective probability and expected utility.

OR304.1 **Behavioural Decision Theory** (Professor L D Phillips and Professor C Bana e Costa). 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 and Professor C Bana e Costa). 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 lecture courses, each accompanied by a fortnightly class, as follows:

Lectures: ST331.1 see separate course guide ST331

OR304.1 10 MT; OR304.1A 5 MT

PHILOSOPHY, LOGIC AND SCIENTIFIC METHOD

PH101

Logic

Teacher responsible: Dr Genoveva Marti, A209

Availability: This course is available as an outside option.

Core syllabus: The formalisation of deductive arguments within propositional and predicate languages and the use of syntactic and semantic methods to evaluate validity. General considerations on the scope of formal logic.

Content: The syntax and semantics of propositional and predicate logic. The semantic characterisation of validity. A system of derivation. The soundness and completeness of the system of derivation.

Teaching: Lectures PH101 x 30 (ML). Classes PH101.A x 20 (ML).

Written work: Problem-sheets, requiring written answers, will be distributed on a weekly basis.

Reading list: M Bergmann, J Moor & J Nelson, *The Logic Book*.

Assessment: A three-hour written examination in the ST.

PH103

Reason, Knowledge and Values:

An Introduction to Philosophy

Teacher responsible: Dr Carl Hofer, A211

Availability: The course is available as an outside option.

Core syllabus: A critical introduction to some of the central problems of modern western philosophy from the theory of knowledge, metaphysics, philosophy of science, moral and political philosophy, and ethics.

Content:

1. **Introduction to Philosophical Reasoning:** Proof and evidence; case studies: attempted proofs of the existence of God, reasoning about infinity.

ST331.2 see separate course guide ST331

OR304.2 10 LT; OR304.2A 5 LT.

Written work: Written answers to set problems will be expected weekly. Up to six projects will be set during the year.

Reading list: H Raiffa, *Decision Analysis: Introductory Lectures on Choices Under Uncertainty*; S R Watson & D M Buede, *Decision Synthesis*; P M Lee, *Bayesian Statistics: An Introduction*; P R Goodwin & G Wright, *Decision Analysis for Management Judgment*; D von Winterfeldt & W Edwards, *Decision Analysis and Behavioural Research*; D V Lindley, *Making Decisions* (2nd edn); S French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S J Press, *Bayesian Statistics: Principles, Models, and Applications*.

Assessment: One three-hour formal examination in the ST, covering the full syllabus for the four lecture courses. The paper will probably contain eight questions of which five must be attempted including at least one on ST331.1. It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it.

OR305

Strategic Modelling

NA 00/01

Teachers responsible: Dr D Lane, G410 and Professor J Rosenhead, G411
Availability: The course is available to final year undergraduates on courses whose regulations permit it; exceptionally it may be taken in the second year. Students who have not taken at least **Introductory Quantitative Methods** (MA106, ST106) will gain less advantage from the course. Students on the BSc Management Sciences must take the course in their third year.

Core syllabus: The course provides an introduction to the new generation of strategic modelling methods for assisting organisational decision-making under conditions of complexity and uncertainty. The methods are used predominantly in group decision-making situations; some have software support, and all involve a process in which model building captures group perceptions, and offers structure aimed at achieving agreement on the nature of the situation under consideration, and on consequential actions. The course introduces the principal methods of this type, with the exception of Decision Analysis, which is covered in OR304 **Decision Analysis**.
Content: The nature of strategic decision making environments; problem solving contrasted with problem structuring. Methods for handling complexity – Strategic Options Development and Analysis (SODA); Soft Systems Methodology (SSM); System Dynamics. Methods for handling uncertainty – Robustness Analysis, Strategic Choice, Scenarios. Discussion of group process, facilitation, combining methods.

Teaching: The course is taught by means of 24 lectures (OR305) weekly in the MT, LT and ST; and 11 classes (OR305A) approximately fortnightly in the MT and LT.

Written work: Sample problems which test students' understanding of how the methods operate will be handed out, and discussed in the classes.

Reading list: Recommended books: J Rosenhead (Ed), *Rational Analysis for a Problematic World*; J A M Vennix, *Group Model Building: facilitating team learning using system dynamics*. Further readings will be provided during the course.

Assessment: One three-hour formal examination in the ST. The paper is divided into two sections. The first section (normally containing two questions) will cover cross-cutting issues which apply to strategic modelling as a whole; and the second section (normally containing 5 questions) will examine the specific methods covered in the course. Students will be expected to tackle four questions, of which no more than three can be chosen from the second section.

2. **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.

3. **Metaphysical Problems:** Free will and fatalism; the mind-body problem; can computers think?

4. **Theory of Knowledge and Philosophy of Science:** Perception; scepticism; *a priori* knowledge; causation; the problem of induction; explanation in science and social science.

Teaching: Lectures PH103 x 20 (ML); Classes PH103.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading and course material: A list of required and suggested readings will be distributed at the beginning of each section of the course. These will include about a half dozen books and many journal articles. Lecture notes will also be available for most topics.

Assessment: A three-hour written examination in the ST.

PH200

Further Logic

NA 01/02

Teacher responsible: Professor Colin Howson, A201

Availability: This course is not available as an outside option. **Logic** (PH101) or a similar first course in deductive (symbolic) logic, including propositional and predicate logic, is a pre-requisite for this course.

Core syllabus: A second course in deductive logic giving detailed proofs of the fundamental meta-theorems concerning the power and limitations of formal theories based on first-order logic; and a detailed analysis of the general notion of a computation or algorithm.

Content: Propositional logic: its decidability. The propositional calculus; its

soundness and completeness. First-order languages; their (Tarskian) semantics. The first-order predicate calculus; its soundness; the Gödel-Henkin completeness theorem; compactness; the Löwenheim-Skolem theorem; Skolem's paradox. Computers; recursive functions and relations; recursively enumerable relations. Church's thesis. The MRDP theorem (every re relation is diophantine) stated without proof. Formal first-order theories of arithmetic. Non-categoricity of complete first-order arithmetic. Code-numbering. Tarski's theorem.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures PH200 20 x 2hr (ML); Classes PH200.A x 20 (ML).

Written work: Written answers to set problems will be expected on a regular basis.

Recommended reading: The text for the course is M Machover, *Set Theory, Logic and their Limitations* (CUP, 1995).

Assessment: A 3-hour written examination in the ST at the end of the course.

PH201

Scientific Method

Teacher responsible: Dr Carl Hofer, A211

Availability: This course is available as an outside option.

Core syllabus: The nature of scientific theories, and the relation between theory and the world. The principles of evidential-inductive reasoning and scientific method, and some issues in the metaphysics of science.

Content: The topics covered will include some of the following:

Issues in the confirmation of scientific theories by evidence, the personalist Bayesian approach to confirmation and to scientific reasoning in general; the Duhem problem; what is an *ad hoc* theory and what, if anything, is wrong with such a theory?; the nature of scientific theories – paradigms and research programmes; scientific realism: is the aim of science to produce *true* theories or only ones that 'save the phenomena?'; scientific explanation; the status of methodological principles – can scientific 'naturalised?'; problems in the testing and validation of statistical theories and of 'causal-statistical' theories (such as 'smoking causes lung cancer?); particular foundational issues arising from current science – the measurement problem in quantum mechanics, testability and teleology in Darwinian theory, is physical geometry conventional?

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 papers.

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*; early chapters of C Howson & P Urbach, *Scientific Reasoning – the Bayesian Approach*; B. van Fraassen, *The Scientific Image*.

Assessment: A three-hour written examination in the ST.

PH203

Philosophy of the Social Sciences

Teacher responsible: Dr Eleonora Montuschi, T203

Availability: This course is available as an outside option.

Core syllabus: Some central philosophical questions that arise out of the social sciences.

Content: Topics to be covered will include some or all of: knowledge and society; methodological individualism; action explanation; functional and structural explanations; rationality and relativism; values in social science; philosophical problems of some social sciences (eg. anthropology, sociology, history).

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 papers.

Reading list: Detailed readings will be specified during the course – useful background and general reading is: D Little, *Varieties of Social Explanation*; M Martin & L McIntyre (Eds), *Reading in the Philosophy of Social Science*; M Hollis & S Lukes (Eds), *Rationality and Relativism*.

Assessment: A three-hour written examination in the ST.

PH206

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: G W F Hegel, *The Science of Logic*; M J Inwood, *Hegel*; Charles Taylor, *Hegel*; M Rosen, *Hegel's Dialectic and Its Criticism*; C Janaway, *Schopenhauer*; C Janaway, *Self and World in Schopenhauer's Philosophy*; A Danto, *Nietzsche as Philosopher*; A Nehamas, *Nietzsche: Life As Literature*; M Clark, *Nietzsche on Truth and Philosophy*. Also the works mentioned in the **Content**.

Assessment: A three-hour written examination in the ST.

PH207

Phenomenology

Availability: This course is not available as an outside option.

Core syllabus: The course covers the tradition of Continental phenomenology.

Content: (a) Husserl, with reference to Husserl's foundation of phenomenological philosophy. (b) Heidegger, with reference to *Being and Time*. (c) Sartre, with reference to *Being and Nothingness*. (d) Merleau-Ponty, with reference to *Phenomenology of Perception*.

Teaching: This is an intercollegiate course and is only offered in alternate years. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures PH207 x 20 (ML); Classes PH207.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: David Bell, *Husserl*; P Caws, *Sartre*; E Husserl, *Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy*, *The Idea of Phenomenology*, *Cartesian Meditations*, *The Phenomenology of Internal Time Consciousness*; L Kolakowski, *Husserl and the Search for Certitude*; Christopher Macann, *Four Phenomenological Philosophers*; M Merleau-Ponty, *Eye and Mind*; P A Schilpp (Ed), *The Philosophy of Jean-Paul Sartre*. Also the works mentioned in the **Content**.

Assessment: A three-hour written examination in the ST.

PH209

Philosophical Logic and Metaphysics

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: (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: (a) **Philosophical Logic:** G Evans, *The Varieties of Reference*; S Blackburn, *Spreading the Word*; P Horwich, *Truth*; S Kripke, *Naming and Necessity*; A W Moore (Ed), *Meaning and Reference*; R M Sainsbury, *Logical Forms*; R Stalnaker, 'Possible Worlds' in Honderich & Burnyeat (Eds), *Philosophy As It Is*. (b) **Metaphysics:** N Block (Ed), *Readings in Philosophy of Psychology Volume I*; P Churchland, *Matter and Consciousness*; D Davidson, *Actions and Events*; P Horwich, *Asymmetries in Time*; D Lewis, *The Plurality of Worlds*; D H Mellor, *Real Time II*; D H Mellor & A Oliver (Eds), *Properties*; J Perry (Ed), *Personal Identity*; R Le Poidevin & M Macbeath (Eds), *The Philosophy of Time*; S Shoemaker, *Identity, Cause and Mind*; E Sosa & M Tooley (Eds), *Causation*; G Watson (Ed), *Freewill*.

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 papers.

Assessment: A three-hour written examination in the ST.

PH210

Philosophy of Mathematics

Availability: This course is not available as an outside option.

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. Advanced knowledge of mathematics is not required, for the emphasis is mainly on the broad philosophical issues about how the mind can reach out to what might seem to be an abstract realm beyond sense experience.

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 PH210 x 20 (ML); Classes PH210.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Assessment: A three-hour written examination in the ST.

PH211

Philosophy of Economics

Availability: This course is not available as an outside option.

Core syllabus: The course examines philosophical issues in economics.

Content: Methodological issues in economics: the status of economic theories and laws, explanation and idealisation in economics, theory

PH212

Frege and Russell

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: (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: (a) **Philosophical Logic:** G Evans, *The Varieties of Reference*; S Blackburn, *Spreading the Word*; P Horwich, *Truth*; S Kripke, *Naming and Necessity*; A W Moore (Ed), *Meaning and Reference*; R M Sainsbury, *Logical Forms*; R Stalnaker, 'Possible Worlds' in Honderich & Burnyeat (Eds), *Philosophy As It Is*. (b) **Metaphysics:** N Block (Ed), *Readings in Philosophy of Psychology Volume I*; P Churchland, *Matter and Consciousness*; D Davidson, *Actions and Events*; P Horwich, *Asymmetries in Time*; D Lewis, *The Plurality of Worlds*; D H Mellor, *Real Time II*; D H Mellor & A Oliver (Eds), *Properties*; J Perry (Ed), *Personal Identity*; R Le Poidevin & M Macbeath (Eds), *The Philosophy of Time*; S Shoemaker, *Identity, Cause and Mind*; E Sosa & M Tooley (Eds), *Causation*; G Watson (Ed), *Freewill*.

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 papers.

Assessment: A three-hour written examination in the ST.

PH211

Philosophy of Economics

Availability: This course is not available as an outside option.

Core syllabus: The course examines philosophical issues in economics.

Content: Methodological issues in economics: the status of economic theories and laws, explanation and idealisation in economics, theory

PH211

Philosophy of Economics

Availability: This course is not available as an outside option.

Core syllabus: The course examines philosophical issues in economics.

Content: Methodological issues in economics: the status of economic theories and laws, explanation and idealisation in economics, theory

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 papers.

Assessment: A three-hour written examination in the ST.

assessment, methodological individualism, value-freedom and ideology. The nature of rationality and the behavioural postulates of economics. Social judgements and social choice. Consequentialism, welfarism and utilitarianism. Interpersonal comparisons of utility. Distributive justice and the economics of redistribution.

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*; F Hahn & M Hollis (Eds), *Philosophy and Economic Theory*; D Hausman (Ed), *The Philosophy of Economics*; L C 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 K Sen & B Williams (Eds), *Utilitarianism and Beyond*.

Assessment: A three-hour written examination in the ST.

PH212

Frege and Russell

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: (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: (a) **Philosophical Logic:** G Evans, *The Varieties of Reference*; S Blackburn, *Spreading the Word*; P Horwich, *Truth*; S Kripke, *Naming and Necessity*; A W Moore (Ed), *Meaning and Reference*; R M Sainsbury, *Logical Forms*; R Stalnaker, 'Possible Worlds' in Honderich & Burnyeat (Eds), *Philosophy As It Is*. (b) **Metaphysics:** N Block (Ed), *Readings in Philosophy of Psychology Volume I*; P Churchland, *Matter and Consciousness*; D Davidson, *Actions and Events*; P Horwich, *Asymmetries in Time*; D Lewis, *The Plurality of Worlds*; D H Mellor, *Real Time II*; D H Mellor & A Oliver (Eds), *Properties*; J Perry (Ed), *Personal Identity*; R Le Poidevin & M Macbeath (Eds), *The Philosophy of Time*; S Shoemaker, *Identity, Cause and Mind*; E Sosa & M Tooley (Eds), *Causation*; G Watson (Ed), *Freewill*.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Students attend the first year of the intercollegiate lectures **Frege, Russell and Wittgenstein**. Lectures PH212 x 20 (ML), PH210 x 20 (ML); Classes PH212.A x 20 (ML).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: Gottlob Frege, *The Foundations of Arithmetic*, translated by J L Austin; P Geach & M Black (Eds), *Translations from the Philosophical Writings of Gottlob Frege*; G Frege, 'The Thought' in P Strawson (Ed), *Philosophical Logic*; B Russell & A N Whitehead, *Principia Mathematica*; B Russell, *Mysticism and Logic*; B Russell, E R Eames & K Blackwell (Eds), *Collected papers of Bertrand Russell, Vol 7*; R C Marsh (Ed), *Logic and Knowledge*; David Lackey (Ed), *Essays in Analysis*; Herbert Hochberg, *Logic, Ontology and Language*; A J Ayer, *Russell*; D Pears, *Bertrand Russell and the British Empiricist Tradition*; M Sainsbury, *Russell*.

Assessment: A three-hour written examination in the ST.

