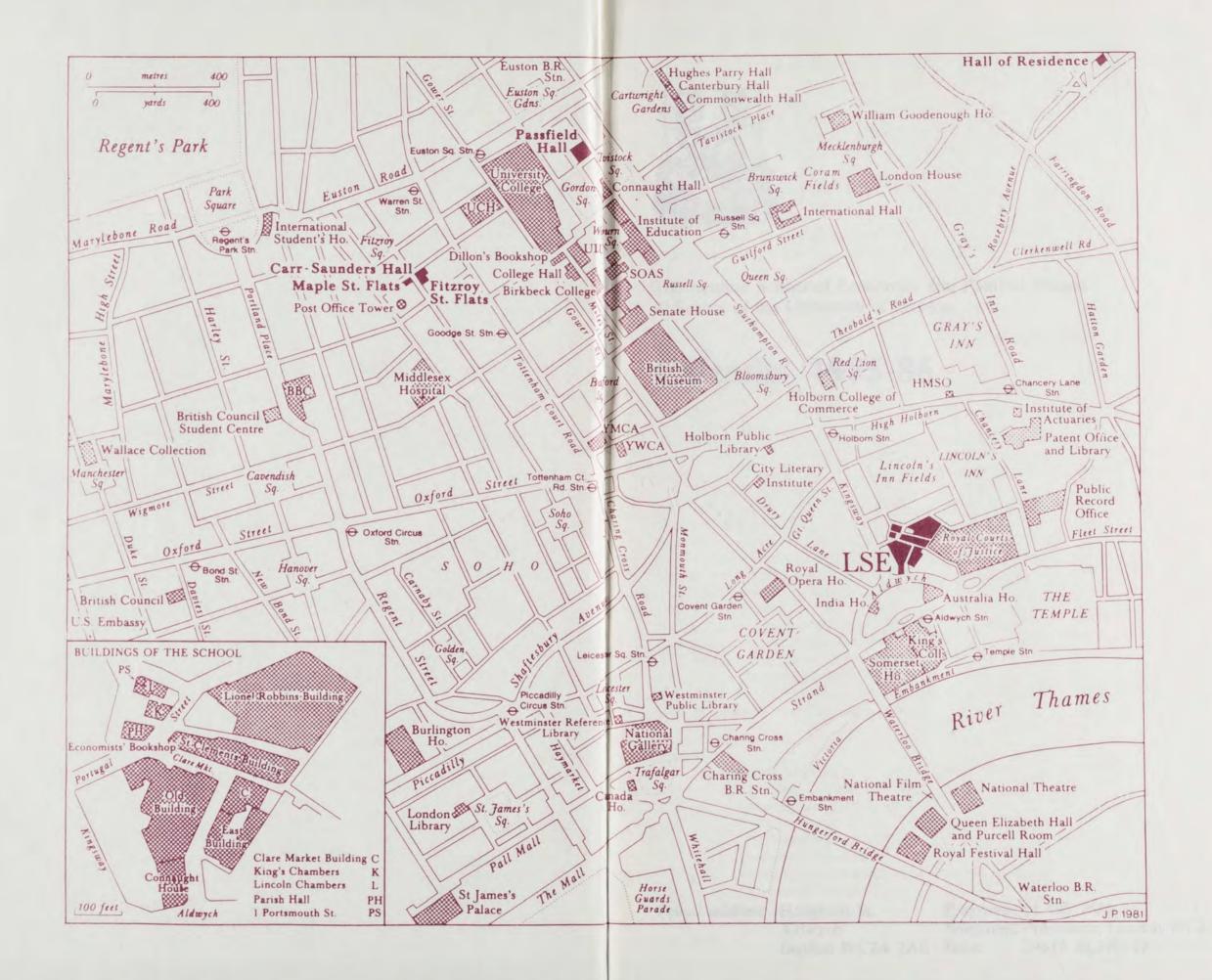
# The London School of Economics and Political Science



Calendar 1985-86

LSE JUNREGISTERED





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

Calendar 1985-86

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# Academic Officers

Director: Dr. I. G. Patel

Pro-Director: Professor R. A. Pinker

Vice-Chairman of the Academic Board: Professor W. R. Cornish

Chairman of the Graduate School Committee: Professor L. H. Leigh

Dean of the Graduate School: Mr. Peter F. Dawson Dean of Undergraduate Studies: Dr. Eileen Barker

Advisor to Women Students: Dr. Janet E. Stockdale Advisor to Disabled Students: Miss Sally B. Sainsbury

# Dates of Terms

Session 1985-86

Michaelmas Term: Thursday, 3 October 1985 to Friday, 13 December 1985

(Teaching begins Monday, 7 October 1985)

Lent Term: Monday, 13 January 1986 to Friday, 21 March 1986

Summer Term: Monday, 28 April 1986 to Friday, 4 July 1986

Session 1986-87 (provisional)

Michaelmas Term: Thursday, 2 October 1986 to Friday, 12 December 1986

(Teaching begins Monday, 7 October 1986)

Lent Term: Monday, 12 January 1987 to Friday, 20 March 1987 Summer Term: Monday, 29 April 1987 to Friday, 5 July 1987

# Opening Times of the School Buildings

The School buildings are normally open as follows:

In term:

Mondays to Fridays- 9.30 a.m. to 9.30 p.m.

Saturdays

- 9.30 a.m. to 1.00 p.m.

In vacation:

Mondays to Fridays- 9.30 a.m. to 6.00 p.m.

# Calendar of Events 1985-86

(University functions in Italics)

# September 1985

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1 2 2	S M T	and the Distribut Students Africa College Section 2
3 4	W	Dates of Terms
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22 23 24 25 26 27 28	S M T W Th F	5 p.m. Investments Committee
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# October 1985

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2	W	University Michaelmas Term begins		
3	Th	School Michaelmas Term begins		
4	F	Sensor Menucinus Verm begins		
5	S			
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6	S			
7	M			
8	T	5.15 p.m. Standing Committee		
9	W	2 p.m. Standing Sub-Committee of the Appointments Com 2.30 p.m. Board of Studies in Economics	mitte	ee
10	Th			
11	F			
12	S			
			-	111
13	S			111-1
14	M			
15	T	1 p.m. Publications Committee		
		2 p.m. Academic Studies Committee		
16	W	2 p.m. General Purposes Committee		
		4.30 p.m. Graduate School Committee		107
17	Th			
18	F			
19	S			
			10	74
20	S			
21	M	2 p.m. Meeting of the Professors of Economics		27
		5.30 p.m. Building Committee		
22	T	10 a.m. Admissions Committee		
		8 p.m. Director's Reception for Academic Staff		
23	W	2 p.m. Appointments Committee		
314		4.30 p.m. Research Committee		
24	Th	4 p.m. Athletics Committee		13.1
25	F			- 10
26	S			
27	C			
27	S	A.n.m. Acadamia Council Mactina		
28	M	4 p.m. Academic Council Meeting		100
29	T	Total and Trainery Bud Committee		
30	W	4.50 p.m. Library Committee		15
31	Th	10 a.m. Committee on Administrative and Library Staffs		
		5 p.m. LSE/AUT Joint Negotiating and Consultative Com	imitte	e
		8 p.m. Director's Reception for Academic Staff		OF
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1 2	FS			
4	3	Total State of the	-83	
3	S			
4	M			
5	T	5.15 p.m. Standing Committee		
6	W	2 p.m. Standing Sub-Committee of the Appointments Con	nmitte	e
0	VV	4.30 p.m. Graduate School Committee	mineco	
		4.30 p.m. Meeting of the Senate		
7	Th	5 p.m. External Relations Committee		
8	F	10 a.m. Committee on Student Numbers		
0	1	2 p.m. Committee on the Welfare of Overseas Students		
9	S	2 p.m. Committee on the Wenare of Overseas Students		
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10	S			
11	M	2 p.m. Meeting of the Professors of Economics		
11	141	4.15 p.m. Student Health Service Committee		
12	T	2 p.m. Academic Studies Committee		
14	1	5 p.m. Committee on Undergraduate Studies		
12	W	2 p.m. Academic Board		
13		z p.m. Academic Board		
14	Th			
15	F			
16	S			
17	S			
18	M	2 p.m. Staff Research Fund Committee		
19	T	5.15 p.m. Joint Meeting of Standing Committee and Stude	nt	
1,	*	Governors		
20	W	11 a.m. Student Support Committee		
20		12 noon Conference Grants Sub-Committee		
		2 p.m. Appointments Committee		
		2.30 p.m. Board of Studies in Economics		
21	Th	2.30 p.m. Bourd of Studies in Economics		
21	F	2 p.m. Inter-Halls Committee		
23	S	2 p.m. Inter-rians Committee		
23	3			
24	S			
25	M	3 p.m. Catering Services Advisory Committee		
26	T	10 a.m. Admissions Committee		
27	W	2 p.m. General Purposes Committee		
28	Th	2 p.m. Committee on Accommodation		
20	111	4 p.m. Careers Advisory Service Committee		
20	E			
29	F	2 p.m. Safety Committee		
30	2			

1 2	S M	2 p.m. Meeting of the Professors of Economics		
-	141	5.30 p.m. Building Committee		
3	T	5.15 p.m. Standing Committee		
4	W	Presentation Day		
5	Th	5 p.m. LSE/AUT Joint Negotiating and Consultative Con-	imitte	e
6	F			
7	S			
		Line and the second		. 8
8	S			
9	M	10 a.m. Committee on Administrative and Library Staffs		
	-	4 p.m. Academic Council Meeting		
10	T	1 p.m. Publications Committee		
		2 p.m. Academic Studies Committee		
		5 p.m. Committee on Undergraduate Studies		
		5.30 p.m. School Carol Service		
11	W	University Michaelmas Term ends		
		2 p.m. Academic Board		
		4.30 p.m. Research Committee		
	-	4.30 p.m. Meeting of the Senate		
12	Th	10.30 a.m. Nursery Sub-Committee		
	-	5 p.m. Court of Governors		
13	F	School Michaelmas Term ends		
14	S			
15	S		1	1
16	M			
17	T			
18	W			
19	Th			
20	F	9.30 p.m. School buildings close for Christmas holiday		
21	S			
		The Paris of the P		-
22	S			
23	M			
24	T	Cl		
25	W	Christmas Day		
26	Th	Public Holiday		
27	F			
28	S			
20	c	all a little and the process of the most arms of		
29	S	0.20 and Cabal buildings as and		
30	M	9.30 a.m. School buildings re-open		
51	T			

1	W	Public Holiday		
2	Th			
3	F			
4	S	and the second s		
5	S			
6	M			
7	T			
8	W	University Lent Term begins		
9	Th			
10	F			
11	S	and published the same	17	
12	S	more date.		
13	M	School Lent Term begins		
14	T	2 p.m. Academic Studies Committee		
		5 p.m. Committee on Undergraduate Studies		
		5.15 p.m. Standing Committee		
15	W	Presentation Day	1	
		2 p.m. Standing Sub-Committee of the Appointments Co.	mmitte	ee
		2.30 p.m. Board of Studies in Economics		
16	Th			
17	F	2.30 p.m. Board of Studies in Economics		
	20.00	2.30 p.m. Board of Studies in Economics 4.30 p.m. Graduate School Committee	1	
17 18	FS	2.30 p.m. Board of Studies in Economics 4.30 p.m. Graduate School Committee		
17 18	F S	2.30 p.m. Board of Studies in Economics 4.30 p.m. Graduate School Committee	-	
17 18	FS	2.30 p.m. Board of Studies in Economics 4.30 p.m. Graduate School Committee  2 p.m. Meeting of the Professors of Economics	1	
17 18	F S	2.30 p.m. Board of Studies in Economics 4.30 p.m. Graduate School Committee  2 p.m. Meeting of the Professors of Economics 4.15 p.m. Student Health Service Committee		
17 18 19 20	F S	2 p.m. Meeting of the Professors of Economics 4.30 p.m. Student Health Service Committee  2 p.m. Meeting of the Professors of Economics 4.15 p.m. Student Health Service Committee	Seattle Committee	
17 18 19 20 21	F S M T W	2.30 p.m. Board of Studies in Economics 4.30 p.m. Graduate School Committee  2 p.m. Meeting of the Professors of Economics 4.15 p.m. Student Health Service Committee	The same	
17 18 19 20 21 22 23	F S M T W	2 p.m. Meeting of the Professors of Economics 4.30 p.m. Student Health Service Committee  2 p.m. Meeting of the Professors of Economics 4.15 p.m. Student Health Service Committee		The state of the s
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17 18 19 20 21 22 23 24 25	F S M T W Th F S S	2 p.m. Meeting of the Professors of Economics 4.30 p.m. Student Health Service Committee  2 p.m. Student Health Service Committee  12 noon Conference Grants Sub-Committee 2 p.m. General Purposes Committee		
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1	S	
2	S	
3	M	4 p.m. Academic Council Meeting
4	T	10 a.m. Admissions Committee
		5.15 p.m. Standing Committee
5	W	2 p.m. Standing Sub-Committee of the Appointments Committee
		4.30 p.m. Meeting of the Senate (if required)
6	Th	5 p.m. External Relations Committee
7	F	Final annual straining str
8	S	
9	S	
10	M	
11	T	5 p.m. Committee on Undergraduate Studies
12	W	(all day) Standing Sub-Committee of the Appointments Committee
13	Th	5 p.m. LSE/AUT Joint Negotiating and Consultative Committee
14	F	9.30 a.m. Standing Sub-Committee of the Appointments Committee
15	S	yies and standing sub-committee of the rappointments committee
16	S	
17	M	2 p.m. Meeting of the Professors of Economics
18	T	2 p.m. Academic Studies Committee
19	W	11 a.m. Student Support Committee
19		
19		2 p.m. Academic Board
19		2 p.m. Academic Board 4.30 p.m. Graduate School Committee
20	Th	4.30 p.m. Graduate School Committee
	Th F	4.30 p.m. Graduate School Committee 2 p.m. Committee on Accommodation
20		4.30 p.m. Graduate School Committee
20		4.30 p.m. Graduate School Committee 2 p.m. Committee on Accommodation 10 a.m. Committee on Student Numbers
20 21	F	4.30 p.m. Graduate School Committee 2 p.m. Committee on Accommodation 10 a.m. Committee on Student Numbers
20 21 22	F S	4.30 p.m. Graduate School Committee 2 p.m. Committee on Accommodation 10 a.m. Committee on Student Numbers 2 p.m. Committee on the Welfare of Overseas Students
20 21 22 23	F S	4.30 p.m. Graduate School Committee 2 p.m. Committee on Accommodation 10 a.m. Committee on Student Numbers 2 p.m. Committee on the Welfare of Overseas Students  2 p.m. Staff Research Fund Committee
20 21 22 23 24	F S S M	4.30 p.m. Graduate School Committee 2 p.m. Committee on Accommodation 10 a.m. Committee on Student Numbers 2 p.m. Committee on the Welfare of Overseas Students  2 p.m. Staff Research Fund Committee 1 p.m. Publications Committee 5.15 p.m. Joint Meeting of the Standing Committee and Student
20 21 22 23 24	F S S M	4.30 p.m. Graduate School Committee 2 p.m. Committee on Accommodation 10 a.m. Committee on Student Numbers 2 p.m. Committee on the Welfare of Overseas Students  2 p.m. Staff Research Fund Committee 1 p.m. Publications Committee 5.15 p.m. Joint Meeting of the Standing Committee and Student Governors 2 p.m. Appointments Committee
20 21 22 23 24 25	F S S M T	4.30 p.m. Graduate School Committee 2 p.m. Committee on Accommodation 10 a.m. Committee on Student Numbers 2 p.m. Committee on the Welfare of Overseas Students  2 p.m. Staff Research Fund Committee 1 p.m. Publications Committee 5.15 p.m. Joint Meeting of the Standing Committee and Student Governors
20 21 22 23 24 25	F S S M T	4.30 p.m. Graduate School Committee 2 p.m. Committee on Accommodation 10 a.m. Committee on Student Numbers 2 p.m. Committee on the Welfare of Overseas Students  2 p.m. Staff Research Fund Committee 1 p.m. Publications Committee 5.15 p.m. Joint Meeting of the Standing Committee and Student Governors 2 p.m. Appointments Committee

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2	S	and the state of t		
3	M	3 p.m. Catering Services Advisory Committee		
4	T	5.15 p.m. Standing Committee		
5	W	2 p.m. General Purposes Committee		
6	Th			
7	F			
8	S			
9	S			
10	M	6 p.m. Building Committee		
11	T	5 p.m. Committee on Undergraduate Studies		
12	W	Presentation Day		
		12 noon Conference Grants Sub-Committee		
		2 p.m. Inter-Halls Committee		
13	Th	4 p.m. Athletics Committee	mitte	0
	_	5 p.m. LSE/AUT Joint Negotiating and Consultative Con	minuc	
14	F			
15	S		_	- 31
	0			
16	S	2 p.m. Meeting of the Professors of Economics		
17	M	4 p.m. Academic Council Meeting		
10	T	10 a.m. Admissions Committee		
18	1	2 p.m. Academic Studies Committee		
19	W	University I out Town ands		
19	VV	2 nm Academic Board		
		4.30 p.m. Meeting of the Senate		
		4.30 p.m. Research Committee		
20	Th	10.30 a.m. Nursery Sub-Committee		
20	111	2 p.m. Committee on Administrative and Library Staffs		
		5 Court of Covernors		
21	F	School Lent Term ends		
22	S			
22	S	S. o.m. Appointments Committee		
23	M			
25	T			
26	W	9.30 p.m. School buildings close for Easter holiday		
27	Th	7.50 pilit conton ourange trees		
28	F			
29	S			
30	S	Easter Sunday		

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1 2	W			
3	Th	0.20 C-h1 h114:		
4	F	9.30 a.m. School buildings re-open		
5	S			
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14	M			
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20	S			
21	M			
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23	W	University Summer Term begins		
24	Th			
25	F			
26	S			
	30	to the second state of the second sec		-
27	S			
28	M	School Summer Term begins		
29	T	2 p.m. Academic Studies Committee		
30	W	2 p.m. General Purposes Committee		
	-170111	2.30 p.m. Board of Studies in Economics		