PH213

Scientific Revolutions: Philosophical and Historical Issues

Availability: This course is not available as an outside option.

Core syllabus: The course examines philosophical issues in economics.

Content: Methodological issues in economics: the status of economic theories and laws, explanation and idealisation in economics, theory

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 papers.

Assessment: A three-hour written examination in the ST.

PH213

Scientific Revolutions: Philosophical and Historical Issues

Availability: This course is not available as an outside option.

Core syllabus: The course examines philosophical issues in economics.

Content: Methodological issues in economics: the status of economic theories and laws, explanation and idealisation in economics, theory

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 papers.

Assessment: A three-hour written examination in the ST.

PH213

Scientific Revolutions: Philosophical and Historical Issues

Availability: This course is not available as an outside option.

Core syllabus: The course examines philosophical issues in economics.

Content: Methodological issues in economics: the status of economic theories and laws, explanation and idealisation in economics, theory

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 papers.

Assessment: A three-hour written examination in the ST.

PH214

Morality and Values

Availability: This course is not available as an outside option.

Core syllabus: The course examines philosophical issues in economics.

Content: Methodological issues in economics: the status of economic theories and laws, explanation and idealisation in economics, theory

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 papers.

Assessment: A three-hour written examination in the ST.

PH214

Morality and Values

Availability: This course is not available as an outside option.

Core syllabus: The course examines philosophical issues in economics.

Content: Methodological issues in economics: the status of economic theories and laws, explanation and idealisation in economics, theory

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 papers.

Assessment: A three-hour written examination in the ST.

truths about morality?: moral realism, anti-realism and moral relativism; what counts as a just society and why?; justice, equality and difference; individualism and the state; the nature of freedom; 'natural rights' and the limits of state authority.

Teaching: Lectures PH214 x 20 (ML); Classes PH214.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: P Foot (Ed), *Theories of Ethics*; T Hobbes, *Leviathan*; D Hume, *Treatise*; I Kant, *Groundwork of the Metaphysics of Morals*; W Kymlicka, *Contemporary Political Philosophy: An Introduction*; J L Locke, *Two Treatises of Government*; J S Mill, *On Liberty*; *Representative Government*; *Essay on Bentham*; *Utilitarianism*; R Nozick, *Anarchy, State, and Utopia*; J Rawls, *A Theory of Justice*; J J Rousseau, *The Social Contract*; P Singer (Ed), *Applied Ethics*.

Assessment: A three-hour written examination in the ST.

PH215

History of Modern Philosophy A

Availability: This course is available as an outside option.

Core syllabus: A critical historical review and an introduction to some of the main problems of philosophy. The main philosophers of the seventeenth and eighteenth centuries.

Content: The main philosophical ideas of Descartes, Hume and Spinoza.

SOCIAL POLICY

SA100

Introduction to Social Policy

Teachers responsible: Miss S Sainsbury, A250 and Professor R A Pinker, A271

Availability: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where regulations permit. **Core syllabus:** The course aims to provide an introduction to social policy by examining changes in the way in which social provision has been made over time. The course focuses on Britain, but seeks to set the British experience in comparative perspective. It also aims to give students a framework for understanding the policy making process and an introduction to issues of entitlements and welfare outcomes.

Content: The course examines the nature of the mixed economy of welfare and the relative importance of the state, the family, the market and the voluntary sector during the 19th and 20th centuries. It considers changes in ideas about social provision in Britain and the range of variables that may explain the development of social policies in both Britain and other European countries. It considers the growing role of the state in social welfare provision and the nature of the challenges to it in the late 20th century. Issues such as how a social problem is defined, how policies are formulated, administered and revised are illustrated by reference to the fields of health, social security, education and housing. Students are invited to consider the concept of social rights; lines of conflict over social provision between social classes, races, generations and between the sexes; and issues of redistribution.

Teaching: Lectures: 20 x SA100. Classes: 24 x SA100.A for specialists, SA100.B for non-specialists.

Written work: Students will be expected to write one essay per term for class teachers, and to read for and contribute to class discussion each week.

Reading list: Pat Thane, *The Foundations of the Welfare State*; Anne Digby, *British Welfare Policy. Workhouse to Welfare*; Michael Hill, *The Welfare State in Britain. A Political History since 1945*; Norman Barry, *Welfare*; John Hills (Ed), *The State of Welfare*; Rodney Lowe, *The Welfare State in Britain since 1945*. These are introductory texts; a full reading list will be provided in the first class of MT.

Assessment: A three-hour examination in the ST.

SA101

Sociology and Social Policy

Teacher responsible: Professor D Downes, A237

Availability: This course is required for Bachelor's degrees in Social Policy. Available for undergraduates as an 'outside option' with the approval of the course organiser.

Core syllabus: The aim of the course is to introduce students to major themes and perspectives in the sociological analysis of social policy issues, putting due weight on a grounding in both social theory and empirical studies. **Content:** The course will examine a series of policy issues in contemporary British society, viewed sociologically. Basic concepts in the analysis of social stratification, the distribution of power, modes of organisation, professionalisation, race and gender are discussed in relation to questions of social and political choice and social policy. The core of the course consists of the examination in this way of a series of topics including class and social status in Britain, political power and elite formation, demographic change, race relations and the position of women, bureaucracy, the role of expertise, the family, poverty and deprivation, health and illness, education, crime and deviance, housing, development planning, the individual and the state, social care and ageing. The variable contribution of sociology to policy formation and the understanding of policy issues and processes are emphasised.

Teaching: Lectures: 24 x SA101. Classes: 24 x SA101.A.

Written work: One essay per term is required.

Reading list: There is no set text for the course, and a full reading list is provided at the first class. **Basic reading:** D Lee & H Newby, *The Problem of Sociology*; A Giddens, *Sociology*; E Gellner, *Legitimation of Belief*; C Wright Mills, *The Sociological Imagination*; R A Pinker, *Social Theory and Social Policy*; F Williams, *Social Policy: a critical introduction*; J Hills (Ed), *The State of Welfare*; K Kiernan & M Wicks, *Family Change and Future Policy*; P Alcock (Ed), *Student's Companion to Social Policy*; V George & R Page (Eds), *Modern Thinkers on Welfare*.

Assessment: Three-hour paper in the ST; four questions to be answered.

SA102

Social Economics

Teachers responsible: Professor J Le Grand, A244 and Professor D Pichaud, A281

Availability: This course is intended for Bachelor's degrees in Social Policy. **Content:** Introduction to economics and its application to social policy. The nature of the economic problem. The role of prices in a market economy. Demand and consumer choice; supply, production costs and market structure. State and market provision of health services, social care, housing and education. Market and state failure. Quasi-markets in social policy. Unemployment and government economic management. The determination of wages; the role of trade unions; minimum wage legislation. Low pay and poverty; the distribution of incomes; policies of income redistribution.

Written work: Essays, problem sets and presentations will be required.

Teaching: Lectures: 20 x SA102. Classes: 22 x SA102.A.

Reading list: J Le Grand, C Propper & R Robinson, *The Economics of Social Problems*; A B Atkinson, *The Economics of Inequality*; N Barr, *Economics of the Welfare State*; J Stiglitz, *Economics of the Public Sector*; J Le Grand & W Bartlett, *Quasi-markets and Social Policy*.

Assessment: Three-hour paper in the ST; four questions to be answered.

SA103

Population, Economy and Society

Teacher responsible: Ms E Coast, A232

Availability: This course for Bachelor's degrees in Population Studies. It is available to students on other degrees as permitted by the regulations. As a general introduction to Population Studies it assumes no previous knowledge of the subject.

Core syllabus: The course deals with the inter-relationships between the demographic characteristics of a society (fertility, mortality and migration) and their economic and social context. The causes of demographic change and their consequences are examined. The approach of the course is comparative, both across time and between developed and less developed societies.

Content: The course addresses key questions such as: What impacts will AIDS have on the population, economy and society of the 21st century? Will population ageing really be a demographic time bomb? Who will care for the elderly? And how will this be affected by the processes of industrialisation and urbanisation in less developed societies? Are we seeing the end of marriage and parenthood as social institutions in the West? Is famine the inevitable result of population growth? What is the relationship between population and violent conflict? Is economic development the best contraceptive? The course covers a wide range of topics, including: the relationship between population size and available resources; social, biological and economic influences on population growth rates, especially the role of famine, disease and war; the demographic and health transitions; AIDS; fertility decline and the role of family planning programmes; the changing characteristics of the family; global trends in population ageing and their social and economic consequences for the elderly; theories and trends in migration; urbanisation.

Teaching: Lectures: 24 x SA103. Classes: 22 x SA103.A

Written work: Students will be expected to prepare two class presentations per term and submit two essays per term.

Reading list: Reading lists are provided at the beginning of each term along with topics for class presentations. Some key overview texts include: M Livi-Bacci, *A concise history of world population*; H Jones, *Population Geography*; T Dyson, *Population and food: global trends and future prospects*; W H McNeill, *Plagues and Peoples*; E A Wrigley, *Population and History*; W Lutz, *The Future Population of the World*.

Assessment: A three-hour written examination in the ST in which candidates will be expected to answer four questions. The paper is in two sections and candidates must answer at least one question from Section A. The remaining three questions can be taken from Section A or B.

SA201

Research Methods for Social Policy

Teachers responsible: Dr G Wilson, A270, Dr E Munro, A272 and other

Availability: This is a compulsory course for most Bachelor's 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.

Teaching: The course combines two elements:

SA201.1 Data Analysis for Social Policy: Ms J Datta.

Lectures: 10 x SA201.1 MT and LT. Classes: 15 x SA201.1.A MT and LT.

SA201.2 Research Methods for Social Policy: G Wilson and E Munro.

Lectures: 20 x SA201.2 MT and LT. Classes: 20 x SA201.2.A MT and LT.

Written work: For the **Research Methods** class, students are required to write two essays of 1,500-2,000 words, one each term. Participation in group work in class, and in preparation for classes, is essential.

For the **Data Analysis** class, students will use a computer to analyse data, and will be expected to produce summaries and interpretations of their results. Successful completion of a Project Report (by the end of the LT) is a condition of examination entry.

Reading list: F Clegg, *Simple Statistics*; C Robson, *Real World Research*; D Rowntree, *Statistics Without Tears*; HMSO, *Social Trends* (annually); SPCR, *British Social Attitudes* (annually); HMSO, *General Household Survey* (annually).

Assessment: One three-hour written paper in the ST (70%) and a project report (30%). The project topic will be given out during the LT, and the project report must be handed in to the Undergraduate Office (H310) by the end of the LT.

SA203

Finance and Organisation of Human Services

Teachers responsible: Mr P Kanavos, J310 and Professor H Glennerster, A243

Availability: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where the regulations permit.

Core syllabus: The distinctive features of human services organisations, their finance and organisation. Market failure, government failure, the economics of non-profit organisations and quasi-markets, the finance-provision distinction. Alternative means of financing health services, education, housing, social care and social security. The nature of

management in human service organisations: governance and ownership, managing professionals, dealing with people, interaction between organisations, accountability and measuring performance.

Content: This course will discuss the nature of human services, how they are financed, with particular reference to the United Kingdom: public expenditure control, taxes, charges and charitable giving, local government finance and current debates about paying for each of the major areas of social provision.

Teaching: Lectures: 20 x SA203. Classes: 21 x SA203.A – one or more students will be expected to introduce these discussions.

Written work: Each student will be expected to submit two pieces of written work to the class teacher before the end of MT and LT.

Reading list: H Glennerster, *Paying for Welfare: Towards 2000*; C Thain & M Wright, *The Treasury and Whitehall: The Planning and Control of Public Expenditure 1976-93*; D Butler, A Adonis & T Travers, *Failure in British Government: The Politics of the Poll Tax*; J Hills, *The Future of Welfare*; J Le Grand & W Bartlett (Eds), *Quasi Markets and Social Policy*; H Glennerster & J Hills (Eds), *The State of Welfare* (2nd edn).

Supplementary reading list: Full bibliographies will be given to students at the start of the session.

Assessment: One three-hour examination in the ST.

SA204

Educational Policy and Administration

Teacher responsible: Dr A West, Q138

Availability: This is an optional course for Bachelor's degrees in Social Policy, and for other degrees where the regulations permit.

Core syllabus: The aim of the course is to introduce students to the main issues in educational policy and administration. It draws on interdisciplinary research literature and focuses on contemporary Britain although there is a comparative component. The course will aim to show how major concepts in social policy can be applied to the study of education – for example, inequality (in terms of class, ethnicity and gender), social justice (special educational needs) and redistribution of resources.

Content: The first part of the course focuses on broad issues of educational policy, starting with the 1944 Education Act, the educational reforms in the 1980s and 1990s, markets and parental choice, further and higher education and the financing of education. The second part focuses on specific issues that have implications for equality of opportunity, equity and social justice – ethnicity/race and education; social class and education; special educational needs; education and gender; early years education.

Teaching: Lectures: 10 x SA204 MT. Classes: 24 x SA204.A.

Written work: Presentation of 2 or 3 short class papers during the session and two essays per term.

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.

Assessment: A three-hour formal examination in the ST based on the topics covered in the lectures and classes.

SA205

Social Care Policy and Planning

Teacher responsible: Miss S Sainsbury, A250

Availability: This is an optional course for bachelor's degrees in Social Policy, and for other degrees where the regulations permit.

Core syllabus: The development and operation of the personal social services in Britain since the Second World War will be discussed in the context of economic, political, social and demographic change.

Content: The personal social services, including those for disabled people, child protection, Deaf people, those with mental health problems, and carers, with special reference to Britain: an examination of their goals and functions, the ethical and political issues they raise and the underlying concepts, values and assumptions. An examination of policies and legislation. Different concepts and measures of need; policy choices and their consequences. Patterns and problems of social intervention. The role of social work; professionalisation, domiciliary, day and residential care, community work and development. Inter-organisational and management issues: performance indices and evaluation; the interaction of central and local government; the voluntary and private sectors; pressure groups; the clientele; private and community patterns of service.

Teaching: Lectures: 10 x SA205 MT. Classes: 10 x SA205.A MT, 10 x LT and 5 x ST of 1½ hours.

Written work: Students are expected to write one essay per term for the class teacher, and to read for and contribute to class discussion each week.

Reading list: No single book covers the entire syllabus; the following are useful introductory texts. P Townsend, *The Last Refuge*, RKP, 1962; *Report of the Committee on Local Authority and Allied Personal Social Services* (Seebohm), Cmmd 3703, 1968; G Wistow, *Social Care in the Mixed Economy*, Open University Press, 1994; S Sainsbury, *Regulating Residential Care*, Avebury, 1989; K Jones, *Asylums and After: A Revised History of the Mental Health Services*, 1993; M Parry (Ed), *The Children Act 1989: Conflict and Compromise*, 1992.

A full bibliography will be provided with the programme of class topics.

Assessment: A three-hour formal examination in the ST. The paper contains 12 questions, of which four are to be answered. Each question is allocated equal marks.

SA206

Housing and Urban Structure

Teacher responsible: Miss R Tunstall, A240

Availability: This is an optional course for Bachelor's degrees in Social Policy, and for other degrees where regulations permit.

Core syllabus: The course introduces students to the development of urban areas since the mid-19th century and to the development of housing and urban policy through the 20th century, with coverage of very topical issues. It deals mainly with England Wales, but also examines housing in several other European countries. It aims to equip students to explore and analyse the processes at work in cities and in the housing system.

Content: Industrialisation and urbanisation, garden city ideas, slums and slum clearance, state involvement in housing development, the growth of home ownership, the decline of council housing, the private rented sector, the role of housing associations, homelessness, housing and social exclusion, housing and social policy, urban decline and regeneration, urban areas and the environment. There will also be time to investigate issues of interest to individual students.

Teaching: Lectures: 10 (SA479) MT and 10 (SA464) LT. Classes: 24 x SA206, MT and LT. In addition there will be a number of field trips by arrangement with the class teacher.

Written work: Each student will be expected to give 2/3 x 15 minute presentations and to submit two essays during the year.

Reading list: J Burnett, *A Social History of Housing*; Wohl, *The Eternal Slum*; M Harloe, *The People's Home*; A Power, *Hovels to High Rise*; P Saunders, *A Nation of Homeowners*.

Assessment: A three-hour written examination in the ST. Students should answer four out of twelve questions.

SA207

Health Policy and Administration

NA 00/01

Teacher responsible: Dr J Carrier, A238

Availability: This is an optional course for Bachelor's degrees in Social Policy, and other degrees where regulations permit. Students are not expected to have any specialised knowledge of health service provision in general or the NHS in particular, but they should be familiar with the basic concepts used in social policy, especially those used in the study of either/or public administration, political science, sociology and economics.

Core syllabus: The aim of the paper is to introduce students to the main issues involved in the administration of health services in modern societies, drawing mainly upon the example of the National Health Service in England and Wales.

Content: The determinants of health improvement; the organisation and finance of the National Health Service. The planning of acute services, general practice, and services for particular groups, (eg, the maternity services, services for the mentally ill and mentally handicapped). Prescribing and the pharmaceutical industry; the problem of priorities and planning, medical education and the distribution of medical manpower. Further details will be published at the start of the session.

Teaching: Lectures: SA207 + classes SA207.A combined 24 x 1½ hours weekly, MLS.

Students are expected to produce written papers for class discussion (at least one paper per student for the course, depending on the numbers who attend). Several hours of private study are expected in the preparation for classes each week, whether or not the student is presenting a class paper.

Written work: In addition to the class paper referred to above students are expected to produce at least two essays of between 1,500 and 2,000 words each for the class teacher during the length of the course. Individual teachers will set, read and discuss this work with the individual student.

Reading list: The reading list is the minimum necessary reading for this course. Specialised reading for lecture topics will be given out by lecturers responsible for particular aspects of the course. Students should attempt to buy some of the following: B Abel-Smith, *Health Policy, Planning and Financing*, 1994; R Robinson & J Le Grand, *Evaluating the NHS Reforms*, 1994; R Baggott, *Health and Health Care in Britain*, 1994; J Carrier & I Kendall, *Health and the National Health Service*, 1999; H Glennerster, *British Social Policy since 1945*; H Glennerster, *Paying for Welfare: The 1990s*; J Hills, *The State of Welfare: The Welfare State in Britain from 1974, 1997*; R Klein, *The New Politics of the National Health Service* (3rd edn), 1995.

The above literature is available in the LSE Library but students will be advised which specialised libraries near to the School can also be used.

Supplementary reading list: This is given out at the beginning of the course, and reflects the special interests of the subject lecturers.

Assessment: A three-hour written examination. The usual format requires students to answer four questions out of a choice of 14/15; all carry equal marks.

SA209

Psychology and Social Policy

Teacher responsible: Mr D Cornish, A118

Availability: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit.

Core syllabus: This course analyses the influence of psychological assumptions and knowledge about human behaviour upon our understanding of social problems, and upon the responses of social policy.

Content: The course falls into three broad areas:

- (1) Theories and debates: provides preliminary groundwork by examining major psychological explanations of human behaviour and the range of contrasting assumptions underpinning them;
- (2) Explanations of social problems: critically evaluates the nature, strengths and limitations of psychological understandings of, and responses to, selected social problems and issues; and

(3) Impact on policy: analyses selected policies from the standpoints of the nature of the psychological assumptions involved and the accuracy of the psychological knowledge that has been, or could be deployed.

Teaching: Lectures: 20 x SA209 MT & LT. Classes: 22 x SA209.A (includes two revision seminars).

Written work: A minimum of two essays per term will be required. Students will also be asked to present a number of class papers.

Reading: A comprehensive bibliography will be provided.

Assessment: Three-hour unseen paper in the ST; four questions to be answered.

SA212

Family, Gender and Society

Teacher responsible: Dr K Kiernan, A279

Availability: This is an optional course for Bachelor's degrees in Social Policy and other degrees where regulations permit.

Core syllabus: This course will examine the dimensions of family change over the post-war period and their implications for the private and public domains of life. The approach will be interdisciplinary and although primarily concerned with Britain will have a substantial comparative component. **Content:** The course will provide an overview of the history of the family and review the theoretical perspectives and current debates on the family. Gender differences will be a focus. The major themes to be covered include: partnership and parenthood; family conflict and disruption; work and family issues; intergenerational links between parents and children and the elderly and their families; social change and the public and private family; family, state and social policy.

Teaching: Lectures 20 x SA212. Classes 22 x SA212.A.

Written work: Presentation of 2 or 3 short class papers during the session and two essays.

Reading list: A detailed reading list will be provided at the beginning of the session. General reading: F R Elliott, *Gender Family and Society*, Macmillan Press; L F Harding, *Family, State and Social Policy*, Macmillan, 1996; D Utting, *Family and Parenthood: a guide to the debate*, Joseph Rowntree Foundation; K Kiernan & M Wicks, *Family Change and Future Policy*, Joseph Rowntree Foundation; J Lewis, *Women in Britain since 1945*, Basil Blackwell; K Kiernan, H Land & J Lewis, *Lone-Motherhood in the twentieth century: from footnote to front page*, OUP, 1998.

Assessment: A three-hour written examination in the ST in which candidates are expected to answer four questions.

SA213

European Social Policy

Teachers responsible: Dr M Zulauf, A261 and Dr S Mangen, A261

Availability: This course is available to students on Bachelor's degrees where regulations permit, and to General Course students.

Core syllabus: The course is concerned with the emergence and subsequent development of welfare states and contemporary social policies in Western Europe, focusing particularly on EU countries. Social policy-making at the EU level also forms an important component.

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; social exclusion; policies for priority groups and 'community care'; women and the welfare state and urban problems. Teaching in the third part is devoted to social policy-making at the EU level and to the issue of the 'social dimension' of the Single European Market.

Teaching: Lectures: 20 weekly lectures in MT and LT, but twice weekly in weeks 2 to 5 of the MT. Classes: 21 x SA213.A.

Written work: Students are expected to produce two essays of 2,000 words each during the course.

Reading list: Some introductory texts are: A J Heidenheimer *et al*, *Comparative Public Policy* (3rd edn); L Hantrais, *Social Policy in the EU*, Macmillan; R Mishra, *The Welfare State in Capitalist Society*; J Bailey, *Social Europe*, Longman; 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.

Assessment: A three-hour formal examination in June. The examination counts for 100% of the final mark.

SA215

Ageing and Social Policy

Teacher responsible: Dr G Wilson, A270

Availability: For Bachelor's degrees in Social Policy, and others with the agreement of their tutor.

Core syllabus: The course will examine the policy response to ageing and ageing populations from different theoretical perspectives taking into account the fact that women make up the great majority of the older population. The aim will be to consider the experience of ageing and to analyse the options available in different societies, taking demographic, economic, social and political conditions into consideration.

Content: Attitudes to old age, positive and negative; demography, sex, gender and cohort in old age; policy formulation; political power in later life; structural adjustment and the economics of ageing; pensions policies; family care and self care; health and social care in later life; NGOs and elders; policies for collective living; service delivery with special attention to accountability, participation and user empowerment.

Teaching: 10 lectures and 10 classes in the MT.

Reading list: S Arber & J Ginn, *Gender and Later Life*, Sage, London, 1991; P Johnson & J Falkingham, *Ageing and Economic Welfare*, 1992; P Johnson *et al* (Eds), *Workers versus Pensioners*, 1989; A M Rivlin & J M Wiener, *Caring for the Disabled Elderly*, 1986; T Schuller, *Age, Capital and Democracy*, 1986; K Tout, *Ageing in Developing Countries*, 1989; M B Tracy, *Social Policies for the Elderly in the Third World*, Greenwood Press, New York, 1991; C Victor, *Old Age in Modern Society*, Croom Helm, 1987; G Wilson, *Ageing in Global Perspective*, Sage, 2000.

Assessment: A two hour unseen examination paper in ST. Candidates must answer two questions on subjects other than their coursework essays. The examination will count for 75% of the total mark. Undergraduates will present one essay at the beginning of the LT, which will account for 25% of the mark.

SA216

Issues in Social Policy

Teachers responsible: Professor D Piachaud, A281 and others

Availability: This is an optional course for Bachelor's Degrees in Social Policy and for other degrees where regulations permit.

Core syllabus: This course focuses on the related topics of the growth in inequality, the emergence of social exclusion as a key concept in social policy and the theoretical and empirical issues provoked by the 'underclass' debate. There is an emphasis on relating concepts to empirical evidence. Evidence and literature from Britain, the USA and Europe are examined. **Content:** The 'underclass' debate: theory and evidence; the growth in equality-evidence, trends and causes; family change and family issues; long term unemployment and welfare-to-work; is there an 'educational underclass'; area segregation and 'welfare ghettos'; the built environment and social exclusion; social exclusion and marginalisation in Europe, crime and social exclusion.

Teaching: 9 Lectures (SA429), LT. 10 Seminars (SA216), LT.

Reading list: R Lister, *Charles Murray and the Underclass: the developing debate*, IEA, 1996; E Mingione (Ed), *Urban Poverty and the Underclass*; 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.

SA250

Demographic Description and Analysis

Teacher responsible: Mr C Langford, A269

Availability: This course is compulsory for Bachelor's degrees in Population Studies, but may also be taken as an option by students on other degrees where regulations permit; it assumes no previous knowledge of the subject. The course is not particularly mathematical or statistical and students with non-mathematical backgrounds should not be at a disadvantage. **Core syllabus:** This paper provides an introduction to the techniques of demographic analysis and the interpretation of demographic data. The main style of presentation is to introduce and discuss techniques of analysis and then examine examples of their use to illustrate demographic concepts and trends.

Content: This course provides an introduction to the techniques of demographic analysis and the interpretation of demographic data. Topics covered include sources of information about populations; current and cohort methods of description and analysis; the construction of life tables; measurement of fertility, mortality and nuptiality; the determinants of age structure and the intrinsic growth rate; survey data; the interpretation of demographic statistics; tests of consistency and reliability.

Teaching: Lectures: 22 x SA250, M.L.S. Classes: 24 x SA250.A, M.L.S.

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* and R Pressat, *The Dictionary of Demography*, edited by C Wilson.

Assessment: A three-hour written unseen examination in the ST.

SA251

The Demographic Transition and The Western World Today

Teacher responsible: Dr A Gjonca, A229

Availability: This course is an option for Bachelor's degrees in Population Studies, and other degrees where regulation permits. The course assumes a basic familiarity with demographic terminology and measures and thus it may be advantageous for non-specialists to have taken either course SA103, **Population, Economy and Society** or course SA250, **Demographic Description and Analysis**. However, this is not compulsory. **Core syllabus:** This paper deals with the demographic history of Western societies over approximately the last five centuries. This covers the period of change from a situation characterised by high birth and death rates to one where such rates are low, and known as the demographic transition. Post-transitional demographic patterns are also examined. The paper has a principally substantive focus and is organised on a thematic rather than strictly chronological basis.

Content: The long-run population history of England; the nature of pre-transitional Western societies; the acceleration of growth in the 18th century; the mechanism of growth and the social and economic changes, which accompanied it. The course and characteristics of falling mortality; the control of fertility within marriage; fertility control as innovation or diffusion. The degree of homogeneity with the Western experience; the special case of France. The limits to mortality decline; the consequences of changes for age structure, dependency and social service provision. Post-

transitional fertility behaviour; changes in the form and function of marriage; the modern determinants of fertility, mortality and nuptiality; patterns of internal and international migration; changes in household size and composition. **Teaching:** Lectures: 20 x SA251. Classes: 20 x SA251.A.

Written work: Two essays will be required from students and each student will be asked to make a short presentation for discussion in class at least once.

Reading list: A general reading list is circulated at the start of the course. In each lecture attention is drawn to relevant readings. The following are useful introductions: A J Coale & S C Watkins, *The Decline of Fertility in Europe*; M Anderson, *Approaches to the History of the Western Family*; E A Wrigley, *Population and History*.

Assessment: One three-hour examination in the ST. This will require the answering of three essay questions.

SA252

Third World Demography

Teacher responsible: Professor J Hobcraft, A251

Availability: This is an optional course for Bachelor's degrees in Population Studies, and for other degrees where regulations permit.

Core syllabus: The general aim of the course is to give students an overview of both the causes and consequences of population trends in developing countries.

Content: The course covers the size, distribution and growth of the populations of the main developing regions and countries; levels, trends and differentials in fertility, mortality and marriage in developing countries; the causes of mortality decline in the Third World – disease control, sanitation and water supply, economic betterment, nutrition, health service provision etc; synergistic interactions associated with infectious diseases and child malnutrition; the social and economic consequences of rapid population growth; possible costs and benefits of having children for peasant couples; other factors affecting fertility – child mortality, maternal education, breast feeding patterns, the status of women, income levels and distribution. Additionally, the course will cover topics such as Aids in the Third World; famine demography; world food prospects; patterns and trends in migration and urbanisation in developing countries; the populations of India and China; the development of family planning programmes, and an assessment of the efficiency of population programmes.

Teaching: Lectures: 24 x SA252. Classes: 24 x SA252.A.

Reading list: Certain readings have direct relevance for most aspects of the course. In particular: the journal, *Population and Development Review* (PDR) published quarterly by the Population Council, New York; R Feachem (Ed), *The Health of Adults in the Developing World*, Oxford University Press, 1992; T Dyson (Ed), *Sexual Behaviour and Networking: The Transition of HIV*, Derouaux, Ordina, 1992; T Dyson, *Population and Food*, Routledge, 1996; C P Green, *The Environment and Population Growth: Decade for Action*, Population Reports, Series M, No 10, Johns Hopkins, 1992; World Bank, *Population Change and Economic Development*, Oxford University Press, 1985.

Supplementary reading list: A supplementary reading list is available upon request from the secretary in A273.

Assessment: A three-hour formal examination in the ST. Students will be expected to undertake four questions.

SA253

The Population of Developed Societies

NA 00/01

Availability: This course is an option for Bachelor's degrees in Population Studies, and other degrees where regulations permit. The course assumes a basic familiarity with demographic terminology and measures and thus it is advantageous, though not essential, for non-specialists to have taken either course SA103 **Population Economy and Society** or course SA250 **Demographic Description and Analysis**.

Core syllabus: This course provides an overview of the demography of contemporary developed societies especially Britain. Current and likely future developments are also set in the context of recent historical change. Major determinants and consequences of recent changes in population composition, distribution and size are examined. Patterns of cohabitation, marriage, divorce, and fertility and their implications for the family and for household structure are studied. The main trends over time and patterns of inequality in mortality and morbidity are also evaluated. This course has wide relevance to all those interested in modern developed countries.

Content: Trends in marriage and the upsurge in divorce. Patterns of fertility change, and consequences for the family and household structure. The rise of cohabitation and illegitimacy. Economic and social explanations for differentials in fertility and family formation: similarities and differences among developed societies. Population estimates and projections. Ageing in a European context. Family and household structure; the rise of solo living. Existence of wider kin and support networks. The changing population structure of developed societies. Population distribution, migration and the 'flight from cities'. Immigrants, refugees and ethnic minorities. Changing patterns of mortality by cause and gender; prospects for mortality and morbidity. Measurement of morbidity and health. Inequalities in health. Contrasts in patterns of disease among developed countries. **Teaching:** Lectures: 24 x SA253. Classes: 24 x SA253.A.

Work requirements: Students will be expected to do the reading associated with the classes and also to give presentations in these classes. In addition a number of essays will be set.