1	Th			
2	F			
3	S			
		CONTRACTOR OF THE PARTY OF THE	ıT.	
4	S			
5	M	May Day Public Holiday		
6	T	5.15 p.m. Standing Committee		
7	W	2 p.m. Standing Sub-Committee of the Appointments Com	mitte	e
		4.30 p.m. Graduate School Committee		
8	Th	The state of the s		
9	F	2 p.m. Committee on the Welfare of Overseas Students		
10	S			
			-1	
11	S	o company		
12	M	2 p.m. Staff Research Fund Committee		
		4 p.m. Academic Council Meeting		
13	T	10 a.m. Admissions Committee		
		2 p.m. Committee on Administrative and Library Staffs		
		5 p.m. Committee on Undergraduate Studies		
		6.30 p.m. Graduand's Reception		
14	W	Presentation Day		
	-	11 a.m. Student Support Committee		
15	Th	4 p.m. Athletics Committee		
16	F	11.30 a.m. Inter-Halls Committee		
17	S			
10	c	the force summe (resemble	7	
18	S	2 Masting of the Professors of Economics		
19	M	2 p.m. Meeting of the Professors of Economics 4.15 p.m. Student Health Service Committee		
20	Т	5.15 p.m. Joint Meeting of Standing Committee and Stude	ent	
20	1	Governors	-111	
21	W	2 p.m. Appointments Committee		
21	VV	4.30 p.m. Research Committee		
		4.30 p.m. Meeting of the Senate		
22	Th	5 p.m. LSE/AUT Joint Negotiating and Consultative Con	nmitte	e
23	F	pain, ESE/ACT Joint Regolding and Consultative Con		
24	S			
				_
25	S			
26	M	Spring Bank Holiday		
27	T	2 p.m. Academic Studies Committee		
20	***	Examinations begin		
28	W	2 p.m. Academic Board		
20	TEL	4.30 p.m. Library Committee		
29	Th			
30	F			
31	S			

1 2 3	S M	
2 3	M	
3		
-	T	1 p.m. Publications Committee
		5.15 p.m. Standing Committee
4	W	2 p.m. Standing Sub-Committee of the Appointments Committee
-	***	2.30 p.m. Board of Studies in Economics
		4.30 p.m. Graduate School Committee
5	Th	2 p.m. Committee on Association
3	111	5 p.m. External Relations Committee
,	-	5 p.m. External Relations Committee
6	F	
7	S	
8	S	
9	M	
10	T	
11	W	2 p.m. General Purposes Committee
11	VV	2 p.m. Inter-Halls Committee
12	TL	2 p.m. mer-rians committee
12	Th	10 - Committee on Student Numbers
13	F	10 a.m. Committee on Student Numbers
		Examinations end
14	S	
15	S	
16	M	3 p.m. Catering Services Advisory Committee
17	T	5 paint cutting out rises from the cutting
18	W	2 p.m. Appointments Committee
19	Th	2 p.m. Appointments Committee
20	F	2 p.m. Safety Committee
21	S	Open Day
21	3	Open Day
22	S	
23	M	10 a.m. (all day) Committee on Administrative and Library Staffs
		4 p.m. Academic Council Meeting
		5.30 p.m. Building Committee
24	T	5 p.m. Investments Committee
25	W	12 noon Conference Grants Sub-Committee
		4.30 p.m. Research Committee
26	Th	4 p.m. Athletics Committee
27	F	Land Control of the C
28	S	
20	5	
	C	
29	S	

1 2	T W	5.15 p.m. Standing Committee University Summer Term ends 2 p.m. Academic Board
3 4 5	Th F S	5 p.m. LSE/AUT Joint Negotiating and Consultative Committee School Summer Term ends
6 7	S M	
8	T W	120
10	Th	4.30 p.m. Meeting of the Senate 5 p.m. Court of Governors
11	F	pini control de lancia
12	S	
13	S	
14	M T	
16	W	
17	Th	
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24	Th	
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27	S	
28 29	M T	
30	W	
31	Th	

# History of the School

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

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

Once the University of London had reorganised itself in 1900 and established a Faculty of Economics and Political Science, the School joined the University, its three-year course providing the basis of the new B.Sc. (Econ.) degree. Since the formality of its new position required the School to regularise its constitution, it was incorporated as a limited company not trading for profit, on 18 June 1901, with Sidney Webb as Chairman of the Governors. The Memorandum of Association (Section 3 vii) authorised the School to promote 'the study and advancement of Economics or Political Economy, Political Science or Political Philosophy, Statistics, Sociology, History, Geography, and any subject cognate to any of these'. And Article 28 of the Articles of Association stated that 'no religious, political, or economic test or qualification shall be made a condition for or disqualify from receiving any of the benefits of the Corporation, or holding any office therein; and no member of the Corporation, or professor, lecturer or other officer thereof, shall be under any disability or disadvantage by reason only of any opinions that he may hold or promulgate on any subject whatsoever'.

Numbers soon rose; and in 1902 the School was moved to its first purpose-built accommodation. The site was provided in Clare Market by the London County Council; the money for building was donated by Mr. Passmore Edwards and others. By 1913 the building was seriously overcrowded; and the School's subsequent history is a saga of rising numbers, constantly diversifying academic interests and, until lately, too little space. In 1921 the School was recognised by the University Faculty of Laws; in 1922 by the Faculty of Arts; in 1963 by the Faculty of Science. Research and teaching have expanded from small beginnings into the complex range of disciplines set forth later in this Calendar. In 1921 the journal Economica was founded; in 1934 Politica, which ceased publication during the war. The Library has also grown, until it is now, within its chosen fields, probably the finest collection in the world. And the School buildings, though they have not expanded in step with the needs implied by this growth have been added to and adapted so as to provide space for snack-bars and dining-rooms, homes for computing equipment, meeting-rooms for student gatherings, and modest facilities for physical recreation, in addition to more accommodation for conventional academic needs. In January 1970 the St. Clements Extension and the Clare Market Building were opened, the School's first purpose-built accommodation for forty years. Its users benefit from improved standards and communications, but little was gained in terms of actual space as these buildings replaced others previously used by the School.

However, the 1970s also brought the largest building expansion at any one time since the School was founded, with a sixty per cent increase in accommodation. The School

entered into a contract to purchase Strand House, a five-storey building with some 158,000 square feet of floor space, on an adjacent site in Portugal Street.

Following a successful appeal the School took possession of the building on 31 March 1976 and conversion work commenced in the late autumn of 1976. The building was adapted to rehouse the British Library of Political and Economic Science in a way which enables scholars, both from the School and beyond, to have full access to the Library's two million items. The building was renamed the Lionel Robbins Building in July 1978 and the Library opened to readers in its new home in October of that year. The hopes of many members of the School, nurtured over more than a decade, were thus realised.

The accommodation released in the main building has now been converted for other purposes including the improvement of general amenities for students.

There is a full account of the foundation of the School in The History of the Foundation by Sir Sydney Caine; and a survey of subsequent development in F. A. von Hayek, 'The London School of Economics, 1895-1945', Economica, February 1946.

# Official Publications of the School

The Calendar is obtainable (price £8.50 or US \$14.00, including postage) from the Mail Order Department, Economists' Bookshop, Clare Market, London WC2A 2AB. It is also available (in book form or on microfiche) in many University libraries.

The following publications are available from the Academic Registrar of the School: Annual Report by the Director on the Work of the School

Handbook of Undergraduate Courses

The Graduate School

General Course Registration (Junior Year Abroad)

A range of leaflets describing individual academic departments, courses and subjects is also available from the Academic Registrar. Pamphlets containing administrative information for students and their tutors/supervisors, commentary on academic regulations and on School and university policy on related matters, etc., are issued every year. Separate pamphlets are available for undergraduate and graduate students; copies may be obtained from the Academic Registrar.

LSE — Some Facts (a brief general guide to the School's history, organisation, finances and current activities) may be obtained from the External Relations Office.

The Information Office publishes a weekly Circular in termtime for distribution within the School, and a biannual LSE Magazine (containing information of general interest to past and present members of the School) available on subscription to one of the LSE Alumnus Groups.

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Secretary: Pamela Wilson, M.A. (CANTAB.)

Academic Registrar: J. A. Bursey, B.A. (DUNELM)

Secretary: Caroline R. Cooke Senior Assistant Registrar: I. L. Stephenson, B.SC., PH.D. (LEICESTER), M.R.I.C.

Assistant Registrar (Graduate School): P. J. Wallace, B.A. (CANTAB.)

Editorial Assistant, Official Publications:

Gloria A. Henshaw

Administrative Officer (Graduate Office): Joan M. Alstin

Administrative Officer (Graduate Admissions): Barbara M. Lenny

Principal Clerk, Graduate Admissions:

Frances Strong

Assistant Registrar (Registry and Undergraduate Admissions):

Rosemary Nixon, B.A. (READING)

Administrative Officer (Undergraduate Admissions): Mary B. Whitty

Principal Clerk, Registry:

Kathleen Merryweather

Administrative Officer (Timetables and Examinations): Janetta Futerman Scholarships Officer: Debbie Rogerson, M.A. (ST. ANDREWS)

Administrative Officer: Andrew D. Webb, B.A. (KENT) M.A.

Finance Officer: C. G. Torrance, F.C.M.A., M.I.P.M.

Secretary: Myfanwy C. Majka

Assistant Accountant: E. W. Clark, F.C.A.

Assistant Accountant: W. Harrison, A.C.I.S., A.A.A.I.

Assistant Accountant: Bryan Pearce, I.P.F.A.

Assistant to Assistant Accountant:

Marion E. Blakemore

Superannuation Officer: Valerie M. Burgess

Payroll Officer: Sheila Weddell

Salaries Supervisor: Patricia L. Barham

Supervisor of the General Section:

to be appointed

Assistant to the Assistant Accountant:

A. C. Stewart

Internal Auditor: R. A. Roberts (part-time)

Bursar: John Lauwerys, B.ED., M.A.

Secretary: to be appointed

### Administrative Officer (Residences and Catering):

N. S. D. Barrett, B.A. (OPEN), M.B.I.M.

Administrative Officer (Conferences and Functions):

Neil Plevy, B.A. (CANTAB.)

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

Deputy Catering Manager: Peter Marks Assistant Catering Manager: J. Watchman Chef: Malvyn Mardell

Principal Clerk: Ibolya Voros

### Assistant Bursar (Administrative Services): C. J. T. Braybrook, B.A. (OPEN)

Supplies Controller: Mike Clark Central Printing and Copying Services Controller: C. W. McBride

Central Filing Supervisor: J. Susan Wood Communications Supervisor: K. J. Pearson

Telephone Supervisor: Marie L. G. Pearson

### Building Surveyor: G. J. Wilson, F.R.I.C.S.

Assistant Surveyor: W. H. Sealy Electrical Services Supervisor: A. B. Clark Mechanical Services Supervisor:

R. Crane

Office Administrator: Colin Burch

### House Manager: M. J. Strode

Head Porter: G. C. Churchill Housekeeper: Nina Bell, I.M.A.

### External Relations and Appeals Officer: Jennifer A. Pinney

Administrative Officer: John P. McLoughlin, B.A. (T.C.D.)

Assistant to the External Relations and Appeals Officer: Dorothy I. Johnson, B.A. (BRISTOL) Alumnus Assistant: Georgina Wilkes, B.SC. (KEELE) Overseas Student Publicity Office: Elizabeth Manson-Bahr

Information Office: Paula Kendall

### Secretary's Office

Assistant Secretary: Adrian Hall, B.A.

Administrative Officer: Quentin C. Maxwell-Jackson, M.A. (AUCKLAND)

Committees Assistant: Jennifer Taylor

Publications Officer (Academic): P. C. D. Davis, B.A., DIP.ANTH.

### Academic Staffing and Personnel Office

Assistant Secretary: Alison C. Forbes, M.A., PH.D. (EDINBURGH)

Administrative Officer (Personnel): Maureen P. Argyle, B.A.

Administrative Officer (Personnel): Sheila S. McKenzie, B.A. (STIRLING), A.I.P.M.

Administrative Officer (Personnel): James A. Shaw, A.I.P.M.

Principal Clerks:

Academic Staffing Assistant: June M. W. Brown Supervisor Personnel Records: Margaret L. Seaward Personnel Assistant: Margaret Price, B.A. (ABERYSTWYTH)

# Computer Services

### Head of the Computer Service

Peter Wakeford, B.SC.ECON., F.B.C.S.

### Programming

D. P. Dalby, B.SC.ECON., M.SC. M.B.C.S.: Programming Manager

Carol R. Hewlett, M.A. (OXON.), M.SC., M.B.C.S.: Principal Analyst/Programmer

R. F. Kaczynski, B.SC., M.SC.: Principal Analyst/Programmer

J. S. Thornton, M.SC. (ESSEX): Principal Analyst/Programmer

R. I. A. Clark, B.A. (NATAL), M.A. (WITWATERSRAND), M.SC.: Analyst/Programmer

A. M. McGlone, B.A., M.A.: Analyst/Programmer

J. P. Skelton, B.SC.: Analyst/Programmer

D. C. Whitehead, B.SC. (E.ANGLIA): Analyst/Programmer

K. H. P. Althaus, DIP.INT. (PADERBORN) M.A. (AMERICAN UNIV. CAIRO): Analyst/ Programmer

R. A. Barns, B.SC.: Analyst/Programmer

R. H. G. Lim, B.SC.: Analyst/Programmer

A. J. Wells, B.A. (BANGOR), B.SC. (CNAA), DIPLOMA IN COMPUTING SCIENCE: Analyst/ Programmer

### Operations

Alma C. Gibbons: Word Processing Supervisor

P. A. Page: Data Preparation Supervisor

Yvonne E. Shodeke: Information Assistant Chavitri Yogeswaran: Data Controller

### Centre in Economic Computing

R. O. Lloyd, B.SC., PH.D.: Senior Analyst/Programmer

B. Pesaran, B.SC., M.SC., PH.D.: Senior Analyst/Programmer

F. Srba, M.SC.: Analyst/Programmer

Diana E. N. Whistler, B.A. (VICTORIA), M.A. (CALGARY): Senior Analyst/Programmer

# Suntory-Toyota International Centre for Economics

and Related Disciplines

B. G. Warren, B.SC.: Computer Support Officer

# Student Health Service

J. A. Payne, M.B., B.S. D.OBST., R.C.O.G. (LONDON): Senior Health Service Officer and Psychiatric Advisor

S. Nickless, M.B., B.S., D.A., D.R.C.O.G., D.T.M.&.H., M.R.C.G.P.: Health Service Officer (Physician)

Camilla Bosanquet, B.A., M.B., B.CHIR. (CAMBRIDGE), M.R.C.S. (ENG.), L.R.C.P. (LONDON), D.C.H. (ENG.), D.P.M., F.R.C. PSYCH: Psychiatric Advisor (Part-time)

Janet Richards, B.A., D.C.P. (TAVISTOCK): Senior Clinical Psychologist (Part-time)

Valerie Little, B.SC.PHYSIOL. (LONDON), M.B., B.S. (LONDON), M.R.C.S. (ENG.), L.C.R.P. (LONDON): Special Advisor to Women Students (Part-time)

Jean White, M.A. (CANTAB.): Psychotherapist-Counsellor (Part-time)

R. A. Bates, M.A., B.S., D.O.: Ophthalmic Surgeon (Part-time)

Ruth Dawson, B.D.S. (NEWCASTLE): Dental Surgeon

E. Rosemary Malbon, S.R.N., S.C.M., R.S.C.N.: Sister-in-Charge Judith V. McGowan: Receptionist/Relief Nurse Catherine M. Teakle, N.N.E.B.: Nursery Matron Renée Tilla, N.N.E.B.: Nursery Officer

Sally B. Sainsbury, B.A., DIPLOMA IN SOCIAL ADMINISTRATION; Lecturer in Social Administration: Advisor to Disabled Students

# Halls of Residence

Carr-Saunders Hall

Edward A. Kuska, B.A., PH.D.: Warden D. H. Tibbles: Hall Bursar Patricia Daemi: Deputy Hall Bursar A. J. Morris: Caterer

Passfield Hall

M. Perlman, B.B.A., PH.D.: Warden Jill Martin: Hall Bursar Ann Colthurst: Deputy Hall Bursar D. B. Cullen: Caterer

Rosebery Avenue

Kurt Klappholz, B.SC.ECON.: Warden Mary W. Zanfal, M.H.C.I.M.A.: Hall Bursar To be appointed: Deputy Hall Bursar Patricia A. Carter: Caterer

# Careers Advisory Service

Officers of the University of London Careers Advisory Service attached to the School Patrice Ware, B.A. (SOUTHAMPTON) C. D. Green, B.A. (EXETER) Secretary: Anita C. Scholz

# The Chaplaincy

The Reverend Stephen Williams: Anglican The Reverend Wesley Workman: Free Church Father David Barnes: Roman Catholic

# British Library of Political and Economic Science

C. J. Hunt, B.A. (EXETER), M.LITT. (DURHAM), A.L.A.

Deputy Librarian C. P. Corney, B.LITT., M.A. (OXON.), DIP.LIB. Sub Librarians

David A. Bovey, B.SC.ECON., A.L.A.: Readers' Services G. E. Angela Raspin, B.A. (DURHAM), PH.D., DIP.ARCHIVE ADMIN.: Manuscripts and Special Collections Jacqueline M. Whiteside, M.A. (OXON.), A.L.A.: Bibliographical Services

Assistant Librarians

Mary J. Auckland, B.SC., A.L.A.: Readers' Services G. P. Camfield, B.A. (LEEDS), M.A. (SHEFFIELD): Bibliographical Services Judith P. Geddes, B.SC., M.A., A.L.A.: Bibliographical Services Brian Hunter, B.A., DIP.LIB.: Bibliographical Services and Slavonic Collections Christine G. James, M.A. (EDINBURGH) A.L.A.: Bibliographical Services E. J. Kent, B.A. (OXON.), DIP.LIB.: Readers' Services C. R. Leggott, M.A., A.L.A.: Bibliographical Services H. D. Nicholson, M.A. (SUSSEX), A.L.A.: Bibliographical Services J. R. Pinfold, M.A. (OXON.), DIP.LIB.: Bibliographical Services M. P. Wade, B.A. DIP.LIB.: Bibliographical Services R. J. M. Wood, B.PHIL., M.A. (OXON.), DIP.LIB.: Bibliographical Services

Principal Library Assistants

Beverly A. Brittan: Readers' Services N. L. Cadge, B.A. A.L.A.: Maps Patricia A. Driscoll, B.SC. (SOUTHAMPTON), A.L.A.: Periodicals R. Edwards: Library Steward A. D. Lowson, F.L.C.M., A.R.C.M., L.R.A.M., A.L.A.: Shaw Library Donald Ross, DIP.INT. & COMP.POLS., A.L.A.: Bibliographical Services Susannah R. Wight, B.A., A.L.A.: Binding

Senior Library Assistant

Senior Library Assistant
H. Brewster: Readers' Services
Suzanne V. Cox: Inter-Library Loans E. J. Fishman: Periodicals K. M. Gibbons, M.A. (ST ANDREWS), A.L.A.: Bibliographical Services C. Hewson, B.SC.ECON., DIP.LIB.: Bibliographical Services Barbara Humphries, B.A. (SUSSEX), DIP.LIB.: Bibliographical Services Sarah Jardine-Willoughby, A.L.A.: Bibliographical Services E. Helen Leahy, M.A. (CANTAB.), A.L.A.: Bibliographical Services Fiona Maccoll, B.A., DIP.ARCHIVE ST.: Manuscripts and Special Collections Shelagh Murphy, M.A. (ST ANDREWS AND SHEFFIELD): Bibliographical Services Helen C. Price, B.A. (OXON.), DIP.LIB.: Bibliographical Services Sandra M. Pullman, B.A. (WALES), A.L.A.: Bibliographical Services R. J. Trussell, B.A. (NEWCASTLE), A.L.A.: Readers' Services Helen Ward, B.A., DIP.LIB.: Bibliographical Services R. Warren: Bibliographical Services M. Jane Wilkins, B.A. (MANCHESTER): Bibliographical Services

Office Services

J. Ann Davidge: Librarian's Secretary Jill Breen

Processing Services Janet Richardson

appointed

# Committee Members

### Committees of the Court of Governors

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STANDING COMMITTEE
The Chairman of the Court of Governors
  (Sir Huw Wheldon to 12.12.85.)
  (Sir John Burgh from 12.12.85.)
The Vice-Chairman of the Court of Governors
                                                  ex officio
The Director
The Pro-Director
Sir John Burgh (to 12.12.85.)
Sir Frederick Dainton
Mrs. E. M. Hattersley
Lady McGregor
Mr. O. Morris
Sir Claus Moser
Mr. P. G. Palumbo
Mr. R. F. G. Alford
Mr. P. F. Dawson
Professor D. R. Diamond
Professor R. Higgins
                               nominated by the Academic Board
Professor I. M. Lewis
Professor K. R. Minogue
Dr. R. Richardson
Officer Responsible: The Secretary
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EXTERNAL RELATIONS COMMITTEE (a sub-committee of the Standing Committee) The Chairman of the Court of Governors (Chairman) The Vice-Chairman of the Court of Governors The Vice-Chairman of the Academic Board ex officio The Director The Pro-Director Professor B. Abel-Smith Dr. E. V. Barker Dr. N. A. Barr Sir John Burgh Mr. P. F. Dawson Mr. D. J. Kingsley Professor I. H. Nish Mr. P. G. Palumbo Sir Antony Part Mr. I. M. Peacock Professor S. Strange The Rt. Hon. Lord Tanlaw Officer Responsible: Miss Jennifer A. Pinney

INFORMATION TECHNOLOGY PANEL Chairman: a lay governor member appointed by the Standing Committee The Director The Pro-Director Chairman of the Information Technology ex officio Committee of the Academic Board The Secretary of the School

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Three lay governor members of the Court
                                                    by the
One academic governor
Two of the elected members of the Information
                                                   Standing
Technology Committee of the Academic Board
                                                   Committee
The Panel is empowered to co-opt up to three experts, who may be external to the School,
as necessary.
Director of Information Technology in attendance by invitation, as appropriate.
LIBRARY PANEL (a sub-committee of the Standing Committee)
The Director
The Pro-Director
The Librarian
                                          ex officio
The Chairman of the Library Committee
  (Mr. D. J. Sinclair)
Sir John Burgh (Chairman)
Mr. R. E. Bird
                           nominated by the Court of Governors
Sir Frederick Dainton
Dr. J. W. Carrier
                           nominated by the Academic Board
Professor K. R. Minogue
Officer Responsible: Mr. Adrian Hall
BUILDING COMMITTEE
The Director
The Pro-Director
The General Secretary of the Students' Union
                                                    ex officio
  (Mr. Elwyn Watkins)
The Senior Treasurer of the Students' Union
  (Mr. Richard Snell)
Mr. A. C. Gilmour (Chairman)
Mr. P. G. Palumbo
Mr. S. F. Wheatcroft
Dr. C. R. Badcock
Mrs. J. F. S. Day
Professor F. F. Land
                             nominated by the Academic Board
Dr. D. McKnight
Dr. A. E. M. Seaborne
Two student members nominated by the Students' Union
Officer Responsible: The Bursar
HONORARY FELLOWS COMMITTEE
The Chairman of the Court of Governors
The Vice-Chairman of the Court of Governors
The Director
                                                ex officio
The Pro-Director
The Vice-Chairman of the Academic Board
  (Professor K. Bourne)
Sir Frederick Dainton
Sir Arthur Knight
Mr. A. J. L. Barnes
Dr. M. Leifer
                               nominated by the Academic Board
Professor I. H. Nish
Professor E. A. Wrigley
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Officer Responsible: Miss Jennifer A. Pinney