Reading list: A reading list is handed out at the start of each term and additional material is recommended during lectures. The following items are among the more useful general works on the reading list: D Coleman (Ed), *Europe's Population in the 1990s*, Oxford, 1996; *The British Population*, Oxford 1992; H Joshi (Ed), *The Changing Population of Britain*, Blackwell, 1989; M Murphy & J Hobcraft (Eds), *Population Research in Britain*,

Population Investigation Committee, 1991; A Smith & B Jacobson, *The Nation's Health: A Strategy for the 1990s*, King's Fund/OUP, 1991; P Townsend, N Davidson & M Whitehead (Eds), *Inequalities in Health: The Black Report and The Health Divide*, Penguin, 1988; R Wilkinson, *Unhealthy Societies*, Routledge, 1996.

Assessment: A three-hour examination in the ST. Candidates are required to answer four questions.

SA254

The Population of the Indian Subcontinent

Teachers responsible: Professor T Dyson, A224 and Mr C Langford, A269

Availability: This is an optional course for Bachelor's degrees in Population Studies, and other degrees where regulations permit.

Core syllabus: The course focuses on the past, present and likely future demographic characteristics of the Indian subcontinent. It covers the period from the mid-nineteenth century to the present day. The course deals with demographic variables in a narrow sense (population size, migration, population growth, fertility, mortality, marriage, etc), and broader issues concerning links between economic, political, social and demographic variables. The course focuses mainly on India. But the demographic development of Sri Lanka receives particular attention. There is also consideration of the populations of Pakistan, Bangladesh and Nepal.

Content: Sources of demographic data; population characteristics during the pre-census period (prior to 1871-2); demographic trends since 1871-2; the effects of famines and epidemics; changes in patterns of disease (malaria, cholera, tuberculosis, plague, influenza, etc); regional demographic variation in the sub-continent and related explanations (eg variations in female status); sex differentials in mortality; changes in patterns of marriage and widowhood; the development and current status of policies on health and family planning; trends in urbanisation and urban growth; aspects of both internal and international migration in the region; micro-demographic studies on a variety of topics; the demography of South Asia in the context of experience in other countries (eg China); the future population of the subcontinent.

Teaching: Lectures: 24 x SA254. Classes: 24 x SA254.A.

Reading list: A reading list is circulated at the start of the course. In each lecture attention is drawn to relevant readings. The following are among the more important items on the reading list: P N Mari Bhat, S Preston & T Dyson, *Vital Rates in India, 1961-1981*, National Academy Press, 1984; T Dyson (Ed), *India's Historical Demography: Studies in Famine, Disease and Society*, Curzon, 1989.

Assessment: A three-hour written examination in the ST in which candidates will be expected to answer four questions.

SA255

Mathematical and Statistical Demography

NA 00/01

Teacher responsible: Professor M Murphy, A234

Availability: This is an optional course for Bachelor's degrees in Population Studies, and other degrees where regulations permit. The course requires no formal prior demographic training but it does assume a degree of mathematical competence covering matrix algebra (including eigenvalue theory) and calculus.

Core syllabus: The course covers the use of statistical and mathematical techniques to illuminate demographic processes. Mathematical models are applied to fertility, mortality, nuptiality, migration, reproductive and household change areas, dynamics of population and projection techniques. Statistical estimation of demographic parameters from empirical data is also covered.

Content: Simple models of population growth, exponential, logistic, etc. Analysis of mortality using life tables: model life tables, continuous and multiple decrement formulations; statistical properties of life table estimators; Proportional hazards and multistate life tables. Stable and stationary populations and their use for estimation of demographic parameters in less developed countries. Continuous (Lotka) formulation of population dynamics equation, why a population converges to a stable form (strong and weak ergodicity); solutions of renewal equation. Discrete (Leslie) formulation of population dynamics and its use in making population projections. Prospects of change in fertility and mortality in developed countries and their implications for population growth. The existence of cycles in population growth: their analysis and interpretation in historical and current populations. Parity progression ratios. Mathematical models for fertility and mortality schedules: relational Gompertz and logit models. Quantitative models of nuptiality. Models of reproductivity and measurement of fecundability. Analytic and simulation approaches to reproductivity and household structure. Sources of demographic data.

Teaching: Lectures: 24 x SA255. Classes: 24 x SA255.A.

Written work: Written work consists of weekly set exercises associated with the lectures. These are mainly of a mathematical nature.

Reading list: The first two volumes given here cover a substantial part of the course.

N Keyfitz, *Introduction to the Mathematics of Population*, Addison Wesley (1977 revised edn); J H Pollard, *Models for Human Populations*, Cambridge (1973); A J Coale, *The Growth and Structure of Human Populations: a Mathematical Investigation*, Princeton (1972); R C Elandt-Johnson & N L Johnson, *Survival Models and Data Analysis*, J Wiley (1980).

Assessment: A three-hour examination in the ST in which candidates answer four questions.

SA301

Social and Political Theory

Teacher responsible: Professor R A Pinker, A271

Availability: This is an optional course for Bachelor's degrees in Social

Policy, Population Studies, and other degrees where regulations permit. **Core syllabus:** The aim of the course is to enable students to examine major issues in social and political theory, and their relation to social policy. Normally, students will have taken **Sociology and Social Policy (SA101)**, but comparable introductory course material would suffice.

Content:

- (a) Political theory: the role of the state and the nature of political authority, and problems of distributive justice, are examined in relation to major traditions of political thought, from Hobbes to the present.
- (b) Social theory: major issues in theory and methodology concerning the bases of social order and social change; social meaning and values; and the grounds for conflict and differentiation. A concern throughout is to discern the implications of these approaches for social policy and political activity. In both sections of the course, the fundamental axioms underlying alternative views of the character of the individual, the community, society and the state are examined in relation to contemporary issues in policy research and policy-making processes.

Teaching: Lectures: 24 x SA301. Classes: 24 x SA301.A of 1½ hour. Students are also encouraged to attend Lectures: 20 x SQ201: **Sociological Theory MT and LT.**

Written work: One essay per term is strongly recommended. One introductory paper per term is expected in class.

Reading list: There is no set text for the course, and a full reading list is provided at the first class. Basic reading: J Plamenatz, *Man and Society* (2 vols); A Giddens, *Capitalism and Modern Social Theory*; T Bottomore & R Nisbet (Eds), *A History of Sociological Thought*; B O'Leary & P Dunleavy, *Theories of the State*; I Hampsher-Monk, *A History of Modern Political Thought*; R Porter, *The Enlightenment*; J Gray, *Enlightenment's Wake*; P Alcock, *Student's Companion to Social Policy.*

Assessment: A three-hour, four-question paper in the ST of their third year.

SA305

Principles of Social Policy

Teacher responsible: Professor H Glennerster, A243

Availability: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where the regulations permit.

Core syllabus: The range of theoretical approaches to social policy, and the economic and social impact of such policies.

Content: Social policy is concerned with the attempts of government and other collective agencies to affect the welfare of individuals and groups. This course centres on social policy in Britain and other industrialised countries analysed conceptually, and comparatively from the perspectives of several social science disciplines. It looks at the application of models to the British welfare system and deals with political ideologies and philosophical ideas underlying choices in social policy. It considers the concepts of need, rationing and resource allocation particularly in the field of public expenditure. It looks at the varied forms of State intervention in the mixed economy of welfare, and at the redistributive impact of policies.

Teaching: Lectures: SA305, 20 x 1 hour MT and LT. Classes: SA305.A, 22 x 1½ hours MT, LT and ST.

Written work: One or more students will normally be required to make a brief introduction to each class; but it is expected that students will actively participate in discussion in all classes. Each student will be required to submit pieces of written work to the class teacher at the end of the MT and LT.

Reading list: H Glennerster, *British Social Policy since 1945*; V George & P Wilding, *Ideologies and Social Welfare*; J Baldock, *Social Policy*; P Baldwin, *The Politics of Social Solidarity: class bases of European Welfare States*; G Esping-Anderson, *The Three Worlds of Welfare Capitalism*; G Pascall, *Social Policy: Feminist Analysis*; M Hill, *The Policy Process: A Reader*; 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 examination in the ST. They are required to answer four questions.

SA308

Sociology of Deviance and Control

Teacher responsible: Professor D Downes, A237

Availability: This is an optional course for Bachelor's degrees in Social Policy, and other degrees where regulations permit.

Core syllabus: The aim of the course is to introduce students to the major theories of deviance and control, and their relevance for social policy, with special reference to the criminal justice and penal spheres.

Content: Detailed consideration is given to the major sociological perspectives on deviance and control, including Ecology and the 'Chicago School', functionalism, Marxism, cultural and sub-cultural theories, symbolic interactionism and allied approaches and 'control' theories. The emphasis throughout is upon the empirical application of these approaches to substantive areas of deviance such as various forms of crime and delinquency, mental illness and drug use. Developments and issues in the criminal justice system in Britain over the past two centuries are examined in the light of these perspectives and comparative material from other societies.

Teaching: Lectures: 20 x SO210, MT & LT. **Crime, Deviance and Control** Classes: 24 x SA308.A.

Written work: One essay per term is required. One introductory paper per term is expected in class.

Reading list: There is no set text for the course, and a full reading list, covering all classes, is provided at the first class. The following is basic reading: D M Downes & P E Rock, *Understanding Deviance* (3rd edn); M Cavadino & J Dignan, *The Penal System* (2nd edn); E Currie, *Confronting Crime: An American Challenge*; D Garland, *Punishment and Modern Society*; I Taylor,

P Walton & J Young, *The New Criminology*; S Cohen, *Folk Devils and Moral Panics* (2nd edn); R King & K McDermott, *The State of our Prisons*; M Maguire, R Morgan & R Reiner (Eds), *The Oxford Handbook of Criminology* (2nd edn).

Assessment: A three-hour examination in the ST of third year. Four questions must be answered from a total of c 14.

SA309

Criminal Justice Policy

NA 00/01

Teachers responsible: Mr D Cornish, A118 and Dr J Rumgay, A258

Availability: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit. General Course students are welcome.

Core syllabus: The purpose of the course is to provide students with an understanding of, and critical perspective on, criminal justice policy and its administration. Particular attention will be paid to current policy issues and debates.

Content: The crime problem; trends in criminal justice policy; sentencing; prisons and young offender institutions; probation; non-custodial disposals; juvenile justice; restorative justice; policing; social and developmental crime prevention; situational crime prevention; rehabilitation; dangerousness and community safety; victims; mentally disordered offenders; gender and crime; race and crime; comparative criminal justice policies; research and policy; policy evaluation.

Teaching: 20 lectures and 20 classes, plus two revision classes. Sessional. **Written work:** A minimum of two essays per term will be required. Students will also be asked to present class papers.

Reading list: J. Braithwaite, *Crime, Shame and Reintegration* (1989); M Cavadino & J Dignan, *The Penal System: an introduction* (1996); C Clarkson & R Morgan, *The Politics of Sentencing Reform* (1995); C Coleman & J Moynihan, *Understanding Crime Data* (1996); J Gale *et al*, *Juvenile Justice: debating the issues* (1993); F Heidensohn, *Women and Crime* (1995); B Hudson, *Penal Policy and Social Justice* (1993); M Maguire *et al* (Eds), *The Oxford Handbook of Criminology* (1997); T Newburn, *Crime and Criminal Justice Policy* (1995); L Noaks *et al* (Eds), *Contemporary Issues in Criminology* (1995).

Assessment: A three hour unseen examination in the ST. Students must answer four questions.

SA349

A Long Essay on an Approved Topic

Teacher responsible: Departmental Tutor, Department of Social Policy

Availability: This is a compulsory course for the BSc Social Policy and Administration, and an option for the BSc Social Policy and Government and BSc Social Policy with Social Psychology.

Core syllabus: An essay of not more than 7,000 words on a topic to be approved by the candidate's teachers. It is designed to allow a detailed and thorough exploration of an area of interest to the student. The essay should be on a topic area within the field of the degree course; it may involve original fieldwork, or the analysis and appraisal of existing literature.

Teaching: Students will have preliminary discussions about the topic of their essay with their tutor in the ST of their second year. They will pursue their long essay under the supervision of their new personal tutor during the third year of their studies. They will agree with their tutor, and submit to the departmental tutor, a final title for the essay by 1 November in the third year. Tutors can be expected to offer advice on reading, guidance on the construction of the work and comment on an initial draft, which should be handed in before the end of the LT.

Assessment: Students in the third year must submit their essay to the Undergraduate Office no later than 4.30pm on 27 April. It should be typewritten. Precise details on format and presentation will be issued by the Department at the beginning of the third year of study. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the essay is the candidate's own work.

SA399

Special Essay in Population Studies

Teacher responsible: Professor J Hobcraft, A251

Availability: This is an optional course for Bachelor's degrees in Population Studies and certain joint degrees.

Core syllabus: The essay may be on any subject that is considered to be related to Population Studies and which is agreed by the candidate's tutor. The tutor will be concerned that there is an adequate body of relevant material available for interpretation and analysis, and that the topic is not unmanageably large.

Content: There is no formal course content. Candidates will be expected to demonstrate their understanding of basic demographic methods and draw widely on their reading from other courses in Population Studies.

Teaching: An hour of formal instruction is provided to candidates in order to give general information as to what is expected. In addition, tutors will advise candidates during their normal tutorial meetings on scope, topic and relevant reading, as well as on general approaches. However, tutors are not permitted to read or comment on drafts of the essay. Students who decide to do the essay should not expect additional tutorial meetings to discuss it.

Written work: The essay may not be more than 8,000 words of main text, including footnotes and appendices, but excluding bibliography and tables. In students' own interests the essay should preferably be typed, double-spaced, using the reference procedures of the journal *Population Studies*. It must be handed in at the Undergraduate Office by the date announced by the School, which will normally be May 1. The student is advised to retain a copy. **Assessment:** see **written work** above.

SOCIAL PSYCHOLOGY

PS102

Self, Others and Society: Perspectives on Social and Applied Psychology

Teacher responsible: Dr Bradley Franks, S313

Availability: No restrictions or pre-requisites.

Core syllabus: An introduction to major perspectives on social and applied psychology, concerned with the theories and concepts that are used to explain social perception, cognition and behaviour, and the application of such theories and concepts 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: Sessional, 23 weekly lectures (PS102) and 21 weekly classes.

Written work: Students are expected to write 4 essays during the Session, which will be assessed by the class teachers, and to give class presentations.

Reading list: Recommended reading: J Arnold, C Cooper & I T Robertson, *Work Psychology: Understanding Human Behaviour in the Workplace*, 2nd edn, Pitman 1995; R L Atkinson, R C Atkinson, E E Smith, D J Bem, & S Nolen-Hoeksema, *Hilgard's Introduction to Psychology*, 13th edn, Harcourt Brace, 1999; S S Brehm & S M Kassir, *Social Psychology*, 2nd edn, Houghton Mifflin, 1996; C Brotherton, *Social Psychology and Management*, Open University, 1999; J L Carroll & P R Wolpe, *Sexuality and Gender in Society*, Harper Collins, 1996; A M Colman, *Applications of Psychology*, Longman, 1995; S L Franco, *Social Psychology*, Brown & Benchmark, 1996; N Hayes, *Psychology: An Introductory Text*, Routledge, 1998; M Hogg & G Vaughn *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; S Kossen & M Draffe, *The Human Side of Organisations*, Longman, 1999; A Lewis, P Webley & A Furnham, *The New Economic Mind*, Prentice Hall, 1995; J Sabini, *Social Psychology*, 2nd edn, Norton, 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 S316.

Assessment: A formal three-hour examination in ST: 4 questions from a choice of 12.

PS200

Social Psychology

Teacher responsible: Dr Bradley Franks, S313

Availability: Pre-requisite: **Introduction to Individual & Social Psychology**; students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The objective of the course is to give students a comprehensive knowledge of social psychology, exploring critically the main theoretical and methodological perspectives within the discipline, current trends and debates, and fields of application.