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INVESTMENTS COMMITTEE
The Chairman of the Court of Governors
The Vice-Chairman of the Court of Governors
The Director
The Pro-Director
Sir Anthony Burney (Chairman)
Mr. C. H. Barclay
The Rt. Hon. Lord Croham
Rt. Hon. Lord Donoughue
Professor C. A. E. Goodhart
Mr. E. de Rothschild
Officer Responsible: Finance Officer
Committees of the Academic Board
GENERAL PURPOSES COMMITTEE
The Director (Chairman)
The Pro-Director
Vice-Chairman of the Academic Board
 (Professor K. Bourne)
The Dean of the Graduate School
 (Mr. P. F. Dawson)
                                                              ex officio
The Dean of Undergraduate Studies
 (Dr. E. V. Barker)
The General Secretary of the Student's Union
  (Mr. Elwyn Watkins)
The Graduate Affairs Officer of the Student's Union Executive
 (Mr. Rajan Datar)
Four student members nominated by the Students' Union
Three members of the professorial staff
                                                 appointed by
Three Readers or Senior Lecturers
                                                   and from
Three Lecturers
                                               Academic Board
```

Officer Responsible: Mr. Quentin C. Maxwell-Jackson CONFERENCE GRANTS SUB-COMMITTEE (A sub-committee of the General Purposes Committee) The Director The Pro-Director Professor D. A. Martin Dr. M. Leifer Dr. T. J. Nossiter Officer Responsible: Mr. Bryan Pearce

The Director (Chairman) The Pro-Director The Vice-Chairman of the Academic Board (Professor K. Bourne) The Vice-Chairman of the Appointments Committee (Professor D. J. Bartholomew) The Dean of the Graduate School (Mr. P. F. Dawson) The Dean of Undergraduate Studies (Dr. E. V. Barker) The Chairman of the Graduate School Committee (Professor L. H. Leigh) The Chairman of the Academic Studies Committee (Professor A. B. Atkinson) The Chairman of the Research Committee (Professor D. R. Diamond) The Chairman of the Admissions Committee (Mr. A. J. Beattie)

CO-ORDINATING COMMITTEE

Two members elected by and from the Academic Board Officer Responsible: Academic Registrar

COMMITTEE ON STUDENT NUMBERS

The Committee may co-opt to its membership such persons and for such periods as it thinks fit.

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ACADEMIC STUDIES COMMITTEE
The Director
The Pro-Director
                                        ex officio
The Dean of Undergraduate Studies
 (Dr. E. V. Barker)
Professor A. B. Atkinson (Chairman)
Two members of the academic staff of the Department of Economics
One member of the academic staff of each department in the School other than the
Department of Economics
Officer Responsible: Dr. I. L. Stephenson
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(A sub-committee of the Academic Policy Committee) The Director The Pro-Director Professor K. Bourne (Vice-Chairman of the Academic Board) Mr. A. J. Beattie (Chairman of the Admissions Committee) Mr. D. E. Baines (Vice-Chairman of the Admissions Committee) Professor L. H. Leigh (Chairman of the Graduate School Committee) Mr. P. F. Dawson (Dean of the Graduate School) Dr. E. V. Barker (Dean of Undergraduate Studies) Mr. J. Potter (Senior Tutor to General Course Students) Professor A. B. Atkinson (Chairman of the Academic Studies Committee) Officer Responsible: Dr. I. L. Stephenson

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COMMITTEE ON ACCOMMODATION
The Director
The Pro-Director
The Vice-Chairman of the Academic Board
                                                 ex officio
 (Professor K. Bourne)
The General Secretary of the Students' Union (Mr. Elwyn Watkins)
Mr. D. W. Balmer
Dr. B. S. Johnson
Dr. D. McKnight
Dr. H. Machin
Mr. D. B. O'Leary
Dr. R. J. Paul
Miss S. B. Sainsbury
Dr. D. Stevenson
Four student members nominated by the Students' Union
Officer Responsible: Mr. C. J. T. Braybrook
CAREERS ADVISORY SERVICE COMMITTEE
The Director
The Pro-Director \ ex officio
Dr. S. R. Hill (Chairman)
Mrs. J. Denton
Miss L. M. Dugdale
Mrs. K. F. Russell
                    nominated by the Court of Governors
Mr. E. C. Sosnow
Mr. S. F. Wheatcroft
Mr. M. C. Burrage
Dr. C. J. Hill
Mr. I. G. F. Karsten
Dr. D. C. B. Lieven
Mr. S. P. Lumby
Mr. C. W. Noke
Mr. M. J. Reddin
Dr. D. Stevenson
Nine student members
Officer Responsible: Academic Registrar
GRADUATE SCHOOL COMMITTEE
The Director
The Pro-Director \ ex officio
Professor L. H. Leigh (Chairman)
Mr. P. F. Dawson (Dean)
Professor R. J. Bennett
Dr. P. W. Birnie
Professor K. Bourne
Dr. M. I. A. Bulmer
Dr. C. R. S. Dougherty
Dr. G. E. Guest
Professor F. Halliday
Mr. R. Holmes
Dr. E. H. Hunt
Dr. D. McKnight
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Mr. M. Murphy
Dr. I. Roxborough
Mr. M. D. Steuer
Dr. M. Walker
Mr. L. A. Wolf-Phillips
Dr. E. G. Zahar
(Vacancy)
Officer Responsible: Mr. P. J. Wallace
INFORMATION TECHNOLOGY COMMITTEE OF THE ACADEMIC BOARD
The Director
The Pro-Director
                                                  ex officio
Chairman of the Information Technology Users' Forum
Vice-Chairman of the Academic Board
 (Professor K. Bourne)
The Librarian
Nine representatives elected from the four academic departmental groupings
One academic governor member of the Information Technology Panel
Director of Information Technology in attendance at all meetings
NORTHERN STUDIES COMMITTEE
The Director
                                                            ex officio
The Pro-Director
The Cultural Attachés of the Four Northern Countries and Iceland
To be appointed (Chairman)
Mr. D. C. Bradley
Mr. G. A. Grün
Dr. T. J. Nossiter
Dr. R. R. Orr
Dr. R. Richardson
Officer Responsible: Mr. Quentin C. Maxwell-Jackson
PUBLICATIONS COMMITTEE
The Director
                  ex officio
The Pro-Director
The Librarian
Professor D. A. Martin (Chairman)
Dr. G. D. Gaskell
Dr. S. R. Hill
Professor L. H. Leigh
Dr. T. J. Nossiter
Officer Responsible: Mr. P. D. C. Davis
STUDENT SUPPORT COMMITTEE
The Director
                     ex officio
The Pro-Director
Dr. E. V. Barker
Mr. A. J. Beattie
Mr. P. F. Dawson
Dr. R. C. Estall
Dr. M. R. Ferguson
Mr. G. A. Grün
Dr. F. E. I. Hamilton
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Dr. M. Hebbert
Mr. J. T. S. Madeley
Mr. W. T. Murphy
Mr. C. W. Noke
Dr. T. J. Nossiter
Dr. R. J. Paul
Mr. M. Reddin
Dr. S. A. Roberts
Mr. J. J. Thomas
Mr. Elwyn Watkins
Two other student members
Officer Responsible: Mrs. D. Rogerson
COMMITTEE ON THE STUDENT HEALTH SERVICE
The Director
                   ex officio
The Pro-Director
(Advisor to Disabled Students) Miss S. B. Sainsbury
(Advisor to Women Students) Dr. J. E. Stockdale
Dr. C. R. Harlow (Chairman)
Dr. M. Hebbert
Dr. S. Ramon
Dr. S. J. Wood
Four student members
Officer Responsible: Mr. N. S. D. Barrett
COMMITTEE ON UNDERGRADUATE STUDIES
The Director
The Pro-Director
The Dean of Undergraduate Studies (Dr. E. V. Barker) (Chairman) ex officio
Senior Tutor to General Course Students (Mr. J. Potter)
The Academic Affairs Officer of the Students' Union
One member of the academic staff of each department in the School other than the
Department of Economics
Two members of the academic staff of the Department of Economics
One student member from each department in the School other than the Department
of Economics
Two student members from the Department of Economics
Officer Responsible: Miss R. Nixon
Appointments Committee and its Committees
APPOINTMENTS COMMITTEE
The Appoinments Committee consists of the Director, the Pro-Director, all professors,
any other conveners of departments and other 'heads of departments' (including the
Librarian).
STANDING SUB-COMMITTEE OF THE APPOINTMENTS COMMITTEE
The Director
The Pro-Director
                                               ex officio
The Vice-Chairman of the Appointments Committee
 (Professor D. J. Bartholomew)
Professor R. Chapman
Professor M. J. Desai
Professor R. M. Farr
Professor J. Hajnal
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Professor K. R. Minogue
Professor T. P. Morris
(One vacancy)
Officer Responsible: Dr. A. C. Forbes
RESEARCH COMMITTEE
The Director
The Pro-Director
The Librarian
Professor D. R. Diamond (Chairman)
Professor B. Abel-Smith
Dr. G. D. Gaskell
Dr. M. Leifer
Professor K. R. Minogue
Mr. C. A. O'Muircheartaigh
Dr. S. A. Roberts
Dr. N. A. Spence
Professor K. E. Thurley
Dr. M. Walker
Office Responsible: Mr. Quentin C. Maxwell-Jackson
Committees Advisory to the Director
ADMISSIONS COMMITTEE (Undergraduate Courses)
The Director
The Pro-Director | ex officio
Mr. A. J. Beattie (Chairman)
Mr. D. E. Baines (Deputy Chairman)
Mr. R. F. G. Alford
Professor K. Bourne
Professor M. J. Desai
Mr. M. D. Donelan
Mr. G. A. Grün
Dr. C. R. Harlow
Mr. A. Harvey
Mr. K. Klappholz
Dr. M. Leifer
Dr. D. McKay
Professor K. R. Minogue
Dr. J. P. Parry
Mr. D. F. J. Piachaud
Mr. J. Potter
Dr. R. Richardson
Ms. J. M. Rutterford
Ms. H. M. Scoging
Dr. A. E. M. Seaborne
Mr. A. D. S. Smith
Mr. J. J. Thomas
Mr. E. Thorp
(One vacancy)
Officer Responsible: Miss R. Nixon
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Professor J. E. Hall Williams

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ATHLETICS COMMITTEE
 Mr. C. A. O'Muircheartaigh (Chairman)
 Dr. E. A. Kuska (Vice-Chairman)
 The Pro-Director
 Mr. D. W. Balmer
                          nominated by the Academic Board
 Dr. J. E. Stockdale
 Professor K. R. Minogue (representing the Senior Common Room)
 The President of the Athletic Union
 The Internal Vice-President of the Athletic Union
 The External Vice-President of the Athletic Union
 The General Secretary of the Athletic Union
The Treasurer of the Athletic Union
The Assistant General Secretary of the Athletic Union
 Mr. A. Macduff
Mr. D. Phelps (representing the Economicals Club)
Officer Responsible: Mr. N. S. D. Barrett
COMMITTEE ON ADMINISTRATIVE AND LIBRARY STAFFS
The Director (Chairman)
The Pro-Director
Chairman of the Library Committee (Mr. D. J. Sinclair)
The Vice-Chairman of the Academic Board (Professor K. Bourne)
The Vice-Chairman of the Appointments Committee (Professor D. J. Bartholomew)
Mr. P. F. Dawson
                               nominated by the Standing Committee
Professor D. R. Diamond
The Librarian
The Secretary (Dr. Christine Challis)
Officer Responsible: Miss S. M. McKenzie
LIBRARY COMMITTEE
The Director
The Pro-Director
The Librarian
The Chairman of the Library Panel (Sir John Burgh)
                                                            ex officio
The General Secretary of the Students' Union
  (Mr. Elwyn Watkins)
The Graduate Affairs Officer of the Students' Union Executive
  (Mr. Rajan Datar)
Mr. D. J. Sinclair (Chairman)
Professor D. A. Martin (Vice-Chairman)
                                        nominated by the Standing Committee
Mr. R. E. Bird
Sir Frederick Dainton
Mr. A. J. L. Barnes
Dr. M. I. A. Bulmer
Mr. A. Cornford
Mr. G. A. Grün
Dr. C. M. Lewis
                            nominated by the Academic Board
Dr. J. McShane
Mr. W. T. Murphy
Dr. C. M. E. Whitehead
An Academic Governor Member of the Library Panel
Two student members nominated by the Students' Union
(Up to two further outside members)
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Officer Responsible: The Librarian

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EQUIPMENT COMMITTEE
The Pro-Director (Chairman)
The Vice-Chairman of the Academic Board (Professor K. Bourne)
                                                                      ex officio
The Chairman of the Information Technology Committee of the
Academic Board
Two nominees of the Academic Board
One nominee of the central administration
Officer Responsible: Mr. C. J. T. Braybrook
COMMITTEE ON OFFICIAL PUBLICATIONS AND STUDENT PUBLICITY
The Pro-Director (Chairman)
Dr. E. V. Barker (Dean)
Mr. P. F. Dawson (Dean)
Dr. N. Barr
Dr. P. Earle
Dr. R. C. Estall
Mr. R. Freeman
Dr. G. Gaskell
Mr. P. Muchlinski
Mr. J. Potter
Mr. J. J. Thomas
Two Student members nominated
by the Students' Union
Officer Responsible: Mr. P. J. Wallace
INTER-HALLS COMMITTEE
The Director
The Pro-Director
The Warden of Carr-Saunders Hall (Dr. E. A. Kuska) (Chairman)
                                                                  ex officio
The Warden of Passfield Hall (Dr. M. Perlman)
The Warden of Rosebery Avenue Hall (Mr. K. Klappholz)
The Academic Resident of Fitzroy Street Flats (Dr. A. Shaked)
The Academic Resident of Maple Street Flats (Dr. S. Alpern)
Four student representatives resident in the Carr-Saunders complex and comprising two
   students resident in the Hall and one resident in each block of flats elected by the
   Hall Society.
Two student representatives resident in Passfield Hall and elected by the Hall Society.
Two student representatives resident in Rosebery Avenue Hall and elected by the Hall
Officer Responsible: Mr. N. S. D. Barrett
CATERING SERVICES ADVISORY COMMITTEE
The Director
The Pro-Director (Chairman)
Dr. C. M. Phillips
                       representing the Senior Common Room
Miss J. A. Pinney
Miss J. Breen
Mrs. V. M. Burgess | representing the Administrative Staff Common Room
(One Vacancy)
The Senior Treasurer of the Students' Union (Mr. Richard Snell)
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Four student members

Officer Responsible: Mr. N. S. D. Barrett

SAFETY COMMITTEE

Professor M. Zander (Chairman)

Two representatives of the ASTMS

Two representatives of the AUT

One representative of the EETPU

Two representatives of NALGO

Two representatives of the TGWU

One representative of the SOGAT

One representative of the ACCTS

The Bursar

The School Health Service Officer

The Administrative Officer Residences and Catering

The Assistant Personnel Officer

The House Manager

The Deputy Catering Manager

The School Nurse

The Safety Officer

The Library Steward

Three student members
Officer Responsible: Mr. James A. Shaw

COMMITTEE ON THE WELFARE OF OVERSEAS STUDENTS

The Pro-Director

The Welfare Officer of the Students' Union Executive

The Dean of the Graduate School (Mr. P. F. Dawson)

The Dean of the Undergraduate School (Dr. E. V. Barker)

(Advisor to Women Students) Dr. J. E. Stockdale

Mr. J. J. Thomas (Chairman)

Dr. N. A. Barr

Professor I. H. Nish

Mr. J. Potter

Dr. S. A. Roberts

(Vacancy)

The Chairman of the Students' Union Committee on Overseas Students' Welfare

ex officio

Three other members nominated by the Students' Union

Officer Responsible: Miss R. Nixon

# Report by the Director on the Work of the School During the Session 1983-84

1983–1984 was a year of stocktaking for LSE. The University Grants Committee asked all universities to respond to a questionnaire; our response indicates where the School stands and what its aspirations are. The departure of important members of the School has led to a reconsideration of structures as well as objectives. However, the year was by no means one of looking back. New developments were set in train in the central areas of teaching and research as well as in the administration. Physical improvements of the School's facilities have taken place. LSE looks forward to a healthy and happy future.

### The UGC Circular and the School's Response

In order to facilitate its own strategic planning, the University Grants Committee sent out a questionnaire with 28 wide-ranging questions to all academic institutions and organizations. Like others, the School spent much time and effort during the first part of the Session attempting to answer them. Indeed, the UGC questions provided a welcome opportunity for us to look at where we are today, and where we are going. The resulting response has been approved by the Academic Board as well as the Standing Committee of the Court of Governors. It may be regarded as a reflection of the current position of LSE.

The response begins with a few Preliminary Remarks. "Universities are about teaching and research at the highest levels of excellence. The purposes they serve can be attained only if their teaching remains alive by its connection with the advancing frontiers of knowledge, and if teaching and research are recognized as outstanding by those who are in a position to judge. LSE is committed above all to this traditional objective of universities." This statement has a number of implications. The School does not subscribe to a naive notion of "vocationalism" which is so prevalent these days, though it sees no conflict between academic excellence and practical usefulness. The School insists on the contribution of the social sciences to fundamental and applied knowledge. The School regards academic autonomy as a necessary condition of both excellence and usefulness.

"LSE, with over 4,200 students, is now the third largest college in the University of London (University College has over 6,800, Imperial College almost 4,900 students)." It has maintained some of the advantages of a one-faculty school. One-third of all students come from overseas, 45 per cent are postgraduates, 15 to 20 per cent are mature students. "Its peculiar student composition has exposed LSE to a greater extent than others to recent changes in government policy", though their result "demonstrates special opportunities as well as special vulnerabilities".

These become evident in our response to Questions 1 and 2 which have to do with the effect of financial cuts in the past and possible further cuts in the future. The School has responded to cuts by a three-pronged approach: by voicing opposition strongly, by tapping all available resources, and by making savings. The results is by no means all negative, though the consequences of cuts have been severe. "The teaching load of individual teachers has increased; the size of classes has risen above desirable levels; the tutorial loads of teachers are too high; teachers have fewer non-academic staff to assist them; a period of retrenchment has increased the administrative burden on academics; research has suffered as a result of the increased demands of teaching and administrative duties on academics; Library resources have been affected; new appointments have had to be related as much to student numbers as to other academic needs; degree courses in the Department of Language Studies have had to be abandoned altogether." It required special efforts to counter these threats by new academic developments as well as by improvements in existing practices. So far as the future is concerned "The School would like to proceed more systematically in its academic and

general developments. A steady state is the minimum condition for doing so. It would enable LSE to correct some of the decisions which were taken for non-academic reasons. In particular, it would make possible a gradual reduction in student numbers so as to get close to the national staff-student ratio for the social sciences, and the improvement of the quality of what is taught by a shift of resources from academically less promising areas to more promising ones, and by making sure that teaching remains research-led. There would be the possibility of making gradual progress in new fields, while remaining open for major developments where there was a case for them. A steady state would above all make it possible to abandon the piecemeal approach of recent years with its extreme uncertainty, and to turn towards a more strategic approach to development."

It follows from this that further cuts would be highly detrimental. They would put the achievements of the last five years in jeopardy. Indeed, LSE's staff-student ratio of 1:14 has to be brought closer to the national average of under 1:12; "LSE has done much to help itself. It has also relied on the traditional fairness of the Court of the University of London. However, if the consequences of retrenchment on an internationally known academic institution in the social sciences are considered and if the extremely unfavourable unit of resource is taken into account, the School believes that, far from further cuts, it has a strong case for bringing its unit of resource at least into line with the national average."

This then was the thrust of the School's response to the UGC. Other important points were made in response to the remaining 26 questions. We expressed doubt on the validity of estimates of future student numbers; these doubts are widely shared and have been taken into account by the Department of Education and Science. We reiterated the point about academic autonomy in relation to the development of subjects of study and the choice of subjects and approaches in research. At the same time, we pointed out some of our own developments in research, such as the emergence of research units and centres, and the increase in leave entitlements.

With respect to dependence on public funds, the School also has peculiar, perhaps unique experiences. "Such experiences permit a number of conclusions. Even at the best of times, the order of magnitude of private additions to university funding is small by comparison with total needs; appeals for several hundred million dollars, as American universities launch them, are unthinkable in Britain. The 'best of times' require changes in tax legislation, notably in order to encourage companies to give more; but they also require changes in attitude, in the public climate of giving. There is great reluctance on the part of all donors to step in where Government has left; donors clearly prefer new and unusual initiatives to basic funding. The important conclusion is that there will be no substitution of private funds for public funds. There can be a new contract between Government and the voluntary sector in certain areas. This is not likely to yield more than a marginal percentage of total university income. In short, to the extent to which Government withdraws from the financing of universities, universities are threatened."

The School joined many others in defending not only a broad preparation of young people for university courses, but also a healthy mixture of specialization and interdisciplinary co-operation at university level. In doing so, we emphasized the need for maintaining three-year courses. "It should not be overlooked that the duration of courses of study at universities is not simply a function of the amount of knowledge to be imparted and learned, but also one of the gradual maturing of students."

The School re-stated its strong and considered views on tenure, a subject which will figure prominently on the agenda of debate between Government and universities in future years. "In the view of the School, academic tenure is of vital importance, not only as an assurance of academic freedom but also as a pledge of academic commitment on the part of those who are responsible for subjects and their development."

The concluding questions had to do with the UGC itself, its place and its function. There was no full agreement within the School on this; much criticism of the UGC has been voiced in recent years from a number of quarters. Most however accepted the view that changes in the role and place of the UGC are largely due to the breakdown of the

quinquennial system. Without a longer time horizon than has become customary, the UGC cannot act as a buffer between Government and universities. Thus, "the problem of the role of the UGC is real. It is moreover not just one of the UGC, but one of universities and their autonomy. Our response has throughout been informed by the view that universities are about excellence, and excellence requires responsible autonomy. If this is so, then the most urgent need is one for new time horizons of planning. This in turn requires greater certainty of Government funding. At the very least, a guaranteed steady state, coupled with a rolling three-year budget projection, is needed if the valuable asset of Britain's universities is not to be put in jeopardy. Once such assurance is provided, the autonomy of universities will become more real. It will be an almost automatic consequence of such developments that the UGC will re-acquire at least part of its traditional role. Few issues are more important for the maintenance of excellence in the universities of Britain than a planning perspective which provides an element of certainty for a reasonable period of time".

The themes of the School's response are those of its actions. LSE holds a strong and clear belief in the nature of universities of which the twin notions of excellence and autonomy are the pillars. We also recognize the constraints of finance both in general and at this particular time. However, these constraints must not be allowed to destroy one of Britain's great assets. We have spelled out the conditions under which the asset of Britain's universities can be preserved. It remains to be seen how the University Grants Committee reacts to the many, and to some extent varied submissions which it has received. A response by the UGC to the responses of academic institutions is expected at the beginning of the next Session.

### Academic and Financial Developments of the Year

In the meantime, the School did not sit back and wait for others to help. Indeed, 1983–84 was the first year for some time in which the School experienced something approaching a steady state financially. Once again, we operated a "pot" system with respect to appointments. That is to say that a certain proportion of the funds accruing from vacancies is spent on new appointments, with separate "pots" for academic staff and for academic related and non-academic staff. 1983–84, the proportion made available to the "pots" was 90 per cent which meant that we were able to make almost as many appointments as posts fell vacant.

It is important to note that the same principle will operate in 1984–85. This is in part due to the Court grant to LSE. Not only did the University of London grant increase by more than the national average, but within the University the special needs of LSE were recognized. The other main part of our income, that from (overseas) student fees, also seems safe in 1984–85. We do not expect the total number of overseas students to decline, though once again fees had to be set above the minimum imposed by Government.

Despite the operation of a 90 per cent "pot" system, the School has found it right to consider every vacancy on its merits, and to examine requests for new posts along with those for filling vacant posts. This is important: a steady state must not be allowed to turn into a stagnant state. New developments must remain possible, even if they require zero-sum games, that is, if for every new post an old one will have to go. Here, the work of the Appointments Committee on the academic side, and the Committee for Administrative and Library Staffs for all others requires delicate judgements. It is also necessary for all staff to recognize that an element of flexibility does not introduce insecurity, but on the contrary increases opportunities by making the institution more resilient.

On the academic side, new developments had three main motives: deliberate internal decisions, earmarked funds, and additional external moneys. An example for each of these illustrates the work of the School during the Session.

Important internal decisions were taken with respect to the Department of Economics. It is widely appreciated by now that the London School of Economics is

not just a school of economics. At the same time, I have felt throughout my time as Director that the School is as strong as its Department of Economics. The strength of this department is of course not easily measured. The School has never gone in for visible and audible economics, let alone for a particular line of thought about practical matters. LSE has instead striven, within the international context, to advance the frontiers of thought and research. These have involved, in recent years, a change of paradigm, or at any rate of intellectual style, which is not universally popular. It involves essentially a move towards formal models in theory, and mathematical methods both in theory and in econometric analysis. Such formal and mathematical developments have broken down traditional boundaries within economics (for example, between theory and applied economics, but also between labour economics and development economics, etc.). They have also meant that bright young people have risen to considerable prominence, as in some of the sciences. While some are highly critical of these developments, I have supported them, because they seemed to me to show a vigorous intellectual thrust and attract quality.

In recent years, the School has managed to lead in these new developments in economics, while at the same time retaining a number of more traditional and qualitative economists of distinction. Now, two things have happened simultaneously. One is that several of the older economists are retiring at the same time. The other is that some of the younger ones have succumbed to the itch for change. We have a remarkable group of first-rate scholars; but have decided to make a visible effort to add further strength. As a result, six chairs in economics will be filled within a short period: two in applied economics (so-called), one in econometrics, one in development economics, and two others. At the same time, there have been several promotions, so that the Department is going to remain the leading economics department in Britain and one of the leading departments in the world.

A second set of academic developments arises from the fact that both the University of London and the UGC have set aside funds for academic initiatives. This year, the School has benefited greatly from these additional funds. Several of our proposals will now be financed. They include lectureships in mathematics, actuarial science, economic history, social administration, money and banking, and history. Most of these are specifically designed to attract young lecturers whose careers have been stifled at the first step for reasons of university finance. We are delighted to have them. Indeed, since there has been much reference to chairs and professors, it should be added that the School has throughout appointed about ten new lecturers each year, and will appoint a considerably larger number to begin on 1 October 1984.

The third motive of developments is external finance, and here a particularly happy development can be reported. The Suntory-Toyota International Centre has received a further substantial donation from one of the original donors, Suntory Ltd. At a ceremony held in the Founders' Room on 5 July, the President of Suntory, Mr. Keizo Saji, handed over the first instalment of a total of at least £620,000 which will be made available to the Centre over the next five years. The new funds will be used for a variety of purposes, including a major comparative study of the welfare state, and a lectureship in Japanese economic history. The donation confirms the success of ICERD. There is hope that it is not the end of the story of the happy relationship between LSE, the Japan Foundation, and the Japanese donors.

There were of course other developments in external finance, the most important of which related to the LSE 1980s Fund. The Fund now stands at £1.6 million; £323,000 was added during 1983–84. Important cash elements of this increase were the Leonard Schapiro Graduate Studentship Fund (now at £17,000) and the Robert McKenzie Canadian Scholarship (£15,400), as well as additions to the Argov Studentship Fund (which now totals £78,500) and the Baxter-Edey Studentships Fund (which now totals £39,000). Two overseas subsidiaries of British firms have established studentships – for one Turkish and two Chilean students – with a total value of £140,000. In 1983–84, 109 students were given awards from the 1980s Fund, totalling more than £144,000.

Recent initiatives to reach the target of £2 million have included approaches to business firms in Britain. These have not only yielded further moneys, but also new ideas, of which two are being actively pursued: the setting-up of a student loan fund in conjunction with the National Westminster Bank which has promised its support, and the creation of further sponsored studentships by firms at home and abroad.

Academic developments were accompanied by administrative developments. The new Secretary, Dr. Christine Challis, has had an excellent start. She had to divide her considerable energies among a number of things, including the administration itself. In future, there will be a Finance Officer, an Academic Registrar and a Bursar as well as an Appointments Officer and an External Relations Officer, all of whom will be directly responsible to the Secretary. A number of appointments have been made, and the reshaping of the administration will continue, with a view to achieving a fully integrated structure within which everyone can make an effective contribution to the School.

Not all demands on the Secretary's time were expected, let alone planned. Towards the end of the Session, the School has become a building site. This is partly design; we have long needed a new lift in the East Wing. It is partly a response to needs perceived some time ago; the re-wiring of Connaught House was necessary. But partly it is totally unexpected; this is true not only for the discovery of small quantities of asbestos in Connaught House, but above all for the surprising need to reconstruct a considerable portion of the ceilings in the new Library. Such building work tests the nerves, and the patience of everybody. However, its result will be greater safety, efficiency, and comfort.

Student concern during the Session focused on three major issues. The first is student accommodation. Students, staff and governors agree that the School needs more, and more appropriate accommodation for students. So far, a number of apparently hopeful attempts to find such accommodation have in the end come to nothing. However, the search will continue; in future, it will be based on a survey of demand and other precise information. Secondly, students raised the question of access to student files. The School responded by stating clearly that files do not contain political or medical information. But the point was also made that access for students would devalue files and indeed lead to a black market in information which would still remain inaccessible. Thirdly, a survey was conducted to establish whether allegations of sexual harassment of women students had any substance. The survey showed that many students had experienced harassment or felt fear of it, largely from fellow-students, but also from staff. There is much support for the appointment of an advisor to women students. The issue is serious enough to warrant further discussion.

A fourth issue was, curiously perhaps, not really on the agenda of discussions between students and School committees: committee membership. In my last Report, I discussed the issue at some length, made some suggestions, but also indicated that I would prefer not to introduce any changes in my last year. I am glad to say that the relevant committees followed this advice in both respects. There were further, and detailed discussions of the possible merger of the General purposes Committee and the Academic Policy Committee. Discussions focused on the method of electing student members, and on the future role of two sub-committees of the APC, the Graduate School Committee and the Academic Studies Sub-Committee. Some issues were resolved, others not, so that in the end the decision was taken not to force through a change for which the time was after all not yet quite ripe.

### A Ten-Year Balance

Since this is my last Report as Director of the School, there may be a case for looking not just at the Session 1983–84, but at some of the salient points of the ten years during which I had the pleasure of being the academic and administrative head of the School.

These were eventful years, and years in which the mood of the School was determined by many external and internal factors. I had intended the first sentence of each of my Reports to convey something of the mood of the year. Here they are: "On balance, and perhaps a little surprisingly, 1974-75 was a good year for LSE." "For LSE, 1975-76

was a year of exploration, of probing new ideas and possible courses of action." "The story of LSE in 1976–77 is a story of mixed fortunes, of continuity on the one hand and setbacks on the other." "For LSE, 1977–78 was a year of remarkable progress." "1978–79 was, for LSE, a year of quiet progress which ended in a series of shocks." "The story of LSE in 1979–80 is one of success in the face of adversity." "1980–81 was a Session in which the School braced itself for harder times to come." "For LSE, 1981–82 had one dominant theme: how do we reconcile academic quality and financial viability?" "For LSE, 1982–83 has been a year of imminent change." "1983–84 was

a year of stocktaking for LSE."

For our memories, both individually and institutionally (if there is such a collective memory), events are more significant than moods, and indeed each year had its high or low points, sometimes both: 1974-75 - last Quinquennial Development Statement, closure of Houghton Street ("I sometimes dream of it as an open-air area, ..."), first financial problems. 1975-76 - debate about the "British Brookings", completion of Library Appeal and possession of Strand House, new catering arrangements (Pizzaburger, Beaver's Retreat etc.). 1976-77 - the great debate about higher overseas students' fees both within and outside the School, students accept committee membership ("the 1969 offer"), creation of External Relations Committee, Business History Unit, 1977-78 - Strand House re-named Lionel Robbins Building, creation of International Centre for Economics and Related Disciplines (ICERD), Sir Keith Joseph first prevented from speaking, then invited back ("an object lesson in free speech"). 1978-79 - move of the Library, official opening of Lionel Robbins Building by Queen Elizabeth the Queen Mother, the South African investments issue, first expenditure cuts by new Government. 1979-80 - massive cuts in recurrent grant and increases in overseas students' fees, lobby of Parliament, launch of LSE 1980s Fund, completion of moves within the School to space vacated by the Library, 1980-81 - definition of School policy in the face of cuts (no redundancies, promotion on merit continues), increase in (overseas) student numbers, new statutes of University, Swinnerton-Dyer Committee. 1981-82 - gradual stabilization of finances, concern with academic quality (Chapman Report on teaching), the Queen Mother an Honorary Fellow. 1982-83 retirement of Mr. Alcock and Mr. Pike as (joint) Secretaries and appointment of Dr. Challis as new (single) Secretary, discussion of committee structure and student involvement (Cornish Working Party), cleaning of buildings and paving of Houghton Street by anonymous donor. 1983-84 - the "open-air area" is complete, UGC questions and response, further research donation for (Suntory-Toyota) ICERD, academic initiatives, retirements and new appointments.

It was not by choice but by necessity that my Reports contained, from the beginning, a great deal of financial information. These last ten years have seen a fundamental shift in the sources of income of LSE. Table 1 (see page 75) tells a part of the story, though

it requires a few words of interpretation.

First of all, the apparent increase in total income is merely apparent. It really is no more than an adjustment to consistently high levels of inflation. If one adjusts the figures for inflation (and, for the present purpose, defines the 1974–75 position as 100), the School's income has increased in real terms, by 1983–84, by about 10%.

Table 1 shows clearly the impact of what might well be called, by analogy to the oil shocks, the two grant shocks of recent years, the first to become effective in 1977–78 (under a Labour Government), the second in 1980–81 and 1981–82 (under a Conservative Government). During the first of these shocks, the School's recurrent grant declined from just under 80% to just over 60% of total income; during the second shock, it declined further to above 45% of total income. Calling such a change fundamental, or massive, is an understatement.

In both cases, the resulting gap had to be filled above all by student fees. The first grant shock led to a simultaneous increase of home and overseas fees which, in the case of home fees, meant a mere re-cycling of Government funds from central government (responsible for recurrent grants) to local government (responsible for home student

grants and fees). The second shock hit above all, and in effect only, overseas students whose fees now account for very nearly 30% of the total income of the School. Indeed, home student fees were lowered significantly beginning in 1982–83 in one of those absurdly half-hearted policy changes of which the attentive statistical analyst can discover several in Table 1.

Table I also tells the story of the School helping itself, especially if it is read in conjunction with Table 2 (see page 76). Two items deserve attention above all. One is the successful attempt to keep overseas numbers up despite very large increases in fees. More than that, in order to remain financially viable, the School not only had to keep these numbers up, but to increase them by several hundred. (This policy alone explains the sudden jump in total student numbers in 1980–81, as can readily be seen from the breakdown in Table 2.) Such an increase required a major, and speedy effort by the School. It was masterminded by the then Pro-Director, Professor Alan Day. The fact that all members of the School proved prepared for the adjustment has contributed greatly to the present condition of relative financial stability.

It has of course also raised questions. One of these concerns the geographical origin of overseas students. Has our recruitment shifted from poor countries to rich ones? At first sight, this is not the case. Comparing the proportions of overseas students from various parts of the world in 1974–75 and 1983–84, the following picture emerges:

	1974-75	1983-84
Europe	20.1	21.5
Asia	29.1	27.9
North America	30.7	36.2
South America	4.5	3.8
Africa	10.5	9.0
Australia	5.1	1.6

There is, to be sure a detectable increase in the proportion of students from North America, but the proportion of students from Asia and Africa has declined merely from 39.8% to 36.9%. A closer look reveals greater anomalies. The Australian figures apply to Canada also; students from temperature Commonwealth countries have all but disappeared. Among students from Asia, those from Hong Kong, Singapore and also Malaysia are dominant; though it has to be added that we lost our Indian students a long time ago. Still, it can be said that the School's policy to keep not only its overseas students numbers up, but to maintain the characteristic "mix" of countries of domicile, has been successful.

The other question suggested by the School's attempt to help itself to do with academic quality. The shift in sources of finance coupled with largely unchanged patterns of expenditure raises the obvious, and related questions of how well we serve our students, and whether our teachers have the time to continue their research as well as perform their teaching duties. The seriousness of these questions is underlined by the deterioration of staff-student ratios shown in Table 2. The School had long fought for an improvement in its staff-student ratio from the traditional 1:15 or so to 1:10 or better. It had just achieved this objective when the two grant shocks of the last ten years hit it. Today, as we have pointed out in our response to the UGC, LSE has a staff-student ratio well above the national average. I am not proud of this development. In fact, it defines the greatest single task for the future. But I am proud of the way in which members of the staff of LSE have coped with this situation, for I believe it can be stated without rhetoric or hypocrisy that academic quality has not suffered, because everyone has been prepared to make a greater effort.

There is one other aspect of Table 1 concerned with helping ourselves. As can be seen, the proportion of income from "Endowments and Donations" has roughtly doubled over the ten years. The proportion from "Research Grants and Contracts" has also increased significantly. Perhaps, some would doubt the use of the word, significant,

here: after all, the increase in each case is little more than 1%. But then, the introduction of a greater private element into university finance is bound to be an extremely slow and difficult process. Adding 2% of total expenditure by more donations and research grants is a considerable success both by comparison to others and in absolute terms. It is of course a real success only if it is sustained, and more, if it indicates a continuing upward trend.

Table 1 does not reveal income from private sources as such. Research contracts, for example, include contracts from Research Councils. If one sorts out the strictly private element, the cumulative income picture for the ten years is as follows:

1974-75	£ 436,103
1975-76	£ 587,908