Content: Introduction to the field; the mind as a cultural phenomenon; action, symbol, self; the construction of social relations: the making of social ties; self-other relations: attribution, impression, self-categorization and social identity; self-other relations: prejudice, stereotyping, conformity and obedience; language, discourse and communication: discourse and argumentation, the cognitive psychology of discourse understanding and introduction to structuralist approaches to language; the fabrication of social knowledge: attitudes, social representations and ideology.

Teaching: Sessional, 23 weekly lectures (PS200) and classes (PS200.A) for BSc Psychology and Philosophy and PS200.B for all other students.

Written work: Students will be required to prepare essays on set topics.

Reading list: J Israel & H Tajfel (Eds), *The Context of Social Psychology: A critical assessment*, Academic Press, 1972; G H Mead, *On Social Psychology: Selected papers*, University of Chicago Press, 1934/1972; J Piaget & B Inhelder, *The Psychology of the Child*, Routledge & Kegan Paul, 1969; L S Vygotsky, *Mind in Society: The development of the higher psychological processes*, Harvard University Press, 1978; G Ichheiser, 'Misunderstandings in Human Relations: A study in false social perception', *American Journal of Sociology*, LV(Supplement), 1949; S Milgram, *Obedience to Authority: An experimental view*, Tavistock Publications Ltd, 1974; M Billig, *Ideological Dilemmas: A social psychology of everyday thinking*, Sage, 1988; C Fraser & G Gaskell (Eds), *The Social Psychology of Widespread Beliefs*, Clarendon Press, 1990.

Assessment: A three-hour formal examination: 4 questions out of 10. In addition, candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower examination marks but may be used to raise the final mark in borderline cases.

PS201

Cognitive Psychology

Teacher responsible: Dr Andy Wells, S384

Availability: Pre-requisite: **Introduction to Individual & Social Psychology**, students on degrees without a psychology component may

attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course examines theoretical models and empirical studies of information processing in the human cognitive system.

Content: Historical origins of cognitive science; theories and models of memory and attention; categorisation and concepts; language; perceptual processes; perceptual inferences; ecological theories of perception; computational vision; computers and brains; reasoning and problem-solving.

Teaching: Sessional, 23 weekly one hour lectures (PS201) and one hour classes (PS201.A).

Written work: Students will be required to write at least three essays on set topics and will also be expected to give class papers.

Reading list: There is no set text for the course. Detailed reading lists will be provided for the individual blocks. The following texts will provide good general coverage of some aspects of the course: J B Best, *Cognitive Psychology*, 3rd edn, West, 1992; N Stillings *et al*, *Cognitive Science*, 2nd edn, MIT Press, 1995; M W Eysenck & M T Keane, *Cognitive Psychology A Student's Handbook*, 3rd edn, Erlbaum, 1995; H Gardner, *The Mind's New Science*, Harper and Row, 1986; D Osherson (Ed), *An Invitation to Cognitive Science*, 2nd edn, MIT Press, 1995 (4 volumes).

Assessment: A formal three-hour examination: 4 questions from a choice of 10. In addition, students may submit an essay to the examiners. The marks obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS301

NA 00/01

Thought and Language

Teachers responsible: Dr Bradley Franks, S313 and Dr Andy Wells, S384

Availability: Pre-requisite: **Cognitive Psychology PS201**; Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The capacity for language and the nature of human cognitive architecture. The course builds on the foundations laid in PS201 **Cognitive Psychology.**

Content: The interdisciplinary nature of cognitive science is demonstrated by discussion of the relations between cognitive processes, syntax and semantics. The facts of human evolution, learning and processing capacities are seen to place powerful constraints on acceptable theories and models. The crucial issues are exemplified in the debate about appropriate computational architectures for cognitive modelling. Topics covered include parsing and its relations to cognition and computational complexity; finite automata and Turing machines; connectionist, and classical modelling; knowledge representation; semantics and inference.

Teaching: Lecture (PS301) (1.5 hours) x 20 MT; Seminar (PS301) (1 hour) x 10 LT.

Written work: Essays and class presentations will be required.

Reading list: J Allen, *Natural Language Understanding*, Cummings, 1987; W Bechtel & A Abrahamson, *Connectionism and the Mind: An Introduction to Parallel Processing in Networks*, Blackwell, 1991; L T F Gamut, *Logic, Language and Meaning*, Vols 1 & 2, University of Chicago Press, 1991; W G Lycan (Ed), *Mind and Cognition. A Reader*, Blackwell, 1990; A Newell, *Unified Theories of Cognition*, Harvard University Press, 1990; D Osherson *et al*, *An Invitation to Cognitive Science*, 2nd edn, MIT Press, 1995 (4 volumes).

Detailed reading lists will be provided during the course.

Assessment: A formal 3 hour examination in the ST: 4 questions out of 10. In addition, students may submit an essay to the examiners. The marks on this will not be used to lower the examination mark, but may be used to raise the final mark on borderline cases.

PS302

NA 00/01

Cognition and Social Behaviour

Teacher responsible: Professor George Gaskell, B811

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 and content: Social psychology has always recognised the importance of cognitive factors even when the rest of the discipline was behaviouristic in focus. For some 20 years cognitive social psychology has been an important and expanding area of research. Cognitive and motivational factors affect social behaviour while in turn the social context and behaviour influence cognition and motivation. Within this broad orientation this course is in three related sections. The first considers the development of theories and methods of the concept of the attitude, the relations between attitudes and behaviour, how the social context shapes attitudes and the approaches of widespread beliefs and social representations. Social Identity Theory and Relative Deprivation Theory are discussed showing the links between the social group and individual cognition. The second focuses on attribution theories and their applications, for example depression, achievement and personal control. Cognitive heuristics, errors and biases in attributional processes. The third section considers cross-disciplinary applications of social and cognitive psychology in relation to issues in survey methodology and eye witness testimony.

Teaching: Lecture/seminars (PS302) (1½ hours) x 20 MT; seminars (PS302) (1 hour) x 10 LT.

Written work: Students will be required to prepare material for presentation at seminars. Written essays will be required.

Reading list: Reading lists will be distributed during the course. J R Eiser, *Cognitive Social Psychology*, McGraw Hill, 1980; J P Forgas (Ed), *Social*

Cognition, Academic Press, 1981; M Hewstone (Ed), *Attribution Theory*, Blackwell, 1983; S T Fiske & S E Taylor, *Social Cognition*, Addison Wesley, 1984.

Assessment: A formal three-hour examination in the ST: 4 questions from a choice of 10. In addition, students may submit an essay to the examiners. The marks obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

PS303

Social Psychology and Society

Teacher responsible: Dr 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.

Content: Social psychology and social life, addressing the relevance of social psychology to social issues and problems. The usefulness of 'applied' research is examined both in relation to social issues, and to an improved theoretical understanding of social processes and social change. The course will focus on various theoretical contributions to our understanding of phenomena such as (i) the formation of personal and social identities, (ii) stereotypes and prejudices, (iii) collective behaviour, especially political violence, (iv) environmental issues, (v) community development, (vi) health and (vii) madness. A range of theoretical perspectives are addressed with a particular emphasis on the relevance of sociological forms of social psychology to understanding of contemporary social life.

Teaching: Lecture/seminars (PS303) (1.5 hours) x 20 MT; Seminar (PS303) (1 hour) x 10 LT.

Written work: Students will be expected to write two essays of 2,500 words each.

Reading list: A detailed reading list will be handed out at the beginning of the course.

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 legitimisation of exploitation*, Harvester Wheatsheaf, 1992; R Farr & S Moscovici (Eds), *Social Representations*, Cambridge University Press, 1984; J Orford, *Community psychology: theory and practice*, Wiley, 1992; G Gardner & P Stern, *Environmental problems and human behaviour*, Allyn and Bacon, 1996; D Lupton, *The imperative of health*, Sage, 1995.

Assessment: A three hour examination in the ST: 4 questions from choice of 10. In addition, candidates may submit an essay to the examiners. The marks obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

PS321

Evolutionary Psychology

Teacher responsible: Dr Andy Wells, S384

Availability: The course is intended primarily for students on the BSc Psychology and Philosophy, but will also be available as an outside option for undergraduate students on other degree programs and for General Course students. Pre-requisite: **Introduction to Individual and Social Psychology**; students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

SOCIOLOGY

SO100

Principles of Sociology

Teacher responsible: Dr Nigel Dodd, A352

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 (three lectures).

Content: Sociological theories of modernity, industrialization and capitalism (Marx, Weber, Durkheim) and the relationship between them; sociological theories and explanations of class, gender and deviance; the sociological analysis of the media and religion; sociological theories of globalization; the concept of society; social and sociological problems; the relationship between sociological theory and sociological research; objectivity in the social sciences; the relationship between the social and natural sciences.

Teaching: Twenty lectures and twenty-three discussion classes.

Written work: Four 2,000 word essays (two in MT; Two in LT), for feedback from class teachers.

Reading list: A detailed reading list will be available at the first lecture, but for preparatory reading, students should consult some of the following textbooks: T Bilton *et al*, *Introductory Sociology*; P Worsley, *The New Introducing Sociology*; D Lee & H Newby, *The Problem of Sociology*; A Giddens, *Capitalism and Modern Social Theory*; Z Bauman, *Thinking Sociologically*; A Giddens, *Sociology: A Brief But Critical Introduction*; R

Core syllabus: Evolutionary Psychology is an approach to the study of the mind which draws on the neo-Darwinian synthesis underpinning contemporary evolutionary biology and on the computational ideas of cognitive science. Evolutionary psychology claims that the psychological mechanisms underpinning behaviour are adaptations to an ancestral environment in which social relations were of crucial importance. It is argued that the set of psychological mechanisms is species typical and constitutes a universal human nature. The course explores the consequences of this view for our understanding of both individual and social psychology. It examines the interplay of biological, social and cultural forces in shaping the mind.

Content: 1) Elements of neo-Darwinism: Topics include Darwin's theory of evolution by natural selection and a brief introduction to the genetic basis of adaptations. 2) The psychological study of adaptations: Topics include the modularity and domain-specificity of adaptations, the distinction between adaptations and adaptive behaviour, the historical character of the evolutionary method in psychology and the scope and limits of evolutionary explanations in individual and social psychology. Examples of adaptations are drawn from a wide range of areas of study including theory of mind, language, reasoning, perception and the emotions. 3) The human mind as a complex adaptive system: To complete the picture of the mind as a set of adaptations the course explores the idea that the aggregate behaviour of a system of interacting components may exhibit dynamic, emergent properties which belong to the system as a whole and to the environment in which it operates rather than to its components.

Teaching: Lecture (PS321) (1 hour) x 23 MLS; Class (PS321.A) (1 hour) x 23 MLS.

Written work: Essays and class presentations will be required.

Reading list: J H Barkow, L Cosmides & J Tooby, *The Adapted Mind. Evolutionary Psychology and the Generation of Culture*, OUP, 1992; S Baron-Cohen, *Mindblindness. An Essay on Autism and Theory of Mind*, MIT Press, 1995; D M Buss, *The Evolution of Desire. Strategies of Human Mating*, Basic Books, 1994; H Cronin, *The Ant and the Peacock*, CUP, 1991; M Daly & M Wilson, *Homicide*, Aldine de Gruyter, 1988; S Pinker, *The Language Instinct*, Penguin, 1994; C Crawford & D Krebs, *Handbook of Evolutionary Psychology. Ideas, Issues and Applications*, Lawrence Erlbaum Associates, 1998.

Assessment: A formal 3 hour unseen examination in the ST: 4 questions out of 10. In addition, students may submit an essay to the examiners. The marks on this will not be used to lower the examination mark, but may be used to raise the final mark on borderline cases.

PS399

Essay on an Approved Subject in Psychology

Teacher responsible: Dr Andy Wells, S384

Availability: For BSc Psychology and Philosophy third year students only. This course is not available as an outside option.

Core syllabus: The essay may be on any topic falling within the scope of the psychology courses for the BSc Psychology and Philosophy.

Selection of topic: Candidates must have the agreement of a member of the academic staff to supervise the essay, and must have the subject approved by the supervisor.

Essay content: The essay should reflect the candidate's own views, but must develop out of an established part of the psychological literature. Students must have regular meetings with their supervisor and keep a formal record of their work and progress.

Assessment: The essay must be submitted by the deadline set out in the Coursework Requirements documents for the third year of the BSc Psychology and Philosophy. The essay should be 7,500-10,000 words and should be typewritten.

Burgess (Ed), *Investigating Society*; N Gilbert, *Researching Social Life*.

Assessment: A three-hour unseen examination in the ST. The paper will be divided into three sections, corresponding to the three parts of the course (Philosophical and Methodological Issues and Sociology; Classical Sociology and Modern Society; Sociology and Contemporary Society). Three questions must be answered, one from each section.

SO101

Issues and Methods of Social Research

Teacher responsible: Ms Myrath Kinloch

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 and the construction of simple causal models.

Teaching: The course comprises a series of fifteen lectures and five computer workshops (SO101) and twenty weekly classes in small groups (SO101.A).

Lectures: SO101 **Issues and Methods of Social Investigation** MT and LT.

Classes: SO101.A Sessional.

Written work: There are two compulsory assignments per term.

Reading list: There is no single textbook that covers the content of the whole course but students are encouraged to buy: C M Judd, E R Smith & L H Kidder, *Research Methods in Social Relations* (6th edn).

Other useful textbooks are: M I A Bulmer (Ed), *Sociological Research Methods* (2nd edn); C Marsh, *The Survey Method*; C A Moser & G Kalton, *Survey Methods in Social Investigation* (2nd edn); D Nachmias & C Nachmias, *Research Methods in the Social Sciences*; A Orenstein & W R F Phillips, *Understanding Social Research*; M Shipman, *The Limitations of Social Research*.

Assessment: A three-hour written examination in the ST based on the full syllabus.

All questions carry the same marks. Sixty per cent of the total assessment for the course is based on this examination. The remaining 40 per cent is awarded for the student's coursework.

SO103

Aspects of British Society

Teacher responsible: Dr C T Husbands, S687

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 aim of the course is to introduce students to some of the contributions of sociological knowledge to the study of aspects of postwar British society. This will be achieved by considering important social and economic issues relevant to contemporary Britain. The course is strongly empirical and makes much use of quantitative material.

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 22 lectures (SO103) in the MT, LT and ST, with 20 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, *Contemporary British Society* (3rd edn). It is also important that students are aware of the standard reference works needed for this course, such as those that appear on a regular basis; particular attention is drawn to Office for National Statistics, *Annual Abstract of Statistics*, *Social Trends*, and *Labour Market Trends*.

Written work: Classes will be given using a variety of teaching techniques, some requiring students to produce written work. Each student should also expect to prepare two formal essays for his/her class teacher, one in the MT and one in the LT.

Assessment: The course examination will be in two parts, each contributing 50 per cent to the final course mark.

The first part will be two essays, each of a maximum of 2,000 words, to be prepared during the Easter vacation from a selection of topics and to be submitted to the Undergraduate Office by Tuesday 1 May 2001.

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 Babbage, S665

Availability: Compulsory for first year of BSc Management. Available as an option to other students as permitted by the regulations for their degrees.

Core syllabus: To identify and, as far as possible, explain the varying ways in which industrial enterprises have been structured in five societies. The course is intended for students interested in the comparative analysis of social institutions, and particularly for those who expect to work in multinational enterprises, or in more than one industrial society.

Content: Industrial enterprises require the participation of a number of social actors: entrepreneurs, workers, managers, professionals, and state officials of various kinds. The relationships between these actors and their ability to influence the construction and operation of enterprises show striking historical and cross-cultural variations.

The aim of this course is to identify these variations and wherever possible explain them. In this syllabus, and in the course guide, five societies are considered: Britain, the United States, France, Russia, and Japan. Examination candidates are expected to show detailed knowledge of at least three of these.