1976-77	£ 685,376
1977-78	£ 979,423
1978-79	£2,529,057
1979-80	£4,748,840
1980-81	£5,203,588
1981-82	£5,568,331
1982-83	£6,117,682
1983-84	£7,374,194

A kind person has calculated that this means £2,020 for every day of my directorship. Some other observations may be more to the point. One is that there is fortunately some (inverse) relationship between government grants and private income. At least a small part of the gap left by Government has been filled by our friends and former students all over the world. Then there is the pleasing fact that LSE has been able to keep up its research effort, largely by the generous donations made by the Suntory-Toyota Foundation for which the School owes a lasting debt to Professor Michio Morishima. Furthermore, there is our history of appeals. The Library Appeal, so closely associated with the name of Lord Robbins, was not only a spectacular success in itself, but also left us a legacy of appeal competence which stood us in very good stead indeed. We could not have been as successful with the LSE 1980s Fund as we have been without this competence, though this particular appeal is still far from complete. At the end of the Session 1983-84 £1.6 million of the £2 million sought have been found (and some £550,000 disbursed). The School's capacity in this area will be badly needed when thoughts of an endowment appeal, perhaps in connection with the centenary in 1995, gather momentum.

For the rest, the tables, and notably Table 2, show a picture of remarkable stability. With respect to overseas student numbers, and the geographical origin of students from abroad, this point has already been made. The School has also kept up its high proportion of postgraduates (around 45% of all students throughout). It is hard to attain precise figures about the number of post-experience, or mature students of the School, but from scattered evidence and one attempt at a more systematic survey it would seem that nearly 20% of all students have several years' vocational experience when they come to LSE.

Stability, or more precisely perhaps, stability in change has also been the keyword for staff during these ten years. There has, to be sure, been considerable turnover. Academic staff at LSE did not display the unusual age distribution characteristic of institutions which have grown significantly in the 1960s. Thus, there were retirements and other departures throughout. While the number of professors has remained virtually unchanged in these ten years, only 18 of the 56 professors whom my successor will encounter in the Appointments Committee next year will have been among the 56 professors whom I encountered in 1974.

Statistics tell many stories, but they never tell the whole story. Let me add therefore a few points of policy which have guided me throughout these years. Perhaps principle

or guidelines are better words than policy, because from the beginning, I was convinced that universities do not need policies. What they are about, is always clear; it is excellence. But they need certain principles or guidelines to achieve this objective under changing conditions.

The first of these guidelines or principles is that it is the task of the School's administration to protect the essential purposes of the institution which are academic. Successes and failures of this intention have emerged from the statistical analysis. Today, the School is financially relatively stable, but it also operates at a degree of staff involvement which it may be difficult to sustain, and both statements have to be qualified by reference to the continued uncertainty of the financial and general position of universities, especially in the social sciences.

Protecting the essential purposes means taking a clear position outside, and giving all possible assurances inside. The School has never left any doubt in the minds of Government and the interested public about its views on recent changes in Government policy. These attacks on the very foundations of institutions which are not only strong, but also highly cost-effective, are a strange form of national masochism. In so far as they are directed against the social sciences in particular, they are short-sighted and ill-informed. The uncritical application of market or business considerations to universities shows a naive ignorance of both the realities of business and the requirements of academic excellence. Britain must be careful not to destroy one of those institutions – the universities – which have been, and still continue to be, the envy of the world.

Giving assurances inside means doing everything one can to keep the special institution, LSE, afloat. I have seen my task above all in this objective, and have therefore resisted attempts to draw me into the general realm of university politics. What LSE has done to help itself is well known and has in part been reiterated here. The assurances to staff about job security, promotion opportunities, fairness, are equally important. So is a practice of open government, that is of generous information about the position of the School at all times, coupled with clear lines of responsibility for action. At the risk of being misunderstood, let me add this point of personal conviction: in order to be effective, decisions have to be supported, but it is neither particularly helpful nor necessary to engage in endless committee discussions about all decisions before they are taken. I know that this raises all the old issues of "democratization", but I also know that in universities as elsewhere initiative is as important as control and must never be stifled.

Incidentally, this conviction is also the reason why I have not been very eager to rearrange the existing committee structures or any other structure for that matter. As long as existing structures can be made to work, one should not fiddle with them (although I would also admit that one sometimes has to anticipate the breakdown of structures and make changes before one is forced to do so and can no longer introduce them calmly and with due consideration).

A second guideline is apparently, though only apparently, in conflict with this belief. It has to do with the place of research at the School, and with academic developments more generally. When I arrived, I found a prevalent belief that the School has to be organized in a "tidy" way. Departments were an unfortunate concession to the spirit of the times, and perhaps to size, but above and beyond these there should not be any "units", "centres" or other elements to detract from the clear structure of the whole. I never fully understood such a preference for "tidiness", though I was soon made aware of the perception of the School's history behind it. Insistence on "tidy" structures turns out to be, more often than not, a straightjacket on development. Since we had enough constraints to cope with in these last ten years, it seemed to me from the outset that one must allow new structures to grow where there is a demand, or even an opportunity for them

This is the attitude which underlay the flowering of research at the School in the last ten years. The Suntory-Toyota Centre is the most spectacular illustration. It will provide, from 1984 onwards, at least £350,000 annually for research in virtually all fields

represented at the School. It has already become a focus of academic debate, of international exchange, of interdisciplinary work, of distinguished lectures. But the Centre is by no means the only example of a certain "looseness" of organization. The Economic and Social Research Council finances the large and important Designated Research Centre in Labour Economics, the major project in econometrics, and the Centre for Economic Computing, The Business History Unit has made its mark both within and outside the School. The Decision Analysis Unit advises Government and other institutions and organizations. The Centre for International Studies continues to invite distinguished visitors from abroad. Many other research projects have grown into small units. All these ventures not only serve their obvious purpose, but also contribute to teaching and of course to the academic life, not to say liveliness, of the School in

Similarly, academic subjects have been allowed to grow where there was a desire for them to grow, or a chance. Population studies has now become a strong sub-department with two professors and four lecturers. In the quantitative interstices of economics and statistics as well as mathematics, there have been major developments. More recently, new opportunities have been created for applied economics as well. In law, the international dimension has increased in importance. Turning the Accounting Department into a Department of Accounting and Finance has been more than a change of name. Across departmental boundaries, there has been a new emphasis on Japanese studies, on the comparative analysis of industrial relations, on quantitative economic history. This list is far from complete.

Thus, if I leave to my successor a less than "tidy" structure with many units and centres, and (one hopes) decreasing emphasis on departmental boundaries, it is also one in which initiative flourishes, and the School as a whole remains sensitive to new

departures in the social sciences, to open frontiers.

Relations between the School and the outside world represent one of the perennial issues in the life of LSE. Unlikely as this may sound to some, the School is both monastic in its institutional values and linked in a multitude of ways to the so-called real world. This is entirely as it should be. Were the School to abandon its academic values in order to become a part of the real world, it would lose much of its quality, both in the sense of excellence and in that of uniqueness. This is why the early attempt on my part to introduce a policy studies centre at the School failed. This is also why the School has remained sceptical of all fashionable notions of "relevance", whether they conceal the political bias of the right or the left. Whatever the interests and commitments of its members - and they are as numerous as they should be given our subjects, our history and our location - the School itself provides a framework for integrity, detachment and demanding quality. In this way LSE may well have found the only viable answer to the eternally vexing dilemma of values and (social) science: the combination of individual involvement and institutional independence.

This approach is not in conflict with a third principle by which I have been guided which is that we need to strengthen and make durable our external relations. This is not just a question of economic necessity, though the financial aspect is not to be discounted in relations with friends and former students. It is also a question of constituencies. Fortunately, we have a Court of Governors of which individuals from many walks of life are members. In this way, we are closely linked to the outside world. The LSE Society, our main alumnus organization in the United Kingdom and beyond, has three representatives on the Court. In addition, there are now organized groups of former students in 30 countries, and new ones are added each year. Some of these, like the American Friends of LSE, have an active life of their own, while at the same time helping the School in a variety of ways. Dr. Anne Bohm, in her capacity of External Relations Consultant, has toured the world more than once and encountered much support for the School in many countries. The Alumnus Office at the School keeps track of these developments, works hard to complete and update the register of former students, sends out material including the LSE Magazine. At the same time, all financial links with the world are tied together by the Appeals Office which has undertaken an increasingly complex task with great skill and success. The External Relations Committee, one new committee set up in my time, is now universally acknowledged as a vital part of our structure.

The philosophy underlying such developments is simple. The withdrawal of Government funding from universities requires action by universities themselves. We have acted. The private element of our income is respectable if not spectacular. More importantly, we have developed the constituency of our former students and friends. They remain members of the wider community of LSE. We in turn have gained a

dimension by such developments.

There remains a fourth principle or guideline which I have tried to follow. It is less tangible than the others, because it has to do with the climate prevalent at the School; yet some might argue that it is the most important of all. Academic work cannot flourish in a climate of fear and insecurity, indeed no work can. Academic staff have to see that their primary concerns are not neglected in favour of ultimately secondary matters; supporting staff have to be sure that their place in the scheme of things is appreciated; students have to realize that they have entered a place of learning and exploration. Academic institutions are immensely sensitive in all these respects. Small ripples can cause lasting disturbances. There is more at stake here than the profitability of a business firm. While we still know little about the conditions of creativity, we do know how easy it is to destroy them, and the same is true for that delicate human relationship between magistri and scholares, academic teachers and students.

For LSE is special even as a universitas magistrorum et scholarium. I have sometimes tried to find words to describe this special intellectual climate, but have not succeeded any better than others. Norman Mackenzie speaks of the "positivism" of the Fabians which has turned out to be much more pervasive than their socialism; but I doubt whether the great Karl Popper would like the word. José Harris, in her biography of Beveridge, calls it the "rationalism" of the School, a belief in the victory of reason, that is, of the insistence on the demonstrable, not to say the factual. Not everybody, however, will even wish to match Beveridge's obsession with facts and figures. The Virgilian motto proposed by Edwin Cannan for the School - (felix qui potuit) rerum cognoscere causas still seems to me the best indication of what makes LSE tick, though in one important respect it begs the question; we are no nearer a definition of the climate in which it is

possible to discover the causes of things.

Perhaps, there are more tangible ways of approaching an answer. Among the many kind letters which I received at the end of my LSE time, there was one simply signed "Student" ("I am a student in my first year and would like to send my deepest thanks to you before you leave LSE"): "As soon as I arrived here I was very impressed with your extremely positive image which was felt by both students and teachers. I gather that students take their studies somewhat more seriously now (maybe also due to the unemployment prospects...) whilst still enjoying the friction (the frisson?) of politics and debate. There is no over-exaggerated pride to be a student here; no one is forced to believe such and such about the School; in fact the casualness of it all makes it all the better. Another enjoyable feeling is the incredible amount of intellectual energy which is present throughout the university." It is flattering of "Student" to think I am "the person behind the atmosphere we presently encounter at LSE", but much more important is the atmosphere itself. May it long continue to pervade the School!

#### People and Events

The School is as strong as the people associated with it. This year, there are many whose names must be mentioned.

During the year, we lost five distinguished Honorary Fellows. Professor Sir Roy Allen, who died on 29 September 1983, had been teaching statistics at the School for no less than 55 years; a Memorial Meeting was held in the Founders' Room on 1 March 1984. Professor Raymond Aron died on 17 October 1983: in his Mémoires he describes the Reform Club lunches with Fritz von Hayek and Lionel Robbins during the war. Professor Leonard Schapiro had personally built up the study of Russia at the School; the record of the Memorial meeting held on 23 January 1984 gives a sense of his many contributions as well as the warmth and friendship which he engendered. Dr. Audrey Richards died on 29 June 1984; she had been teaching anthropology at the School at various times between 1931 and 1950, and had been a generous benefactress as well. On 15 May 1984, Lord Robbins died after a long illness. Second only to Sidney Webb's, his name is associated with more than sixty years of the School's life, in which he served it as a lecturer and professor, holder of academic office and chairman of the Court of Governors, as an author and friend. A Memorial Service for Lord Robbins of Clare Market will be held on 11 October 1984. The obituary which I wrote for *The Financial Times* is attached to this Report.

The Honorary Fellows Dinner was held at the School on 22 May, On this occasion six new Honorary Fellows were created: Professor Donald Coleman, Professor Aubrey L. Diamond, H.E. John A. L. Morgan, Sir Antony Part, Professor Amartya K. Sen and Senator John Tower.

Five of the six new Fellows are former students or members of staff. The sixth, Sir Antony Part, occupies a special place among them. Sir Antony served as Vice-Chairman of the Court of Governors from 1978 to July 1984. During that time, he has helped the School in many ways. He took a special interest in student hardship and was instrumental in setting up the inquiry which led to the creation of a Student Support Committee. He was the first chairman of the newly-created governing body of the Library, the Library Panel. He was much concerned with the advancement of applied economics, and not only suggested the creation of a chair in the field to the Standing Committee, but spared no effort to collect the money for what will be the Norman Sosnow Chair in Money and Banking.

A Selection Committee was set up to consider the Chairmanship and Vice-Chairmanship of the Court. It recommended first the extension of the appointment of Sir Huw Wheldon as Chairman until December 1985. Then it suggested the election of Sir John Sparrow as Vice-Chairman. Sir John is a partner of Morgan Grenfell, was head of the Government's Central Policy Review Staff and is a former student of the School. Both appointments were confirmed by the Court of Governors.

There was a change also at the head of the LSE Society when Mrs. Eva Morris, J.P., took over from Mrs. Kit Russell OBE who had held the post since 1977, and to whom LSE is indebted in so many ways.

Mention has been made already of the fact that the Houghton Street precinct was completed. It now provides a welcome improvement of the urban landscape of LSE. At its meeting on 23 May, the Academic Board expressed the gratitude of all at the School by unanimously adopting a motion proposed by Dr. R. C. Estall and Professor E. Hall-Williams:

Great appreciating the transformation of the environment that has been brought about by the cleaning of buildings and the construction of the precinct in Houghton Street, the Academic Board wishes to express its gratitude to the Anonymous Donor.

Once again, a considerable number of our staff are retiring at the end of the Session. They include ten professors, among them several of colleagues who have held academic office: Professor Alan Day, Professor Susan Dev, Professor A. S. Douglas, Professor John Griffith, Professor Emrys Jones, Professor Fred Northedge, Professor Alan Prest, Professor Ben Roberts, Professor Denis Sargan, Professor Basil Yamey. The Librarian, Mr. Derek Clarke, is also retiring, as are the School's Registrar, Mr. Graham Ashley, and the Accountant, Mr. Brian Parkin.

Others retiring in 1984 include two Senior Lecturers, Miss Zofia Butrym and Mr. Keith Panter-Brick, four members of the Library staff Mr. Vic Biswell, Mr. F. W. Blackburn, Miss Margaret Blount and Mr. Kenneth Parsons, six senior administrative

officers: the Director's Assistant Miss Gwen Bingham, the School's Information Officer Miss Shirley Chapman, the Alumnus Officer Miss Ambrosine Hurt, the Personnel Officer Miss Susan Levett, the Bookings and Functions Officer Miss Barbara Powrie, the Administrative Officer of the Economics Department Mrs. Dorothy Williams as well as Miss Pearl Baggot, Mrs. Ethel Baldwin, Mrs. Dorothy Castle, Mrs. Eileen Ellis, Mrs. Mina Lewis, Mrs. Olga Nebel, Mr. John Newton and Mr. John Wackett. The School wishes all of them health and fulfilment in their retirement.

Newly appointed or promoted professors will soon take the place of those who are going. At the beginning of the new Session, the following will join the Appointments Committee: Professor Mervyn King in Economics, Professor Peter Robinson in Econometrics, Professor Ken Minogue in Political Science, Professor Howard Glennerster in Social Administration, Professor Maurice Bloch in Anthropology, Professor Andrew Harvey in Statistics and Econometrics. Several further professorial appointments — in economics, economic history, geography, industrial relations, international relations — will be made in the near future. A new Librarian has been appointed; Mr. Christopher Hunt will take up his duties in February 1985. The new Academic Registrar, Mr. Jonathon Bursey, will join the School early in the new Session.

The end of the Session marks the end of my ten years at LSE. On 1 October, I shall take up my old duties as a Professor in the Faculty of Social Science of the University of Konstanz in Germany. The School has been generous to me to the end. The Honorary Fellows Dinner, the Senior Common Room Dinner, the LSE Society Dinner and a special reception by the Court of Governors on 12 July were all turned into friendly, if somewhat nostalgic, occasions for saying farewell. At the final reception, the portrait painted by Mr. Rodrigo Moynihan was unveiled. To our delight, my wife was included in most of these occasions; her association with the School is almost as long, and certainly as close, as mine.

I have been lucky in my years as a Director right to the end. No-one told me that it was time to make way for someone more active, nor did I sit all alone during my last term at the head of the table (which of course we no longer have) because nobody wanted to talk to me. On the contrary, I have found many friends at the School. Without them, I could not have done the job. The Chairman of the Court, Sir Huw Wheldon, has shown exceptional understanding, commitment and humanity. I shall never forget the warmth and helpfulness of the Pro-Director, Professor Michael Wise, who was there when he was most needed. I remember with affection the others, academics and lay Governors, who held office while I was Director, as well as the administrators with whom I worked closely, many other staff, quite a few students and last, but not least, those invaluable people to whom the School owes so much, the porters.

LSE will forever be a part of my life. Of my professional life, it may well turn out to have been the most important, and is quite likely to have been the most rewarding part. The School is a great academic institution. Its combination of scholarship and commitment, of London and the world, of quality and humanity, of awareness of history and openness for the future, is unique. When I came, I vowed that I would do everything in my power to leave it in as good a state as I had found it. I hope I have succeeded in that objective at least.

It remains for me to wish my successor, Dr. I. G. Patel, luck, good humour and success.

RALF DAHRENDORF September 1984

# LORD ROBBINS: AN APPRECIATION

#### THE TRUE RENAISSANCE MAN

Even if one does not particularly like the phrase "Renaissance man", let alone its generous use today, it is hard to deny that it describes the rare combination of talents and achievements which characterise the long and rich life of Lionel Robbins.

An economist of distinction, a public figure as adviser and servant of governments, a lover and promoter of the arts, chairman of academic and other institutions, a notable author and orator, a true professor – indeed, if one adds up LSE and *The Financial Times*, Covent Garden and the House of Lords, the Committee on Higher Education and many other institutions which he shaped, there can be little doubt that he belongs

"among the most distinguished men of the century".

When Lionel Robbins came out of World War I, in his own words "an awkward, discontented soldier," he had to await a generous mood of his father's to be permitted to read economics at the London School of Economics. He came to LSE in 1920, at the age of 22; and LSE remained the thread which accompanied his life to the end of his days. His first attempt to get away to New College, where he became a lecturer in 1924, did not last long at all; and whereas the second attempt lasted two years, from 1927–29, the school offered him a Chair in 1929, and he returned to stay.

It was Lionel Robbins who presided over Friedrich von Hayek's first lecture at LSE in 1931, and who persuaded Hayek to join him at LSE. Between them, these two great

men determined economics at the School for many years.

Lionel Robbins' contributions to the life of LSE are numerous. In 1937, William Beveridge, during his last year as Director of LSE, accused the Economics Department of the School as being unduly mathematical and theoretical, too "pure". Professor Robbins was incensed. He produced a long memorandum, calling the Director's attention to the need to get his facts right, and underlined a sentence which will amuse many today: "The plain fact is that until this year we have had precisely three teachers in the departments included under Economics by the Director who could be regarded as predominantly "pure" – Professor Hayek, Dr. Hicks, and Mr. Kaldor." What a long way economics has gone since then!

Lionel Robbins too went a long way. But he always remained a political economist in the best sense of the word. His books, whether specific – like Money, Trade and International Relations – or general – like the Essay in the Nature and Significance of Economic Science – all manage to apply historical depth, careful thought, and the critical use of knowledge to real issues. One of his most recent books, Political Economy Past and Present, summarises in style and content the dimensions of Lionel Robbins'

economics.

He was too subtle a scholar to see himself as belonging to any one school. He delighted in pointing out the inconsistencies between Keynes the monetarist and Keynes the

demand-side economist while agreeing with both, to an extent.

He was by no means uncritical about "liberal economics". But somehow he managed to put together the best of many schools of economic thought into a tradition of reasonable thought about the real world. The liberal element was certainly strong in this tradition, but so was a pragmatic bent. Indeed, Lionel Robbins was precisely the kind of economist who is in such short supply today: not overstating his case, but thoughtful, experienced, open and self-critical, and yet not averse to giving specific advice.

The story of Lionel Robbins and the London School of Economics was not free of tensions. For many years, he, as much as Laski, determined the intellectual climate of the School. But when he accepted the chairmanship of *The Financial Times* in 1961, the School showed him its most puritanical side. For one of the least understood aspects of the LSE is that it deliberately closes its shutters to the impurities of the real world around. This is the basis of its indisputable academic quality, its scholarly

incorruptibility: it is also the reason for an otherwise surprising abstinence in practical affairs; no LSE model of the British economy, no British Brookings at LSE.

Professor Robbins had to resign; though he returned soon after as member, and from 1968 Chairman, of the Court of Governors. As such, he was to steer the School through a troublesome period in which he naturally made enemies as well as friends.

But then he offered the institution which had been the centre-piece of his life the greatest gift. By starting and successfully completing a private appeal, and by attracting additional public funds, he enabled LSE to purchase the former warehouse and administrative centre of W. H. Smith's and convert it to library purposes. The school has tried to express its gratitude in turn by naming the new home of the British Library of Political and Economic Science the Lionel Robbins Building.

Long before that, after he had received a life peerage in 1959, Lionel Robbins had already linked his name permanently to LSE by persuading the Garter King of Arms to allow him the unusual style, Lord Robbins of Clare Market, after the street running

through the School.

The chairmanship of *The Financial Times* was but one of several outside commitments of Lionel Robbins. He himself regarded this too as a public commitment. He called *The Financial Times* an "organ of the Press which, like *The Times* and *The Economist*, has become something of a public service". He was a director of *The Economist* between 1960 and 1975 and joined the board of the Economist Intelligence Unit in 1973.

During the war, Lionel Robbins was the Director of the Economic Section of the Offices of the War Cabinet. At the end of the war, he was, with Keynes and others, responsible for designing and establishing the international institutions which served the

world so well until the 1970's.

Then in 1961, Lord Robbins accepted the chairmanship of the Committee of Higher Education. it is conceivable that the "Robbins Committee" and the "Robbins principle" (according to which every gifted 18-year-old should have a chance to go to a university or polytechnic) will be the achievements for which the great man is remembered above all; though his recent book *Higher Education Revisited* as well as a number of speeches in the House of Lords make one wonder just how pleased the author of the principle was about its effects in later years.

In fact, however, Lord Robbins accomplished a breakthrough in the history of British higher education which was no less important than – indeed related to – the Butler Act of 1944 for general education. He established the important fact that education does not end at 18, and he opened higher education for wider groups and purposes.

Now that such principles are under pressure, it is all the more important to emphasise that education is a civil right, not a luxury. This was never denied by Lord Robbins. What he minded in recent years was the disappearance of necessary distinctions in the system of higher education, and above all the disease of over-specialisation. He loved to hold up the more generalist education which he thought was offered "north of the border", in Scotland, as an example.

This picture of a great man would be sadly incomplete without the arts. In his Autobiography of an Economist, Lionel Robbins has described how difficult it was for the child of a strict Baptist family to discover the arts. His wife Iris, and her brother Clive Gardiner, helped. Beginning with the visual arts, Lionel Robbins expanded his interests and pleasure. His chairmanship of the National Gallery marks a happy period of its development.

He was a director of Covent Garden and from all accounts he left a lasting imprint by his combination of enthusiasm and practical sense, love of the arts and understanding

Long after his 80th birthday, Lionel Robbins kept going at a pace which was the envy of many a younger man. He lectured at the LSE, regularly assembling several dozen students of all ages and from many countries to listen to his history of economic thought. He travelled to Latin America, to the U.S. to South-East Asia. He served on committees.

He spoke in the House of Lords. He received friends and gave royally of his charm and wisdom.

It was only after his severe stroke in July 1982 that all this came to an end. Lionel

It was only after his severe stroke in July 1982 that all this came to an end. Lionel Robbins sank into a half-awake life of memories and moments of recognition.

There was an enormous strength in this upright man, coupled with a profound sense of tradition. Perhaps he had to work harder to become a part of this tradition than his easy manner betrayed. But in his later years he certainly became a supreme representative of the best in English culture, its continuity, its civic sense, its compassion. His wife, Iris, was one of the sources of his strength, as were his two children. But he gave more than he took, which is why he engendered not only the respect and admiration of many, but also a fondness which his friends will long cherish.

Table 1
Income by Source 1974-1984\*

	Court Block		DEFECTION OF THE REPORT OF THE PARTY OF THE			ees Overseas and		Endowments and Donations		Research Grants and Contracts		Other Income		Total		Inflation Adjusted	
	1000000	rant	Part-Time		Spec	ial			and con	iracis					Total Court Blo		
	£ '000	%	£ '000	%	£ '000	%	£ '000	%	£ '000	%	£ '000	%	£ '000	%	Income	Grant	
1974-75	3,800	81.3	148	3.2	255	5.5	48	1.0	252	5,4	170	3.6	4,673	100.0	100	100	
		78.6	277	4.6	359	5.9		1000	344	5.7	259	4.3	0.00	K 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	102	99	
1975-76	4,741		100000	100000	10000	- e.c	54	0.9			-		6,034				
1976-77	5,242	77.7	353	5.2	475	7.0	59	0.9	305	4.5	314	4.7	6,748	100 C	105	100	
1977-78	4,525	62.3	1,132	15.6	913	12.6	55	0.7	355	4.9	281	3.9	7,261	100.0	102	78	
1978-79	5,051	62.0	1,254	15.4	998	12.2	105	1.3	416	5.1	326	4.0	8,150	100.0	109	83	
1979-80	6,089	60.1	1,445	14.3	1,280	12.6	253	2.5	616	6.1	449	4.4	10,132	100.0	118	87	
1980-81	7,390	54.5	2,067	15.2	2,429	17.9	239	1.8	817	6.0	614	4.6	13,556	100.0	119	80	
1981-82	6,013	43.4	2,608	18.8	3,427	24.7	300	2.2	874	6.3	636	4.6	13,858	100.0	114	61	
1982-83	6,932	47.3	1,834	12.5	4,078	27.9	328	2.2	863	5.9	613	4.2	14,648	100.0	112	65	
1983-84 provisional	7,091	47.1	1,826	12.1	4,338	28.8	277	1.8	965	6.4	573	3.8	15,070	100.0	110	64	

<sup>\*</sup> Sources: Form 3 (Annual financial return to the UGC). Rates and other Court earmarked grants are not included.

<sup>&</sup>quot;Inflation adjustment" has been made by taking 1974-75 as the base year and adjusting actual total income and Court block grant to 1974-75 prices by applying the CVCP index of national university costs.

Table 2

# ademic Staff and Student Numbers 1974-84

	Studer	Undergraduate	aduate	Postgra	aduate	Home	·**	Overs	Overseas**	Student	Total full-time	Full-time	Staff/student
	full and part- time	No.	%	No. %	%	No.	%	No.	%	FTEst	academic and research staff#	teaching staff	ratio***
4-75	3,721	1,967	52.9	1,754	47.1	2,374	63.8	1,347	36.2	3,300	334	309	1: 10.68
92	3,662	1,931	52.7	1,731	47.3	2,311	63.1	1,351	36.9	3,314	327	298	1: 11.12
77	3,568	1,897	53.2	1,671	8.94	2,226	62.4	1,342	37.6	3,262	324	298	1: 10.95
78	3,622	1,962	54.2	1,660	45.8	2,219	61.3	1,403	38.7	3,380	318	297	1:11.38
- 62	3,696	2,003	54.2	1,693	45.8	2,287	61.9	1,409	38.1	3,441	320	295	1: 11.66
80	3,871	2,103	54.3	1,768	45.7	2,426	62.7	1,445	37.3	3,558	327	303	1:11.74
81	4,404	2,360	53.6	2,044	46.4	2,482	56.4	1,922	43.6	4,083	338	306	1:13.34
-82	4,562	2,514	55.1	2,048	44.9	2,517	55.2	2,045	44.8	4,173	324	298	1:14.00
83	4,376	2,507	57.3	1,869	42.7	2,468	56.4	1,908	43.6	4,101	319	295	1:13.90
84	4,333	2,398	55.3	1.935	44.7	2,454	56.6	1.879	43.4	3.855	314	290	1: 13.29

Includes full-time, part-time, occasionals and single-term students.

Defined by the ordinary country of residence of the student.
 Defined as full-time student equivalents divided by full-time teaching an

paid 1

Total students expressed as "full-time equivalents" as for UGC (Form 3) returns.

# Academic Awards 1983-84

# Scholarships and Studentships Awarded in 1984

(a) Awarded by the School

ENTRANCE SCHOLARSHIPS

Ronald Aaron Aziz Anita Margaret Barker Katherine Emma Barnes Emma Frances Casdagli Kevin Patrick Francis Chu Richard Jonathan Clark Arthur Daniel Hall Anna Jenkins Simon Paul Knapp Neil Rohan Clark McWhinnie Nicholas Mallory Bryan Robert Martin Allan Michael Mason Dominic Michael Moreland Helen Ruth Pitt Mark Douglas Ramsden Peter Raymond Robinson Michael Harold Saunders Atul Manilal Shah Timothy John Twentyman

Delia Ashworth Scholarship Caroline Mary Hopper

UNDERGRADUATE AWARDS

C. S. Mactaggart Scholarships Brenda Margaret Killen David John Morgan Knott Jonathan Stuart Sleeman

Undergraduate Scholarships Linda Mary Blud Katherine Yasmin Gunaratnam Bradley William Franks Catrin Margaret Morrissey

AWARDS OPEN TO UNDERGRADUATES AND POSTGRADUATES

School Scholarship in International Law David Tat Ieong Vong GRADUATE AWARDS

Montague Burton Studentship in International Relations William Bloom Carla Garapedian

Morris Finer Memorial Studentship Wayne Joseph Morrison

Jackson Lewis Scholarship Ali Mahmoud Khadr

Graduate Studentships Javier Andres Domingo Peter Gose Holli Annette Semetko

Graduate Studentships in Social Studies Jan Gregersen Cherim Timothy William Keirn Ann Jocelyn Lane John Ferris Iowe Ross Jon Thorn

IBM Awards for the European Doctoral Programme Eric de Cooman

LSE Students' Union South African Scholarship Anand Singh

Robert McKenzie Studentships Luciana Ballini Brian Lee Crowley

Eileen Power Memorial Studentship Timothy William Keirn

Rosebery Studentship Valerie Sue Reid THE LSE 1980S FUND

The LSE 1980s Fund Undergraduate Scholarship David Tat Ieong Vong

The LSE 1980s Fund Graduate Studentship David Klausner

American Friends of LSE Awards
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Elie Raymond David Canetti
Susan Jane Hart
Kerry William Kircher
Judith Ann Levenfield
William Charles Levine
Elizabeth Anne Neuffer
Richard William Weitz

Argov Studentships Moshe Gammer Ami Klin

Baxter Edey Awards
Chiu Fan Chan
Joao Cotrim de Figueiredo
Christakis John Hjiiossif
Kim Pon Tan
Demetrios Nicolaou Kouselinis
Yau Shing Vincent Kwong
Robin Ann Lawther
Leung Kar Fai
Christopher Wing-Kee Wong

Chandris Awards Michael Matzavinos Leonides Thomas

Lauchin Currie Studentship Santiago Javier Montenegro

W. G. Hart Bursary
Wayne Joseph Morrison

Honda Awards Roberto Oliveira de Aguiar Masakazu Tanaka

ICERD Award
Ilsa Amelia Schumacher

Japan Air Lines Travel Awards Michael Wo Ping Hsu Holly Elizabeth Sherman Joannes Shek Man Wong Kahn-Freund Award Haim Misgav

Henry Luce Foundation Awards
Choon Sam Phoon
Yin Chin Olive Chow
Leung Kar Fai
Low Check Kian
John Lim Yew Kong
Teck Wah Koh
Wong Kia Yin
Alinah Santy Saman

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Abba P. Lerner Studentship Brenda Cohen

Harry G. Johnson Studentship Elie Raymond David Canetti

Sir Arthur Lewis Studentship Barbara Lynn Richard

Daniel Patrick Moynihan Studentship Serge George Jeanneau

Edward Shils Studentship Richard Allen Christian Krasnow

Suntory-Toyota Studentships Manuel Arellano Gonzalez Frank William Arntzenius Francisco Javier Fernandez Macho William Van Vugt

The Third World Foundation
Undergraduate Scholarship
Dilip Lakhani
Alif Lalji Nurani
Rajan Pratapral Raichoora

The Third World Foundation Research Award Mumun-Ur Rashid

(b) Awarded by the University

Madge Waley Joseph Scholarship Karen Ginger Kraus

Loch Exhibition Lydia Ball

Metcalfe Studentship Jo Anne Laws

# Prizes Awarded in 1984

(a) Awarded by the School

Allyn Young Prize Rory Thomas O'Driscoll

Arthur Andersen Prizes Douglas Terence Dean Andrew Dennis Wood

Bassett Memorial Prize
(i) Trade Union Studies
Allan Turner
(ii) Government
Angela Burns

Coopers and Lybrand Prizes Mukesh Kejriwal Victor John Haghani

Deloitte Haskins + Sells Prizes Victor John Haghani Philip David Goldschmidt

Ely Devons Prizes Martin Wall James Peter Fraser Gordon

Ellicott-Hollows Memorial Prize Bradley William Franks

William Farr Prize
Dominic Adam Cock

Morris Finer Memorial Prize in Law Narinder Cheema

Maurice Freedman Prize Jan Cecilia Savage

Gonner Prize David John Morgan Knott

Gougey Essay Prize
David Bradley
Susan Mary Guillim

} Joint Award

Hobhouse Memorial Prize Katherine Yasmin Gunaratnam Matthew John Price

Jessy Mair Cup for Music Nicola Sears

Maxwell Law Prize Gary Henderson

Mostyn Lloyd Prize Mary Davies Jacqueline Mary Viel

} Joint Award

George and Hilda Ormsby Prizes
Undergraduate
Grant Reginald Greatrex
Justin Richard Hopkins
Postgraduate
Tomaso Giuseppe Mano Pompili

Hughes Parry Prize Andrew Philip Le Sueur

Peats Prizes Rory Thomas O'Driscoll Mark Victor Rozario

Raynes Undergraduate Prize Dominic Adam Cock

Norman Sosnow Travel Scholarships Caroline Janet Morgan Aidan Prior

# First Degrees Awarded 1984

B.Sc. (Economics) Final Examination

Honours

Special Subject: Economics, Analytical and Descriptive

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SECOND CLASS

(Upper Division)
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Nicholas William Simon Clements
Fiona Ann Elizabeth Coulter
Anthony William Donaldson
Colin David Holden
David George Reams
Stephen John Ross
Ian Michael Threadgold
Hugh John Watchorn
Richard Harold Young

SECOND CLASS

(Lower Division)
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Richard Anthony Lloyd Evans
Gervas Huxley
Mark Edward Kiff
Desmond Michael O'Brien
Daniel Joseph O'Donoghue

THIRD CLASS

David Mark Anderson Sara Clark Adam Sorab

Special Subject: Econometrics and Mathematical Economics

FIRST CLASS

Athos Nearchou Hadjimitsis Abhinay Muthoo SECOND CLASS

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Robert Edward Deane
Yik Nan Hii
Phivos Vakis
Jonathan Webb
Boh Jin William Yap

SECOND CLASS

(Lower Division)
Robbie Obiechina Adibe
Lim Kee Sen Chan You Fee
Robert Kenneth William Powell
Stuart Ryland Trow

Special Subject: Monetary Economics

FIRST CLASS

Hercules Voridis

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Paul John Herring
Paul Martin Kalms
Paul Stephen Langdon
Peter John Lawlor
Susan Reynolds
William Larry Spiegel
Ruth Thompson

SECOND CLASS

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Siu Ping Chordio Chan
Sok Cheng Choy
Andrew Lawson Dell
Paiboon Kittisrikangwan
Mann Kee Li
Thomas Arthur Rostron
Simon Gareth Taylor
Robert Whittaker

THIRD CLASS

Robert John Jacobs Daniel John Muir PASS

Stephen John Perrins John Clifton Williams

Special Subject: Industry and Trade

FIRST CLASS

Andreas Savva Demetriades Johannes Peter Huth Stephen Martin Johnston Stuart Grant Roden Kevin Watson

SECOND CLASS

(Upper Division) Felipe Maria de Sousa Ferreira Abecassis Juliana Pauline Almeida Chahe Haig Arslanian Helen Bladen Jonathan Charles Brooks Mei Ying Chan Thierry Andrea Cohen Tracey Gardiner Raju Gopalakrishnan Duncan James Green Rehan Shah Khan Stuart Charles Kilpatrick Adrian Charles Lee Christopher Aaron Lever Arman Mansoorian Juan Antonio Nevado Oliver Edward William North Helen Elizabeth Taylor Gary Charles Thompson Ian Harvie Watt

SECOND CLASS

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Gonzalo German Aguirre Arriz
Edwin Thomas Brady
Andrew James Canning
Robert James Carr
Linda Carroll
Militsa Loizou Christodoulou
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Paul John Gardner
Maria Georghiou
Leroy Anthony Henry

Mark Wilson Le Tissier Sassan Mikhtchi David Harry Morris Theodoros Papapetropoulos Richard Martin Pearson Paul James Perkins Niall Vaughan Pickup Michael Probin Rajan Mohandas Sadhwani Andrew Edmund Armstrong Selous Patvinder Singh Michael Charles Harry Solloway Felicia Chee Yun Tong Jonathan Charles Phillip David Virgo Wang Nan Eng Fiona Caroline Waye

THIRD CLASS

Lateef Osayimwense Bello-Osagie Francis Ashu-Arrey Besong Henry Roger Colletta Kishen Raghavji Jethwa Karim-Ud-Din Mian Omonefe Oghene Christopher John Perry Eric Bruce Tanner Giovanni Valeri Manera

PASS

Devinder Ohri Hitesh Harshad Patel

Special Subject: International Trade and Development

FIRST CLASS

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SECOND CLASS

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Mark Stuart Baraniecki
Christopher John Buyers
Richard Anthony Dunn
Jane Cecilia Falkingham
Simon Miller Groom
Ekow Hackman
Steven Tom Hail
Coenraad Jan Kluyver
Dina Mesbah-Khavari
Mark Minford
Gregoire Patel
Gareth John Stoten
Ganeshan Wignaraja

#### SECOND CLASS

(Lower Division) Santokh Singh Bains Stuart Jonathan Ballantine Michael Robert Cockle Simon Cresswell Nico Albert De Beer Mark Hywel Evans Robert Alexander Fedder Michael Arthur Fellows Mark Christopher Hackett Dean Hodge Kevin Lawrence Madden Simon Laurence Meadows Roland Pascal Mosimann Peter John Prince Paulo Antonio Gomes Da Silva Simoes Coelho

#### THIRD CLASS

Yin Wah Chu Surendran Panicker Dominic Richard Rex Sheridan

#### Special Subject: Economic Institutions and Planning

SECOND CLASS (Upper Division) Peter Kendal

SECOND CLASS
(Lower Division)
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Janet Michaela Samols

#### Special Subject: Accounting and Finance

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Steven Andrew Brown
Chiu Fan Chan
Wing Yee Lucy Chan
Dominic Peter Freely
Phillip David Goldschmidt