The course presumes some basic knowledge of sociology, and in particular how sociological analysis differs from that of economics and psychology.

For those who lack such knowledge, there will be, in addition to the main lecture course, 10 weekly, optional lectures of 1 hour duration. The main body of the course reviews comparative research on entrepreneurs, managers, workers, professionals, and state officials to identify major differences in the way they have been recruited and/or trained, their forms of organization, their resources, ideologies and strategies, and considers how such variations may affect their behaviour within industrial enterprises. The concluding two lectures review attempts that have been made to explain cross-cultural variations in the internal structure and functioning of industrial enterprises.

Teaching: 20 two hour lectures (SO105) MT and LT, and 20 one hour classes (SO105.A) Sessional.

Reading list: Mansel G Blackford, *The Rise of Modern Business in Great Britain, the United States and Japan*, 1988; J Charkham, *Keeping Good Company: a study of corporate governance in five countries*, Clarendon Press, 1994; R Hollingsworth *et al* (Eds), *Governing Capitalist Economies: Performance and Control of Economic Sectors*, Oxford, 1994; R R Nelson (Ed), *National Innovation Systems: A Comparative Analysis*, Oxford, 1993; F Fukuyama, *Trust: the social virtues and the creation of prosperity*, London, 1995; R Leidner, *Fast Food and Fast Talk; Service Work and the Routinization of Everyday Life*, University of California, Berkeley, 1993; *New Directions in Work Organization*, OECD, Paris, 1992; Toru Ishii *et al*, *Engineers, Organization and Innovation: Training Systems and Organisation of Technical Skill in Japanese and French Firms in the Electronics and Chemicals Industries*, 1995; Sarah Aswin, *Russian Workers: the Anatomy of Patience*, Manchester University Press, 1999.

Assessment: One three-hour unseen examination in the ST.

SO106

Sociology of Religion

Teacher responsible: Professor Eileen Barker, A454a

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 extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past two centuries. The approach of writers such as Weber, Durkheim and Marx is considered at the theoretical and empirical levels. Topics receiving special attention include secularisation; modern forms of religion; relations between church and state; religion in former Soviet societies; the rise of fundamentalism and methodological issues associated with the sociology of religion.

Teaching:

Lectures: (SO106). 25 weekly MLS.

Classes: (SO106.A) 25 weekly MLS.

Field trips: Visits will be arranged to religious services and/or to meet adherents of about 6 different faiths. Students will also be expected to make their own arrangements to visit 3 different services for their examination essay.

Written work: Students will be expected to produce four pieces of written work during the year, and an examination essay (see below).

Reading list: (More detailed reading lists are available for specific topics). M McGuire, *Religion: the Social Context* (Wadsworth, 4th edn, 1997); P Berger, *The Social Reality of Religion* (Faber, 1967); M Weber, *The Sociology of Religion* (Methuen, 1965); B Wilson, *Religion in Sociological Perspective* (Oxford University Press, 1982); D Martin, *A General Theory of Secularization* (Blackwell, 1978); G Davie, *Religion in Britain since 1945*; P Hammond (Ed), *The Sacred in a Secular Age* (University of California, 1985); M Douglas, *Purity and Danger* (Routledge, 1966).

Assessment: A three-hour formal paper in the ST (60% of the marks) and a 4,000 max word essay, to be handed in to the Undergraduate Office in H310 on Friday 27 April 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: Professor Nicos Mouzelis, S778

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, Parsons, Habermas, Foucault, Lyotard, Bauman, Baudrillard, Giddens, and Beck.

In the second term (Professor Mouzelis), a more in-depth and analytical approach will be taken to core problems in sociological theory, for example, the relationship between structure and action, and the analysis of language and culture.

Teaching:

Lectures: SO201 Twenty lectures, weekly in MT and LT.

Classes: SO201.A Twenty classes, weekly in MT and LT.

Selected reading: Z Bauman, *Postmodernity and its Discontents*; J Baudrillard, *Fatal Strategies*; U Beck, *Democracy Without Enemies*; U Beck, A Giddens & S Lash, *Reflexive Modernization*; M Berman, *All that is Solid Melts Into Air*; N Dodd, *Social Theory and Modernity*; M Foucault, *Power/Knowledge*; D Frisby, *Fragments of Modernity*; A Giddens, *The*

Consequences of Modernity; A Giddens, *Capitalism and Modern Social Theory*; J. Habermas, *The Philosophical Discourse of Modernity*; M. Horkheimer, *Critical Theory*; J-F 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, S666

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.

SO203

Political Sociology

Teacher responsible: Mr A W G Stewart, S876

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 scientists.

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 Michaelmas and Lent terms.

Reading list: D Beetham, *Max Weber and the Theory of Modern Politics*; R Michaels, *Political Parties*; P Bacrach, *The Theory of Democratic Elitism*; S Lukes, *Power: A Radical View*; A Giddens, *The Nation-State and Violence*; R Holton, *Globalization and The Nation-State*; S Benhabib (Ed), *Democracy and Difference*; T H Marshall, *Citizenship and Social Class*; S Tarrow, *Power in Movement*; A McGrew, *The Transformation of Democracy?*

Assessment: A three-hour written examination in the ST.

SO204

Political Processes and Social Change

Teacher responsible: Mr A W G Stewart, S876

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 based on the full syllabus.

SO205

Sociology of Development

Teacher responsible: Dr L A Sklair, A350

Availability: Optional course for Bachelor's degrees in Sociology.

Core syllabus: Development and underdevelopment in the Third World. The course will deal with social, political and economic processes in selected third world societies.

Content: The main theories of modernisation, development and underdevelopment; the new international division of labour; globalisation; gender and development; problems of 'socialist' development.

Such topics as urbanisation, agrarian structure, peasant movements, urban class formation, the state, and differences between Third World countries will be discussed.

Teaching: 24 lectures MLS including a weekly class (SO205).

Reading list: The textbook for the course is L Sklair (Ed), *Capitalism and Development* (1994).

Supplementary reading list: The set chapters from the course textbook will be supplemented by a detailed reading list.

Assessment: A three-hour examination in the ST.

NB This course will be given in alternate years only, ie odd years (2001/2002).

SO208

Gender and Society

Teacher responsible: Dr G Dunne, C805

Availability: Optional course for Bachelor's degrees in Sociology, and other degrees where permitted by regulations.

Core syllabus: The nature and explanation of various aspects of gender relations.

Content: An examination of the importance of gender and the forms of gender inequality in society. Contrasting theoretical explanations will be applied to a number of substantive issues of contemporary concern.

The main topics are: social control; work; families; violence; age; health; reproductive technologies; sexuality; culture; state and politics; gender and ethnicity.

Teaching: The course will consist of 20 lectures (SO208) and 23 classes (SO208.A).

Written work: Students will be expected to prepare one essay per term and at least one class paper per term which will be written up and handed to the class teacher.

Reading: The following indicates some of the books. P Abbott & C Wallace, *An Introduction to Sociology: Feminist Perspectives*, (2nd edn) 1996; R W Connell, *Gender and Power*, 1987; Doyal, *What Makes Women Sick*, 1995; M Mac an Ghaill, *Understanding Masculinities*, 1996; *The Polity Reader in Gender Studies*, 1994; R Tong, *Feminist Thought*, 1989; S Walby, *Theorizing Patriarchy*, 1990; E Silva (Ed), *Good Enough Mothering*; S Lees, *Ruling Passions*, 1997; C Smart, *Regulating Womanhood*, 1992; E Silva & C Smart, *The New Family?*, 1999; H Bradley, *Men's Work, Women's Work*, 1989.

A more detailed reading list will be provided at the beginning of the course.

Assessment: A three hour unseen written paper in the ST.

SO210

Crime, Deviance and Control

Teachers responsible: Professor P Rock, A454b and Professor S Cohen, S684

Availability: Optional course for Bachelor's degrees in Sociology. Students should have completed introductory courses in sociological theory and social structure.

Core syllabus: The aim of the course is to introduce students to the major theories of crime, deviance and control, and their detailed application to specific forms of deviance.

Content: Detailed consideration is given to the major sociological perspectives on deviance and control.

The emphasis throughout is upon the empirical application of these approaches to substantive areas of deviance such as various forms of crime and delinquency, mental illness and drug use, select forms of control and issues such as victims, and deviance and the mass media.

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. One introductory paper per term is expected in class.

Reading list: There is no set text for the course, and a full reading list covering all classes is provided at the first class. The following is basic reading: D M Downes & P E Rock, *Understanding Deviance*, 1998; H Becker, *Outsiders* (2nd edn); J Tierney, *Criminology: Theory and Context*; J Muncie et al (Eds), *Criminological Perspectives*; M Maguire et al, *The Oxford Handbook of Criminology*, 1997.

Assessment: A 3-hour examination in the ST.

SO211

Sociology of Health and Medicine

Teacher responsible: Dr S Taylor, S664

Availability: Optional course for Bachelor's degrees in Sociology and other subjects where regulations permit.

Core syllabus: This course aims to examine sociological explanations of health and illness and the development of medicine as a social institution.

Content: Health and medicine; the social and economic basis of health; the politics of health. Health and diseases as social concepts; illness behaviour; sick role and experiences of illness and disability. Mental disorder and suicide. The development of medical knowledge and professional power; medicine and social control. The organisation and delivery of health care.

Teaching: There will be a 22 week lecture course (SO211) supplemented by specific video material and discussion classes every other week.

Written work: Students will be expected to present at least one seminar paper a term, and there will be one assessed piece of course work.

Reading list: S Taylor & D Field, *Sociology of Health and Health Care* (2nd edn), 1997; M Bury, *Health and Illness in a Changing Society*, 1997; D Field & S Taylor, *Sociological Perspectives on Health, Illness and Health Care*, 1998; P Townsend, N Davidson & M Whitehead, *Inequalities in Health* 1985; T McKeown, *The Role of Medicine*, 1979; B Turner, *Medical Power and Social Knowledge* (2nd edn), 1995; B Davey (Ed), *Health and Disease* (2nd edn), 1995.

Assessment: A three hour examination in the ST (75%) from which three questions are to be attempted and an assessed essay written during the Easter vacation (25%).

SO212

Sociology of Work, Management and Employment

Teacher responsible: Dr Patrick McGovern, S686

Availability: Optional course for Bachelor's degrees in Sociology, Management and Industrial Relations. Outside option for Course Units (BA and BSc).

Core syllabus: Coverage of contemporary sociological perspectives on work, economic organization and employment, with special attention paid to differences between various advanced industrial societies.

Content: The employment relationship; control and consent at work; scientific management and McDonaldization; emotion work; labour market divisions; employers and labour markets; women in the labour market; discrimination at work; developments in contemporary management such as Total Quality Management, lean production and management gurus; globalization and labour; employment practices of multinational corporations; the future of work.

Teaching: There will be 20 lectures (SO212) given by Dr P McGovern (convener) and some guest speakers (Professor S Hill; Dr C Hakim).

Written work: One essay and one class paper per term.

Reading list: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, *The Sociology of Work* (2nd edn); C Lane, *Industry and Society in Europe*; C Tilly & C Tilly, *Work under Capitalism*; T Watson, *Sociology, Work and Industry* (3rd edn). A more comprehensive bibliography will be available to students taking this course.

Assessment: A three-hour formal examination in the ST (70%) and an assessed essay (30%) of approximately 2,500 words. The essay must be submitted on the first Friday of the ST.

SO213

Society and Literature

Teacher responsible: To be announced

Availability: Optional course for Bachelor's degrees in Sociology. No particular knowledge of literature or literary theory is required but some knowledge of sociology is desirable, in particular sociological theory.

Core syllabus: The aim of the course is to introduce students to the problems of theory and method in analysing the relation of different forms of literature (fiction mainly) to different forms of society. The theory is applied to specific texts such as novels or plays.

Content: An analysis of the major contributions to the theoretical study of the sociology of literature: Lukacs, Goldmann, Bakhtin, Raymond Williams; Marxism, structuralism, semiotics.

The theory of mass society and mass culture; modernism and post-modernism. The sociology of culture; authors and readers; the sociology of reading. The problem of aesthetic analysis in sociology. Some examples of sociological analysis of fiction.

Teaching:

Lectures: SO213 (2 hours) 10 MT.

Seminar: SO213 10 LT.

Each student is expected to produce at least one seminar paper and two essays.

NA 00/01

Reading list: There is no adequate text book but the most useful are: A Milner, *Literature, Culture and Society* (pb); J Wolff, *The Social Production of Art* (pb); R Williams, *Marxism and Literature* (pb); D Laersonson & A Swingewood, *The Sociology of Literature*; A Swingewood, *Sociological Poetics and Aesthetic Theory*; T Eagleton, *Literary Theory*; A Swingewood, *Cultural Theory and the Problem of Modernity*.

Assessment: A three hour formal examination in the ST. The examination is an advance notice paper which means that the student gets the examination paper three weeks before the examination. In addition each student must write a 2,500 word essay analysing sociologically any novel, play or poem of their choice; this essay must be handed in before a specified date at the beginning of May. The formal examination counts for 70% and the essay for 30% of the examination mark.

SO214

The Psychoanalytic Study of Society

Teacher responsible: Dr C Badcock, S777

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 discipline.

Content: The first part of the course begins with a short introduction to Freud's basic ideas and covers Freud's writings on the social sciences treated as set texts.

The second part of the course reviews a number of key concepts in classical and post-classical psychoanalytic theory and compares them with parallel sociological concepts.

Teaching:

Lectures: SO214 23 Sessional.

Classes: SO214.A Sessional.

Written work: Entirely at the class teacher's discretion. There is no formal course work.

Reading list:

(Part 1) S Freud, *Introductory Lectures and New Introductory Lectures on Psychoanalysis*; *Totem and Taboo*; *Civilisation and Its Discontents*; *Group Psychology and the Analysis of the Ego*; *Moses and Monotheism*.

(Part 2) L Gomez, *Introduction to Object Relations*; S Freud, *On Narcissism: An Introduction* in Pelican Freud Library, Vol. 11; M Klein, *Envy and Gratitude*; D W Winnicott, *Playing and Reality*.

Supplementary reading list: A supplementary reading list associated with class topics will be issued to students at the beginning of the course.

Assessment: A three-hour unseen examination in the ST.

SO215

Evolution and Social Behaviour

Teacher responsible: Dr C Badcock, S777

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 co-operation and conflict, sex roles, and so on.

Content: Fundamentals of evolution; selection and adaptation; heredity, genes and development; the group-selectionist fallacy; the evolution of co-operation; inclusive fitness and kin altruism; the theory of parental investment; the sociobiology of sex; parent-offspring and genetic conflict; reciprocal altruism, deceit and the evolution of consciousness and the emotions; PsychoDarwinism; incest; the nature/nurture controversy; genes, memes co-evolution and culture; the relevance and validity of evolution; the Standard Social Science Model and the crisis in sociology.

Teaching: Weekly lecture (SO215) accompanied by a class (SO215.A).

Written work: No formal course work.

Reading list: C Badcock, *Evolutionary Psychology: A Critical Introduction*; M Berg & M Singer, *Dealing with Genes: The Language of Heredity*; L Betzig (Ed), *Human Nature: A Critical Reader*; L Betzig, M 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 Loproato & 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, A454a

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 NRMs.

Field Trips: Visits will be arranged to visit about 6 different NRMs as a group.

Students will also be expected to make their own arrangements to visit 3 different NRMs for their Examination Essay.

Teaching:

(SO216) 25 weekly lectures MLS

(SO216.A) 25 weekly classes for Undergraduates MLS

Written work: Students will be expected to produce 4 pieces of written work during the year as well as their Examination Essay (see below).

Reading list: (More detailed reading list is given out in lectures).

E Barker, *The Making of a Moonie: Brainwashing or Choice?* (Gregg Revivals, 1993); *New Religious Movements: A Practical Introduction* (HMSO 1989); J Beckford, *Cult Controversies* (Tavistock, 1985); D Bromley & J Hadden (Eds), *The Handbook on Cults and Sects in America* (JAI Press, 1993); J G Melton, *Encyclopedic Handbook of Cults in America* (Garland, 1992); A Shupe & D Bromley, *The New Vigilantes: Deprogrammers, Anti-Cultists, and the New Religions* (Sage, 1980); R Wallis, *The Elementary Forms of the New Religious Life* (Routledge, 1984); B Wilson, *The Social Dimensions of Sectarianism* (Clarendon, 1990).

Assessment: A three-hour formal paper (60% of marks) and a 4,000 word essay, to be handed in to the Undergraduate Office in H310 on Friday 27 April before 4.30pm. This is to be a comparison of three (or more) NRMs which the student will have visited during the course. Further details will be given during lectures.

STATISTICS

STOR

Orientation for Mathematics and Statistics Students

Teachers responsible: Dr A Dassios, B603, Dr J van den Heuvel, B410 and Dr C Phillips, B608

Availability: Compulsory for BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Mathematics and Economics first year students.

Content: A series of seminars covering study skills and career development including: capitalising on your time at university; part-time and vacation work; completion of application forms and CVs; and 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: This course is primarily for 1st year BA/BSc students, Diploma in Business Studies, Diploma in Economics. A Pass in GCSE Mathematics is normally required. The course is *not* normally available for those who have taken A-level Mathematics. Such students should take ST102 **Elementary Statistical Theory**.

Core syllabus: The course is an introduction to statistical methods and their use in the social sciences.

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. Analysis of frequency data by goodness-of-fit and in contingency tables. Correlation and simple linear regression. The analysis of variance. Non-parametric methods.

Teaching:

Lectures ST100: 15 MT, 15 LT, 3 ST.

Classes ST100.A: 8 MT, 10 LT, 2 ST. Students will be expected to hand in solutions to class exercises every week. Review lectures may be arranged during ST.

Reading list: Handout material will be distributed to accompany the lectures but this should be supplemented with additional background reading. Details of suitable passages for reading will be given for the first two references in the following list: P Newbold, *Statistics for Business and Economics*; R J Wonnacott & T H Wonnacott, *Introductory Statistics*; F Daly, D J Hand, M C Jones & A D Lunn, *Elements of Statistics*.

Assessment: Three-hour written examination in the ST.

SO302

The Sociological Project

Teacher responsible: The Departmental Tutor, Dr Christopher Badcock, S777

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-and-half hour Project Workshop, convened by the Departmental Tutor, who will also make himself available for individual consultations with students during the second term. Students should also consult their tutors. The role of the third year tutor is not to give detailed instruction, but to offer the kind of advice and help which one scholar would normally give another. The third year tutor may suggest ways of tackling or limiting a topic, lines of enquiry and preliminary reading, but his or her suggestions are not intended to be seen as exhaustive or definitive. How far the student can use and develop the help that he or she is given is, to a large extent, what the examination of the essay is concerned with. The third year tutor should not help with planning or writing the essay in detail, but should then read and comment critically on a draft essay if the student submits one. Students must submit a final title to the Departmental Tutor by the fourth week of the third year in order for that title to be approved.

Assessment: The completed essay must be of not more than 10,000 words in length; it may include tables and diagrams as appropriate. It must be submitted to the Undergraduate Office by 4.30pm on the second Friday of the ST. Two copies of the essay should be submitted in typescript. Accidental loss of data or text on a computer will not be accepted as a reason for non-submission.

ST102

Elementary Statistical Theory

Teacher responsible: Mr D W Balmer, B604

Availability: This course is primarily for: BA/BSc students, BSc Business Mathematics and Statistics, BSc Actuarial Science. No previous knowledge of statistics will be assumed. The course will assume mathematical knowledge equivalent to a mathematical subject at A-level.

Core syllabus: The course intends to introduce students to a basic range of statistical ideas and techniques. Students will be expected to do some of their exercises using the MINITAB statistical package.

Content: Descriptive statistics including some exploratory data analysis. Probability and distribution theory. Ideas of statistical inference. Estimation and hypothesis testing. Statistical methods, regression, correlation, analysis of variance.

Teaching:

Lectures ST102: 20 MT, 20 LT. Revision lectures may be arranged during ST.

Classes ST102.A: 8 MT, 10 LT, 2 ST.

Reading list: There are many books with a similar content and level of coverage as the course. For instance, D A Berry & B W Lindgren, *Statistics: Theory and Methods*; P Newbold, *Statistics for Business and Economics*, 2nd or 3rd edn; T H Wonnacott & R J Wonnacott, *Introductory Statistics*, 4th edn. A more appropriate level is found in D C Montgomery & G C Runger, *Applied Statistics and Probability for Engineers*, or W W Hines & D C Montgomery, *Probability and Statistics in Engineering and Management Science*, 3rd edn.

Students are advised to delay purchase of a main textbook until after the first lecture when advice on reading will be given.

Supplementary reading list: R B Miller, *Minitab Handbook for Business and Economics* (PWS, Kent).

Assessment: Three-hour written examination in the ST.

ST103

Statistical Methods for Social Research

Teacher responsible: Dr B Blight, B615

Availability: This course is primarily for 1st Year BSc Sociology students. This course cannot be taken by those who have taken ST100 **Basic Statistics**, ST102 **Elementary Statistical Theory** or ST106 **Quantitative Methods (Statistics)**.

Core syllabus: An introduction to statistical methods and statistical reasoning, with particular reference to application in the social sciences. No prior knowledge of statistics is assumed.

Content: The place of statistics in the social sciences, and the nature and purpose of statistical methods. Descriptive statistics: Levels of

measurement. The summarization and presentation of data using graphic methods. Frequency distributions and methods of describing them. Chance, uncertainty and probability. The normal distribution. Basic ideas of sampling and statistical inference. Sampling from finite populations. Normal approximations to the sampling distributions of proportions and means and their use in estimation and hypothesis testing. Testing goodness of fit. The measurement of association and correlation and simple tests of significance. Simple linear regression. Two-sample tests for means for related and unrelated measurements.

Teaching:

Lectures ST103: 10 MT, 20 LT. Lectures for the ST will be arranged later.

Classes ST103.A: 25 MT, LT and ST. The main purpose of the classes is to provide an opportunity to ask questions about the lecture material and to discuss the exercises. Each week a set of exercises will be distributed at the lecture. The exercises are an essential part of the course and they must be handed in on time if full benefit is to be derived from the classes. The exercise marks are used for assessment for all students.

Reading list: There are many elementary books on Statistics for social scientists but experience seems to show that none is ideally suited to the needs of students on this course. Consequently, each week a set of notes covering the lecture topics for that week will be distributed. These notes will provide a framework for further reading, and will indicate where further material on the topics may be found.

Assessment: All examinations for this course will be open-book examinations. For all students 30% of the marks for the course will be based on assessment of the class exercises submitted during the session.

ST105

Quantitative Methods (Statistics for Economists)

Teacher responsible: Dr B Blight, B615

Availability: This course is permitted for BSc degrees in Economics. This is a basic course in statistics for students of economics who have already reached A-level standard in Mathematics. It is also accessible to students who have performed well at a level slightly lower than A-level and are proficient in basic calculus. Such students should, however, consider taking **Basic Statistics**. Students with A-level Mathematics who expect to pursue the technically demanding economics options in later years should seriously consider taking **Elementary Statistical Theory**.

Core syllabus: The course is intended to give students the minimum additional statistical tools necessary for further study in economics. While ideas are taught systematically, the emphasis is on the applicability of the methods to economic problems and economic examples will be used liberally throughout the course to motivate and illustrate the subject matter.

Content: The course uses examples to introduce statistical concepts. Problems are set every week to help in this endeavour. The course contains the following: The centre and spread of a distribution. Probability, compound events, conditional probability, Baye's theorem. The binomial and normal distributions. Covariance and linear combinations of two random variables. Random sampling, moments of the sample mean, the shape of the sampling distribution. Efficiency, biased and unbiased estimators. Confidence intervals for means and difference in means, the 't' distribution. Hypothesis tests with confidence intervals, classic tests, power.

Teaching:

Lectures ST105: 20 LT.

Classes ST105.A: 8 LT.

Reading list: Full lecture notes will be distributed. For additional reading students may like to refer to the text by T H Wonnacott & R J Wonnacott, *Introductory Statistics for Business and Economics*, 4th edn.

Assessment: Two-hour written examination in the ST.

ST106

Introductory Quantitative Methods (Statistics)

Teacher responsible: Dr B Blight, B615

Availability: This course is not available to students with A-level Mathematics, or any courses giving substantial experience of calculus.

Core syllabus: This course is intended to provide elementary quantitative skills in statistics for students without mathematics to A-level standard. Students will be introduced to the basic ideas and formulations of statistics. The presentation will indicate some applications of quantitative methods for management.

Content: The nature of statistics, Descriptive statistics, Probability, Probability distributions, for discrete and continuous random variables, Sampling distributions, Point estimation, Confidence intervals, Hypothesis testing, Simple regression.

Teaching:

Lectures ST106: 20 LT, 3 ST.

Classes ST106.A: 8 LT, 2 ST.

Written work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week.

Reading list: T H Wonnacott & R J Wonnacott, *Introductory Statistics for Business and Economics*, 4th edn.

Assessment: Two-hour written examination in the ST.

ST107

Quantitative Methods (Statistics)

Teacher responsible: Dr B Blight, B615

Availability: This is a basic course in statistics intended primarily for students who have already reached A-level standard in Mathematics. It is also accessible to students who have performed well at a level slightly lower than A-level and are proficient in basic calculus.

Core syllabus: The course is intended to give students the minimum additional statistical tools necessary for further study in economics. While ideas are taught systematically, the emphasis is on the applicability of the methods to economic problems and economic examples will be used liberally throughout the course to motivate and illustrate the subject matter.

Content:

(a) Probability and Statistics

This course uses examples to introduce statistical concepts. Problems are set every week to help in this endeavour. The course contains the following: The centre and spread of a distribution. Probability, compound events, conditional probability, Bayes' theorem. The binomial and normal distributions. Covariance and linear combinations of two random variables. Random sampling, moments of the sample mean, the shape of the sampling distribution. Efficiency, biased and unbiased estimators. Confidence intervals for means and difference in means, the 't' distribution. Hypothesis tests with confidence intervals, classic tests, power.

(b) Regression

Fitting a line, OLS. Sampling variability of the estimates. Confidence intervals and tests. Predicting Y. Multiple regression, dummy variables, ANOVA by regression.

Teaching:

(a) Probability and Statistics

Lectures ST107: 16 LT (2 per week, weeks 1-8)

Classes ST107.A: 8 LT.

(b) Regression

Lectures ST107: 4 LT (2 per week, weeks 9-10) and 4 ST (2 per week, weeks 1-2)

Classes ST107.A: 2 LT, 2 ST.

Reading list: T H Wonnacott & R J Wonnacott, *Introductory Statistics for Business and Economics*, 4th edn.

Assessment: Two-hour written examination in the ST.

ST202

Probability, Distribution Theory and Inference

Teacher responsible: Dr Q Yao, B609

Availability: The course is designed to follow on from ST102 **Elementary Statistical Theory**. It is normally attended by second year students who have taken MA100 **Mathematical Methods** as well as ST102 **Elementary Statistical Theory** in the first year. Any student who has not taken these two first year courses is advised to consult Dr Yao.

Core syllabus: The course is intended to cover the probability, distribution theory and statistical inference needed for the third year courses in statistics and econometrics given at the School.

Content:

ST202.1 **Probability and Distribution Theory** (Dr L Smith and Dr Q Yao) Revision of probability theory and of the discrete and continuous one variable distributions. Joint distribution of several variables. Marginal and conditional densities. Multinomial and bivariate normal distributions. Moment generating functions. Mixing Distributions. Functions of random variables. Change of variable. Weak law of large numbers and central limit theorem. Sampling distributions. Introduction to stochastic processes: Poisson processes.

ST202.2 **Estimation and Tests of Hypotheses** (Dr Q Yao) Criteria of estimation: consistency, unbiasedness, efficiency, minimum variance. Sufficiency. Maximum likelihood estimation and its properties. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests. Wald tests, score tests.

Teaching:

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.

Reading list: The main references for the course are: H J Larson, *Introduction to Probability Theory and Statistical Inference* and G C Casella & R L Berger, *Statistical Inference*.

Other useful books are: R V Hogg & A T Craig, *Introduction to Mathematical Statistics*, 3rd edn; P L Meyer, *Introductory Probability with Applications*; M Woodroffe, *Probability with Applications*; A M Mood, F A Graybill & D C Boes, *Introduction to the Theory of Statistics*; J E Freund, *Mathematical Statistics*.

Assessment: Three-hour written examination in the ST.

ST204

Further Quantitative Methods

Teacher responsible: Dr J Penzer, B610

Availability: This course is primarily for: BSc Management, BSc Management Sciences, BSc Accounting and Finance. Statistics and Mathematics to the level of MA107/ST107 **Quantitative Methods** are prerequisites. Previous knowledge of computing is not necessary. This half-unit is not available for students taking ST254 **Statistical Methods for Management Sciences**.

Core syllabus: This is a second course to follow on from MA107/ST107 **Quantitative Methods**. It teaches practical regression and analysis of variance with emphasis on data analysis and model diagnostics.

Content: ST254.1: see ST254.

Teaching:

Lectures ST254.1: see ST254.

Classes ST254.1A: see ST254.

Reading list: See ST254.

Assessment: Two-hour formal written examination in the ST forms 90% of the assessment. The remaining 10% is for project work set in the seventh week of the MT and completed by the beginning of the second week of the LT. The projects may be done by teams of up to four students, and will be assessed on presentation as well as content.

ST218

Projects in Applied Statistics

Teacher responsible: Dr C Phillips, B608

Availability: This course is primarily for: BSc Business Mathematics and Statistics. BSc Actuarial Science students are admitted only with the permission of the teacher responsible. ST102 **Elementary Statistical Theory** is prerequisite.

Core syllabus: Introduction to practical data analysis using computer statistical packages, primarily MINITAB.

Content: Tabulation, Graphical Presentation, Regression, Analysis of Variance.

ST218.1 **Regression with MINITAB** (Dr I Moustaki) This course will link use of MINITAB to practical statistical modelling with an emphasis on diagnostics.

ST218.2 **Applied Statistics Project** (Dr C Phillips).

Teaching:

Lectures ST218.1: 10 MT - two-hour computer sessions using MINITAB.

Classes ST218.1: 10 MT.

Lectures ST218.2: 10 MT, plus one presentation day in the ST.

Assessment: Assessment will be based on the course work arising from both courses.

ST218.1. Two or three reports are written on the MINITAB analysis of two or three data sets, which account for 40% of total marks. Reports should be submitted by Week 4 LT.

ST218.2 involves the development of a project on a subject of interest to the student who must investigate and collate applied statistics in a critical way. Reports should be no longer than 5,000 words and should be submitted by Week 3 ST. The report accounts for 60% of total marks.

Reading list: S Weisberg, *Applied Linear Regression*, 2nd edn; J Neter, M H Kutner, C J Nachtsheim, W Wasserman, *Applied Linear Regression Models*, 3rd edn; D C Montgomery, *Design and Analysis of Experiments*, 3rd edn.

ST226

Actuarial Investigations: Financial

Teacher responsible: Mr M Gilbert, B710

Availability: This course is primarily for BSc Actuarial Science; BSc Business Mathematics and Statistics. MA100 **Mathematical Methods** and ST102 **Elementary Statistical Theory** are prerequisites.

Core syllabus: The application of compound interest techniques to financial transactions.

Content: The time value of money using the concepts of compound interest and discounting. The 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 and investment appraisal. Discounted payback periods. The analysis of simple compound interest rate problems. Valuing forward contracts. Arbitrage and forward contract pricing. The term structure of interest rates. Immunisation. Stochastic interest rate models.

Teaching:

Lectures ST226: 20 MT

Classes ST226.A: 10 MT. Revision classes may be arranged for ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: 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.

Assessment: Three-hour written examination in the ST.

ST227

Survival Models

Teacher responsible: Professor R Norberg, B601

Availability: This course is primarily for: BSc Actuarial Science; BSc Business Mathematics and Statistics. MA100 **Mathematical Methods** and ST102 **Elementary Statistical Theory** are prerequisites.

Core syllabus: Survival models and an introduction to actuarial mathematics.

Content: Lifetime distributions, the concept of a survival model, censoring, multiple state models, exposed-to-risk, the census method, estimation procedures for the models described. Graduation, tests for graduation. Simple assurance and annuity contracts and calculating premiums and reserves.

Teaching:

Lectures ST227: 20 LT, 2 ST.

Classes ST227.A: 10 LT, 1 ST.

Reading list: Institute of Actuaries, *Formulae and Tables for Actuarial Examinations*; A S Macdonald & M R Hardy, *Core Reading for the Institute of Actuaries Subject 104*; R G Miller, G Gong, & A Muñoz, *Survival Analysis*; R C Elandt-Johnson & N L Johnson, *Survival Models and Data Analysis*; J D Kalbfleisch & R L Prentice, *The Statistical Analysis of Failure Time Data*.

Assessment: Three-hour written examination in the ST.

ST254

Statistical Techniques for Management Sciences

Teacher responsible: Dr J Penzer, B610

Availability: This course is primarily for: BSc Management Sciences 2nd or 3rd year. Statistics and Mathematics to the level of the courses MA107/ST107 **Quantitative Methods** are prerequisites. In particular, students should have covered elementary distribution theory, confidence intervals, hypothesis testing and linear regression, and basic linear algebra. It is NOT necessary to have any previous experience of computers, but students will be expected to use the MINITAB computer package to carry out the calculations necessary to do the course exercises. This unit is not available for students taking ST204 **Further Quantitative Methods (Statistics)**.

Core syllabus: This is a second course in Statistics emphasizing the application of statistical techniques which have proved useful in the Management Sciences.

Content: The main techniques covered are: analysis of variance, regression, time series and forecasting, survey methods.

ST254.1 **Applied Regression and Analysis of Variance** (Dr J Penzer). Simple regression, multiple regression, variable selection techniques, diagnostic plots, analysis of variance, factorial designs. Emphasis on practical applications with ten one-hour computer workshops.

ST254.2 **Time Series and Forecasting for Management** (Dr J Penzer). Trend, seasonality, exponentially weighted moving average forecasts, stationarity, ARMA models, and Box-Jenkins forecasting, structural time series models.

ST254.3 **Survey Methods** (Dr I Moustaki).

Methods of Probability Sampling. Principles of sampling, stratification, clustering and multistage sampling. Applications in market research and accounting. Major government surveys. Survey Design: data collection methods, questionnaire design, non-sampling errors, non-response.

Teaching:

Lectures ST254.1: 20 MT.

Classes ST254.1A: 9 MT, 1 LT.

Lectures ST254.2: 10 LT.

Classes ST254.2A: 5 LT fortnightly.

Lectures ST254.3: 10 LT.

Classes ST254.3A: 5 LT fortnightly.

Reading list:

ST254.1: B F Ryan & B L Joiner, *MINITAB Handbook*, Duxburg Press; T H Wonnacott & R J Wonnacott, *Introducing Statistics for Business and Economics*.

ST254.2: Makridakis & Wheelwright, *Forecasting, Methods and Applications*, Wiley; J D Cryer, *Time Series Analysis*, Duxburg Press; B Pecar, *Business Forecasting for Management*, McGraw-Hill.

ST254.3: G Kalton & C Moser, *Survey Methods in Social Investigation*, Dartmouth; V Barnett, *Sample Survey: Principles*, Edward Arnold 1991; Tryfos, *Sampling Methods for Applied Research*, Wiley.

Assessment: Three-hour written examination in the ST, covering the syllabus for all three lecture courses. 80% of the total assessment of the course is based on the examination paper - the remainder is awarded on two projects. One project worth 10% of the total assessment is set on ST254.1 Students must do this project and also one of two projects set on ST254.2 and ST254.3 for the remaining 10%. The projects are set in the MT and LT and students attempt them in teams of about four members each. The projects are handed in early in the LT and are marked on presentation as well as content.

ST300

Regression and Generalized Linear Models

Teacher responsible: Professor A C Atkinson, B605

Availability: This course is primarily for: BSc Actuarial Science; BSc Business Mathematics and Statistics. ST102 **Elementary Statistical Theory** and some knowledge of statistical inference, as in ST202 **Probability, Distribution Theory and Inference** or ST218.1 **Projects in Applied Statistics**, are prerequisites.

Core syllabus: The course offers a solid coverage of the most important parts of the theory and application of regression models, generalized linear models and the analysis of variance.

Content: Least Squares, analysis of variance models for simple designed experiments and observational studies, multiple regression, regression diagnostics, two-level factorial experiments, and generalized 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.

Teaching:

Lectures ST300: 10 MT, 10 LT.

Classes ST300.A: 10 MT, 10 LT.

Reading list: K A Brownlee, *Statistical Theory and Methodology in Science and Engineering*; D C Montgomery, *Design and Analysis of Experiments*; P McCullagh & J A Nelder, *Generalized Linear Models*; S Weisberg, *Applied Linear Regression*; A J Dobson, *An Introduction to Generalised Linear Models*; A C Atkinson, *Plots, Transformations and Regression*.

Assessment: Two-hour written examination in the ST. It will be marked out of 81 and there will be an additional mark out of 19 based on project work.

ST302

Stochastic Processes

Teacher responsible: Dr A Dassios, B603

Availability: This course is primarily for: BSc Actuarial Science and BSc Business Mathematics and Statistics. ST202 **Probability, Distribution Theory and Inference** is a prerequisite.

Core syllabus: An introduction to the theory and application of stochastic processes.

Content: Markov chains (discrete and continuous time); processes with jumps; Brownian motion and diffusions; Martingales; stochastic calculus; applications in insurance and some applications in finance. For more applications in finance students should take ST330 **Stochastic and Actuarial Methods in Finance**.

Teaching:

Lectures: 20 MT.

Classes: 9 MT.

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*. Core reading notes are obtainable from the Institute of Actuaries.

Assessment: Three-hour written examination in the ST.

ST304

Time Series and Forecasting

Teacher responsible: Professor H Tong, B711

Availability: This course is primarily for: BSc Actuarial Science; BSc Business Mathematics and Statistics, BSc Mathematics and Economics. A good undergraduate level of regression theory and distribution theory are prerequisites.

Core syllabus: The course introduces the student to the statistical analysis of time series data.

Content: Stationary stochastic processes, simple time series models, ARIMA modelling, spectral analysis, forecasting.

Teaching:

Lectures ST304: 20 LT.

Classes ST304.A: 10 LT.

Reading list: C Chatfield, *The Analysis of Time Series*, 5th edn, P J Brockwell & R A Davis, *Introduction to Time Series and Forecasting*.

Assessment: Two-hour written examination in the ST.

ST305

Actuarial Mathematics: Life

Teachers Responsible: Professor R Norberg, B601 and Mr M Gilbert, B710

Availability: This course is primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics. ST202 **Probability, Distribution Theory and Inference** and ST227 **Survival Models** are prerequisites.

Core syllabus: An introduction to actuarial work in life insurance, health care and pensions.

Content: Life contingency functions: two lives functions and select functions. Disability and long-term care contracts. The effect of inflation and expenses in various contracts; calculating premiums and reserves. The 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.

Teaching:

Lectures: 20 MT 20 LT.

Classes: 10 MT 10 LT.

Reading list: TBA. Material will be available from the Institute of Actuaries.

Assessment: Three-hour written examination in the ST.

ST306

Actuarial Mathematics: General

Teacher responsible: Dr Angelos Dassios, B603

Availability: This course is primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics. ST202 **Probability, Distribution Theory and Inference** is a prerequisite. Students should take ST302 **Stochastic Processes** in conjunction with this course.

Core syllabus: An introduction to actuarial work in non-life insurance.

Content: Elementary decision theory. Bayesian statistics. Loss distributions. Reinsurance. Short term insurance contracts: moments, moment generating functions and recursive procedures. Ruin theory. Credibility theory. Experience rating systems. Run-off triangles.

Teaching:

Lectures: 20 LT.

Classes: 10 LT.

Reading list: TBA. Material will be available from the Institute of Actuaries.

Assessment: Three-hour examination in the ST.

ST316

Sample Survey Theory and Methods

Teacher responsible: Mrs J I Galbraith, B615

Availability: This course is primarily for BA/BSc students. ST102 **Elementary Statistical Theory** is a prerequisite. This course should not be taken in conjunction with ST327 **Marketing and Market Research**.

Core syllabus: Introduces students to the design and execution of sample surveys and social investigations.

Content: The theory of probability sampling, design decisions, methods of probability sampling, data collection methods, questionnaire design and the control of response and non-response errors.

Teaching:

Lectures ST316: 20 MT and LT.

Classes ST316.A: 10 MT and LT fortnightly.

Reading list: L Kish, *Survey Sampling*; V Barnett, *Sample Survey Principles*; C A Moser & G Kalton, *Survey Methods in Social Investigation*; C A O'Muircheartaigh & C Payne, *The Analysis of Survey Data*, Vol 1.

Assessment: Two-hour written examination in the ST.

ST318

H NA 00/01

Multivariate Methods and Contingency Tables

Teacher responsible: Mrs J I Galbraith, B615

Availability: This course is primarily for: BSc course units, BSc Actuarial Science, BSc Business Mathematics and Statistics. ST202 **Probability, Distribution Theory and Inference** is recommended.

Core syllabus: The theory and practice of multivariate methods for continuous and discrete data.

Content: Analysis of Two- and Multi-way contingency tables; log-linear and logistic regression; graphical models; conditional association. The course deals with some of the multivariate techniques used in the Social Sciences including a selection from principal components analysis, factor analysis, latent variable modelling, cluster analysis, multi-dimensional scaling, correspondence analysis and log-linear modelling.

Teaching:

Lectures ST318: 20 LT.

Classes ST318.A: 7 and 5 computer sessions LT.

Reading list: B S Everitt & G Dunn, *Applied Multivariate Data Analysis*; B S Everitt, *The Analysis of Contingency Tables*, Chapman & Hall; A Agresti, *An Introduction to Categorical Data Analysis*, Wiley; B S Everitt & G Dunn, *Applied Multivariate Data Analysis*; C Chatfield & A J Collins, *Introduction to Multivariate Analysis*; W J Krzanowski, *Principles of Multivariate Analysis*.

Assessment: Two-hour written examination in the ST.

ST325

Simulation Modelling and Analysis

Teacher responsible: Mr D W Balmer, B604

Availability: This course is primarily for: BSc Actuarial Science, BSc Business Mathematics and Statistics. Some experience of elementary statistics is useful as is some limited experience of computer programming.

Core syllabus: The aim of the course is to introduce students to the concepts, techniques and practical aspects of the development and analysis of simulation models.

Content: Model formulation, diagramming techniques including activity cycle diagrams, computer systems for simulation modelling, random number generation, design of simulation experiments, variance reduction, analysis of output.

Teaching:

Lectures ST325: 15 hours MT and LT.

Classes ST325.A: 15 hours MT and LT.

Reading list: A M Law & W D Kelton, *Simulation Modelling and Analysis*; M Pidd, *Computer Simulation in Management Science*.

Assessment: The course is examined entirely on the basis of course work in the form of projects involving the development, implementation and analysis of simulation models.

ST327

Marketing and Market Research

Teacher responsible: Dr C Phillips, B608

Availability: This course is primarily for BSc Management Sciences and BSc Business Mathematics and Statistics. An understanding of the elements of probability and statistical inference is required, together with a first course in survey methods and Regression Analysis such as ST254 **Statistical Techniques in Management Sciences** or EC220 **Introduction to Econometrics and Economic Statistics**. This course should not be taken in conjunction with ST316 **Sample Survey Theory and Methods**.

Core syllabus: The aim of the course is to cover the main methods of data collection and analysis used in market and opinion research and to introduce models for perception, attitude structure and buying behaviour. Only available for 3rd year students who have a statistical background, Diploma students or General Course students.

Content: ST327.1 **Marketing and Market Research: Research Methods** is the core methods course and is predominantly concerned with the application of survey methods in market and opinion research. Marketing information systems. Problem formulation and research designs for market and opinion research. Random sampling and statistical inference: stratification clustering, multistage, sampling. Sampling frames, non-response and other sources of error. Quota sampling. Data collection methods; interviews, mail questionnaires, observation, panel studies, retail audits and some more qualitative methods. Attitude measurement. Demand forecasting, test marketing, product tests, advertising and public opinion research. Statistical methods for the analysis of market research data.

ST327.2 **Case Studies** Students will build on information and techniques gained from ST327.1 by carrying out a cooperative Marketing Case Study though individual write up of this is marked separately from the examination.

Teaching:

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: Students will look at about 6 marketing and statistical problems for ST327.1. They will also be asked to prepare a class paper and a report for ST327.2. ST327.2 - As above in course content. Students submit a written project based on their continued case study work.

Reading list: No one book covers the entire syllabus. Students are however advised to purchase:

T C Kinnear & J R Taylor, *Marketing Research: An Applied Approach* (Available in paperback).

Books which students may wish to consult include: C A Moser & G Kalton, *Survey Methods in Social Investigation*; P Chisnall, *Marketing Research*; R W Worcester & J Downham (Eds), *Consumer Market Research Handbook*; C Phillips, A Prun & M-P Kestemont (Eds), *Understanding Marketing: A European Casebook*.

Assessment: Three-hour written examination in the ST based upon ST327.1. It will be marked out of 70% and there will be a course-work mark out of 30% based upon ST327.2.

ST330

Stochastic and Actuarial Methods in Finance

Teacher responsible: Dr R Kiesel, B709

Availability: This course is primarily for: BSc Actuarial Science, BSc Business Mathematics and Statistics, ST202 **Probability, Distribution Theory and Inference** is a prerequisite. Students should take ST302 **Stochastic Processes** in conjunction with this course.

Core syllabus: Applications of stochastic processes and actuarial models in finance.

Content: Utility theory. Stochastic dominance and portfolio selection. Measures of investment risk. Mean-variance portfolio theory. Single and multifactor models. Asset liability modelling for actuaries. The Capital Asset Pricing Model. The efficient market hypothesis. Stochastic models for security prices and estimating their parameters. The term structure of interest rates: the Vasicek, the Cox-Ingersoll-Ross and other models. Option pricing: the Black-Scholes analysis and numerical procedures. Exotic options.

Teaching:

Lectures ST330: 20 MT, 20 LT.
Classes ST330.A: 10 MT, 10 LT.

Reading list: Bingham & Kiesel, *Risk Neutral Valuation*. Material will be available from the Institute of Actuaries.

Assessment: Three-hour written examination in the ST.

ST331

Decision Theory and Bayesian Statistics

Teachers responsible: Dr J Howard, B602 and Dr B Blight, B615

Availability: This course is primarily for: BSc Business Mathematics and Statistics. This course must not be taken with OR304. Prerequisites are mathematics, probability theory, and statistics to the level of MA105/ST105 **Quantitative Methods**.

Core syllabus: The course covers 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.

Lectures ST331.1: 10 MT.

Classes ST331.1A: 5 MT.

Lectures ST331.2: 10 LT.

Classes ST331.2A: 5 LT.

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*.

ST331.2: P M Lee, *Bayesian Statistics: An Introduction*.

Assessment: Two-hour written examination in the ST.

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