Richard John Hewitt

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Mukesh Kejriwal
Adebayo Kwashie Konu
Yau Shing Vincent Kwong
Pola Kyprou Kyprianides
Gek Hian Cecil Lee
Laurence Ian Marks
Elias Ioannou Papakyriacou
Loukis Skaliotis
Adrian John Stone
Kim Pon Tan
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Elaine Angela Williams
Andrew Steven Wilson
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#### SECOND CLASS

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Seow Wah Wong Winnie Wong Kia Yin Wong Kah On Yap

#### THIRD CLASS

Nalin Bhushman Chandhok Paris Efthymiades Rebecca Hadjipetri Vivekanand Kavdikar Christopher John Knight Lai Lai Kwan Chrysostomos Costa Philippou Roger Simon Philip Wan Ming Wong

#### Special Subject: Economic History

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Bryony Katherine Dixon
John James Eugene McGhee
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Gregory Mark Knight
Srabani Sen

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#### Special Subject: Government

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Sheila Curran
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Deborah Jane Kent
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#### SECOND CLASS

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Nicola Jayne Messham
John Michael Munford
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SECOND CLASS

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Ivan Pasternak
Michael Leslie Stothard

THIRD CLASS

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Special Subject: International Relations

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Timothy Emmanuel Judah Robert Pszczel

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James Michael Binns
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Special Subject: Social Anthropology

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Special Subject: Philosophy

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Jonathan Richard Gayther
David Robert Gibson
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Leonard Ian Gossels
Barry David Hingston
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Luca Pes
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George Eugene Stylianides
Audrey Ann Whyte

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Howard Jonathan Jaffe
Martin Knowles
Sally Patricia Litherland
Douglas Stephen Lyons
Teresa Anne Mangan
Mark Eric Nottingham
Stephen Daryl Ozin
Anna Isobel Ponting
Indu Rajni Varma
Stephen Charles Virgin

THIRD CLASS

Michael Geoffrey Hayes

Special Subject: Economics and Economic History

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(Lower Division) David Hedison Special Subject: Philosophy and Economics

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Special Subject: Social Policy

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Douglas Thornton Emmett Hayward
Graeme Fardel Kerr

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SECOND CLASS

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SECOND CLASS

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Special Subject: Industrial Relations

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Special Subject: Mathematics and Economics

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B.A. Honours in History

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LL.B Final Examination

FIRST CLASS

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THIRD CLASS

Richard Peter Jemmett Cyrus Faredoon Marchant Kamlesh Vanravan Modi Rosemary Ihuoma Ogbonna

PASS

Teck Wah Koh Vipul Shantilal Vaid

**B.A. French Studies** 

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Elizabeth Anne Jarratt
Timothy Jerome Lamb
Jean Noel Antoine Marie
Ann Murnane
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(Lower Division)
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B.Sc. Main Field Actuarial Science

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Louise Tsia Kuen Kiam

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SECOND CLASS

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Koon Mi Yap
Siew Wah Yap

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Ching Hin Ho

PASS

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B.Sc. Main Field Mathematics and Computing

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Sanjay Kumar Chandarana

B.Sc. Main Field Mathematics with Computing

PASS

Hanna Eva Christina Palme

B.Sc. Main Field Mathematics and Statistics

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(Upper Division) Martin Christopher Uglow

B.Sc. Main Field Statistics and Computing

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(Upper Division)
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SECOND CLASS

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Soh Peck Kheng

THIRD CLASS

Siew En Sim

B.Sc. Faculty of Economics

PASS

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Heather McCracken

SECOND CLASS

(Lower Division)
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Graham David Wilson
Karen Lesley Wilson

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Marc Philippe Pattinson
Simon Bentinck Thomas

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William Clayton Smith

PASS

William Andrew Marcus Busk-Wood Christopher Frank Thompson

B.Sc. Main Field Management Sciences

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Kit Yee Catherine Chung
Thomas Farrar
Jane Geary
Wai Fun Ip
Manigeh Jamshidzadeh
Wai Sum Liu
Nilesh Prataprai Mehta

Efstratios Menegis Chau Ha Poon Mee See Yu

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(Lower Division)
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Sin Ching Chiu
Clive Patrick Heathcote
Michael Kretsis
Marie Anne Pelengaris
Choon Sam Phoon
Burinder Singh Sangha
Chieh Min Shih

THIRD CLASS

Yin King Olive Chow Kim Wah Leung Mui-Ling Liu Eka Uto Nkere Nirad Budhichand Shah Chrysostomos Stephanou

PASS

Teo See Chee

B.Sc. Main Field Mathematics and Philosophy

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(Lower Division)
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B.A. Main Field Social Anthropology

SECOND CLASS

(Upper Division)
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Peter Kershaw Dalby
Joanne Elizabeth Sian Evans
Karen Lindsey Jacobs
Stella Natasha Elizabeth Solomons
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SECOND CLASS

(Lower Division) Carolyn Elizabeth Haysom THIRD CLASS

Simon Garry Ernest Tiffin

B.Sc. Main Field Social Anthropology

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Donna Sookoo-Herbert
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Georgina Holman
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B.Sc. Main Field Social Anthropology and Mediaeval History

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Paraskevi Tsoflias Robert Frederick Wareing

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(Lower Division)
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Chiyuki Uehara

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Dragica Gostic

B.Sc. Main Field Sociology

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Margot Roberts
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B.Sc. Social Science and Administration

FIRST CLASS

Siong Shi Tan

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Alan Dixon
Maria Simone Harty
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Frances Lydia Morgan
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Sheila Quinn
Patricia Eileen Richards
Hannana Siddiqui
Christine Mary Turle

SECOND CLASS

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Melanie Yvette Danielle Palmer
Anne Bernadette Randles
Sharon Ann Taylor

# Higher Degrees Awarded 1983-84

Ph.D.

Michael Hope Allen Caroline Anstey Gholamreza Arabsheibani Maria Del Rosario Pilar Areizaga Aguirre Muhammad Omar Laique Azam Sundat Balkaran Helen Julia Ballhatchet Eileen Vartan Barker Diane Claire Baron Ian James Beardwell Alison Lee Booth Stephen C. Bosworth Paul Edwin Bowles Gordon Hilary Boyce Jocelyn Alyse Boyden Christopher John Brewster

Turner Peter Dokubo Briggs Gopa Chowdhury Marcus Viana Clementino Maria Amalia Comninos Peter Douglas Congdon Stephanie Maxine Cooper Geraldo Magela Costa William Harald Cox Pauline Frances Creasey Patricia Susan Crocker Gillian Hope Darcy Roberto Oliveira De Aguiar Carlos Roberto Del Nero François Des Rosiers Yogesh Laxman Deshpande Philip John Dewe Brigitte Dumas David Dunn Mary Elfreda Eaton Nicholas Phillip Falk Nicholas Floros Ademir Gebara Mark Andrew Goodwin Charles Randall Grant Daphne Clare Mary Habibis Yohannes Habtu John Edward Roy Hargreaves Yu-Feng Ho Stephen Francis Jones David Martin Jones Aglaia Georgios Kalamatianou John Katsoulacos Shirley Patricia Keeble Michael Patrick Kelley Andrew John Kendrick Khong Cho Oon Barrymore John King Susan Gina Lacroix Hing-Man Leung Christos Lyrintzis Anne Louise Martin Collin William Meade Johnny Roberto Meono Segura Catherine Michalopoulou John Micklewright Peter Maitland Milne Jose Enrique Molina Vega John Halstead Moore Lorenzo Moreno-Navarro Mary Susanna Morgan Timothy John Morris Lynda Catherine Mountford Thomas Edward Mullen Jeffrey Dean Myhre Nancy Nadine Nason-Clark

Brian Thomas Nolan Ndifontah Buma Nyamndi Margaret Mary O'Brien Yosef Olmert Michael Stephen Partridge Michael G. Pateras Mario Pianta Declan Quigley Rafael Repullo Labrador Jaime Christopher Jeremy Reynolds Christopher John Rhodes Livi Nancy Mary Rodrigues Furio Camillo Rosati Nicola Rossi Stephen Ryan Yvonne Jansdotter Rydin Ellie Elizabeth Julia Scrivens Susan Jane Seaford Lance Hilary Secretan Partha Sen Charlotte Consuelo Seymour-Smith Michael Francis Smith Kenneth Allen Stanton Ruth Taplin Paul Teague Mun Heng Toh Ing-Wen Tsai Geoffrey Tweedale Harbans Lal Vaid Wesley Kenneth Wark Linda Weiss Edgar Weissenberger Ann Margaret Wilson Michael Patrick Wood June Wyer Nuala Barbara Zahedieh

#### M.Phil.

Stephen Leslie Connock Thongbai Hongviangchan Chantima Ongsuragz Rezene Tesfamariam Paul Esmond Wallace

#### M.Sc.

Aisha Bibi Abdoul Gaffour Aliy Nyongesa Selly Abdu \*Jonathan Moss Aberman Susan Lynn Abs Kofoworola Adeniji-Adele

\*Mark of Distinction awarded

Sunlola Oladipo Adedamola Agbetayo Ines Aguirre Mohammad Rafique Ahmed Gary Edward Aitchison Alissa Monique Allard Kojo Amoah-Arko Gitaniali Anand George Antonoulis \*Andrew Mark Appleton Oscar Jesus Aranda Tavera Hilary Jane Archer Luis Alberto Arias Morag Barbara Arneil Lawrence Harry Ashelford Gary Atherton \*Orazio Pietro Attanasio Gail Susan Attridge Erik Orm Autor Susan Melanie Axtell Carlos Ayon Benjamin Nganwa Back-Kamugasha Kwendo Bandi Charles Geoffrey Baragar Marco Barina William Albert Barker Oliver James Batchelor Yasmin Batliwala Terence John Beck \*David Jeremy Bederman Paul Robert Bennett Joseph Antonio Bernardo Rajendar Bhattacharva Susan Barbara Bitterman Karen Lea Block Donald John Bobiash Mark Alexander Bobinski Robert McIntosh Boice \*Paul Boghos Bojelian Caroline Cecile Boss Jack Byron Boyer Ladislao Francisco Brachowicz Rios Jennifer Anne Bradley Edward Craig Brittenham Anthony Alexander Brown Agar Brugiavini Colette Bruynseels Paul Anthony Bullimore Richard Tobias Burbidge Glynn David Burch Roberto Burlando Stephen Burnett Neil Buswell Veronica Wai But Karl Thomas Cain

Laura Marie Calkins

Mary Patricia Callahan John Alexander Campbell Angela Mary Campbell Robert James Campbell Elie Raymond David Canetti Jose Candido Carbajo Antonio Cardone William Roy Carney Helen Caroukis Gennaro Castaldo Benedicto Castellanos Jose Antonio Cerezo Ibrahim Hasan Cevdet Anne Chan Wai Chung Chan Lincoln Kam Cheuk Chan Chun Kwong Roger Chan \*Joseph Chan Cho Wai Chan Hung Tak Alexander Chan Ka Hing Johnny Chan Kin-Hang Chan Kok Wai Peter Douglas Chatfield Jacqueline Huev Ying Chen Tsung Kuang Cheng Yuk Wo Cheng Chia Wen Mei Chia Wen Pat Orieii Chimere-Dan Ah Lek Chong Swee Foon Jasmine Chong Choo Chun Wei Yuen-Yee Chow Martin Donald Chrisney Efymia Christou Androulla Chrysostomou Sai Mooi Chuah Tai Yoon Chung Anna Micaela Ciarrapico Francis Xavier Claro Barry Ronald Cleasby Peter William Clements Colin David Berryhill Clubb Anna Margaret Cohen David Coleman Stephen Beverley Collins Susan Collins Martyn Comer Ion George Constas Christine Cooper Stephen Copping Christopher Juan Costain Dennis Malcolm Cote

\*Mark of Distinction awarded

Thomas Cotoulas Ann Zillah Cotterrell Ian Thomas Cowie Alain Joseph Edmond Cram Roger Stephen Crouch Terence James Cryan John Keiller Cunningham Scheherazade Daneshkhu \*Renee Linda Danziger Taylor Evans Dark Thomas Sidney Davenport Winston Paul David Vicki-Marie Davidson Karen Kimberly Davis Michael Stuart Davis Pauline Adelaide De Boer Diane De Cordova Daniele De Giovanni Carlos De La Serna Alison Dean Raul Hernandez Debuque Virginia Lynne Deely Amar Iqbal Singh Dhaliwal Michael Jeremy Dicks Damaris Jessica Jane Dodds Gisela Dominguez Sally Donnelly Samuel Doria Medina Olga Dourou Michael Anshel Dower Nora Dudwick Peter Richard Dunn Brian George Dunnion Teresa Ruth Dyble Innocent Azuka Echieiile Malcolm Lawrence Edey David Christopher Edwards Jose Efremidis \*Christoph Eichhorn Laura Manuela El-Khazen Mark Jeremy Elam Andi Ellinas Kenneth Manvel Emery Margarita Escalante-Mancillas Anne Akon Ambrose Ntuk Etuk Owen Glendower Evans Richard Michael Evans John Andrew Eveson Maria Susan Exall Kevin John Fairholm Jose Carlos Farinas Anthony Robin Farr Jaime Ferrer Omer Feyzoglu Judith Mary Fido

Lorenzo Figliuoli Barbara Anne Finch Karen Ann Fitzner Thomas Alexander Flaig Geraldine Flanigan Robert Charles Fonow William Francis Foster Kenneth Arthur Fowler Elizabeth Mary Francis Beverly Lee Frantz Dominique Frecaut \*Mark James Froud Sarah Fuller Elisabeth Cecilia Fullick Fung Shuk Yun Bernard Gallagher Gerald Brian Gamer Luis Julian Garcia-Ureta John Spencer Gardiner William David Gavce \*Gerald John Geen Dimitris Georgoutsos Jacqueline Ann Gilchrist Isabella Anne Gillies Maria Cristina Gonzales Ginson Niccolo Dimitri Gioia David William Gittings Mathieu Simon Victor Glasman Sara Yolanda Gomez-Ortigoza Bastarrachea Melinda Gonzalez Hibner Judith Goodwin \*James Peter Fraser Gordon David Harry Grant Amanda Jane Grantham-Hill Andrew Mark Green Stephen Lambert Greenfield Michele Rene Gregory Steven Richard Griffiths David MacKenzie Grimes John Patrick Groarke Hans Jacob Guibeb Diwa Contreras Guinigundo Naveen Gupta Nancy Antoine Haddad Maria Hadjipateras Assefa Hailemariam Siti Fatimah Binti Haji Abdul Rahman Deborah Hall Woo Han Catherine Hanoumi Maureen Elizabeth Harangody Alan Paul Harding

\*Mark of Distinction awarded

Dawn Harding David Paul Harrisson Aqil Mohamed Hadi Hassan Mark Oliver Winton Hastings Willard Wendell Hatch Martha Stacey Hawver Stephen Haxby Francisco Hernandez Prado Joshua Mark Herschlag Owen Jeremy Hicks Julie Elizabeth Hill Andrew John Hirst Jefferson Sidney Hofgard \*Andrew Bernard Holland James George Mark Holland David Robert Hollands Hilary Hopkinson Jonathan David Hopper Dennis Horak Motoko Hori Vernon Christopher Horne \*Hilary Ann Howard \*John Leonard Hoy Louise Hubbard Malcolm Hudson Jacqueline Andrea Hunt Stephen John Hunt Hugh Ian Hutchings Bernd Hutter Anjum Ibrahim Patience Obiajulu Igwara \*Carla Hilda Inclan Mucino Peter Nigel Ingram Maurizio Innamorati Constantine Paraskevas Ioannides Anna Marina Iossifides Ignacio Irarrazaval Linda Monique Iskow Laura Ann Jackson Alistair Mark Jackson \*Maya Lakshmi Jaggi Timothy James Serge George Jeanneau Milenko Jevdovic Sian Lyn Johnes \*Helen Elizabeth Johnys Robert Andrew Jones Wendy Joyce Jones Stephen Morris Joseph Peter Kada Judar Richard George Kabrt Friedrich Wilhelm Kallendorf Ulrich Wolfgang Kamecke Takaaki Kaneko

George Karageorgos Panavotis Karantonis Georgia Louise Kaufmann Artemissia Kavgalaki Margaret Rosemary Keefe Danielle Christiane Keefler Denise Keena Salmeh Masoumeh Khalat-Bari Amar Khiar Khoo Soo Sek Francis Kuria Kimani Viviane Elizabeth Maria King Roger David Kingdon Paul Kingslan Andrew David Klein Timothy Knight Philip James Knowles William Scott Koenig Helen Korali Edmund Koroma Helena Hermina Kotze Tom Paul Kovatchis Richard Allen Christian Krasnow Alfonso Kratter Karen Ginger Kraus Irene Kszyk Theodosia Whitney Kummerfeld Stephan Andreas Kux Yee Man Kwong Gregorios Kyrizopoulos Richard Donald La Belle Brian Edward Lacey Shiu Leung Lai Jane Heather Lalonde Billy Lam Virginia Wai-Man Lam Adewunmi Lamikanra Catherine Rachel Lander Kirsty Lang Carlos Larreategui Dorothyanne Mary Last Ursula Laube Theodore Lance Laufer Shawn Charles Kenneth Lavery Robin Ann Lawther William Harden Lay \*Simon Robert Brough Leadbeater \*Christopher Hugh Ledger Kwok Wah Lee Wai Sing Lee Siew Peng Eddie Lee Lee Ling Linda Lee

<sup>\*</sup>Mark of Distinction awarded

Catherine Brigitte Veronique Lefaivre Steven Joseph Lenahan Diane Toh Ying Leong Leung Shing On Judith Anne Levenfeld David Allan Norman Lever Giles Simon Levete William Charles Levine Lanis-Ruth Levy Susan Elizabeth Lewis Carmen Angelica Li Lau Vanessa Grace Lide Yu Ming Lim Lim Kok Seng Lim Sok Keow \*Lewis Jeffrey Liman Chien-Tong Lin Jan Chien-Chen Lin Deborah Lincoln Eduardo Litonjua Ian William Little Nim Chi Lo William Robert Lodder Andros Loizou Andrew Marc Lomax \*Dolores Lopez Kevin John Lovell Check Kian Low David Alan Lubarsky Michael Patrick Lucas Mao Chu Luo Tak Ming Mak Levy Dingane Mamba Pradeep Kumar Manaktala Leon Charles Mangasarian Dimitrios Ioannis Mangriotis Juan Luis Mansilla Michele Diane Marcus Heather Elizabeth Marsden Jean Martin \*David Fernandes Martin Gary Marx Robert Alan Mason Constantinos Massalas George Mavromaras Peter Kuda Mavunga Francis Richard May Maeve Catherine McCutcheon Peter McDermott David Edward McGovern Winifred Catherine McNeil Maureen Meer Victor Mehmet Rajeshree Anil Mehta

Joseph Brent Melanson Helen Jane Mercer Yolanda Margarita Mevenberg Levcegui Klodwig Venant Mgaya Satya Prakash Mishra Derek Anthony Mitchell Henry Tai Kee Mok Margarita Mondragon-Lohman Stephen Anthony Monroe Samuel Bishop Montgomery David Moody Brendan James Morgan Brian Leslie Morris Richard Benjamin Morris Elizabeth Cambron Morrison \*Sally Claire Morton Xavier Mota-Ramos Ronald Howard Mountain Clare Mariam Muhiudeen Urmila Mukherjee Patricia Susan Mulholland \*Brendan Paul Mullany Elizabeth Anne Muniandy Porfirio Thierry Munoz Ledo Chevannier Mark Munson Marina Murat Karim Murii Stephanie Murphy Shaun Edward Murphy Gareth Donald Myles Shahid Najam Noor Nanii \*David John Needle Rodney Andrew Nenner Elizabeth Anne Neuffer Lee Duane Neumann Johanna Cornelia Neville James Lawrie Newell Deborah Newell Sally Anne Newton Pey Bin Ng Felix Chee Yew Ng Ng Beov Kui Maria Nicoli \*Maria Ligia Noronha Nigel Alan Michael North Raymond Ekperechukwu Nwosu Bakoba Mulati Sibabi Nyukuri \*Una Noel O'Brien Christopher Dunstan Oakes Peter Merrihew Oates

\*Mark of Distinction awarded

Babatunde Olukavode Oderinde Maria Armine Oghanian James Bayo Ogunleye Daisuke Okoshi Peter Ifeanyi Okoye Adegboyega Babatunde Okunade Valerie Lynn Olson Omiat Omongin Fiona Hui-Min Ong Wei Sah Ong Christopher David Orme Malcolm Roy Oster \*John Edward Ostrowski Jonathan David Ostry Omara Otunnu Diedjiga Ouadahi \*Patricia Anne Owens Elizabeth Margaret Page Marcello Palazzi Antonis Panaviotou Fabio Massimo Panetta Constantinos Papadopoulos Eleni Papandreou \*James Farrington Paradise Jin Hei Park Richard Parker Georgios Patsiouras \*Mark Hamilton Pearson Ben Awua Peasah Xi-Zhe Peng Kim Peppiatt Lakmala Santhoshni Perera Jaime Perez-Branger \*Vanessa Perot-Gilbert Suzanne Maree Pezzulli Andrew Martin John Phillips Karen Piligian Howard Pilott David Pintilie \*Stephen David Pipe Breck Thomas Platner \*Tomaso Giuseppe Mario Pompili Eu Tee Por Alice Jacqueline Porter Richard Frank Powell James Robert Powers Bhakti Nendra Prawiro Marc Proulx Romesh Kumar Puri Rebecca Von De Bur Quinn \*Michael Quinn Nikolas Radisic Meharani Ramasamy Salva Kunalen Ramasamy

Christopher John Randall

Tatipaka Gopala Rao Shahnaz Rauf Smaraiit Ray Valerie Sue Reid Gaston Albert Reinesch David Eli Reynolds Patricia Ann Revnolds Anne Constance Rhind Mary Lee Sabourin Rhodes Barbara Lynn Richard Keith Bernard Richburg \*Promchit Rinthakul Martin Kenneth Rispin Stephen James Robertson Paul Noel Rochford Aled William Roderick Angelica Rodriguez-Lopez Gabriela Monica Esperanza Romo De Vivar Y Sandoval David Carl Rose Sylvya Jean Rose David Ross Jonathan Andrew Rothschild Sushanta Kumar Rov Ved Parkash Rustagi Laurean Wenceslaus Rutavisire Stephen Andrew Ryan Shirley Sachi Sagawa Licia Adele Benedetta Salice Hari Sankaran Michael Robert Saunders Ronald Graeme Say John Sayas Robert Charles Scarlett Eleonore Schlaich Martin Ivar Schneider Peter John Scourfield Sachidhanandam Sellasamy Janet Elisabeth Semple \*Sevalv Sen Ariun Senapati Tina Jane Seraf Kathy Shandling Joseph Libulaga Shija Langhorne Cowles Sias Daphne Simotas Anand Singh Kam-Tim Brian Siu Sophie Elizabeth Slingsby Margaret Ruth Smith \*Donald Norman Smith Linda Marie Smith David John Smith

\*Mark of Distinction awarded

James Francis Smyth Kamlesh Solanki Antonio Juan Sosa Lozano David Blair Spever Christine Anne Sporne Karen Margaret Stafford Maria Stamouli John Joseph Kennedy Stanwich Stylianos Stavridis Yanis Stavrou Jacobus Adrianus Johannes Steffens Dimitrios Stegas Palmer Paxton Stoutt Ann Strickland Sonia Maria Stromever Robert James Struthers Gary Paul Styles Tracy Ann Summerwill Chien-Chung Sun Vimala Sundram Anita Suri Maarten Johan Karel Susan Rosemary Bernadette Sweeney Ruth Kathleen Szaszn Nicola Anita Talbot Tan Dek Yam Tan Gock Eng Kwan-Wing Wilfred Tang Susan Eleanor Tarvin Maurizio Tassi Kay Luan Tay Pamela Kay Taylor Teame Tewoldeberhan Cuthbert Theobalds \*Scott Michael Thomas Jonathan Mashe Thomas Panaviotis Christou Tillirou William Patrick Toner Soodabeh Tootoonchian Edward Chaffey Townsend Resit Toygar David Trodden Amy So Lin Tsang Vassiliki Tsarika Alan Tung Ng-Kwong Augustine Francis Azubike Udo Luis Carlos Valenzuela Amparo Valle Gregory Charles Van Alystyne Milton Gonzalo Vega Bernal Javier Vega Camargo Andreas Haralabos Vergottis Gabrielle Aufrere Vernon Theo Marie Philippe Anne Verschueren

Siegfried Modesto Antonio Victorina Fabio Villegas Ramirez Henry Benjamin Wall \*Martin Wall Noni Louise Wallace Peter James Walton James Allen Wathan \*Karen Lesley Weaving Neil Anthony Webster Janet Lynn Weinman Richard William Weitz Christopher Howard Henry West Rosemary Anne Whitehouse Carolyn Brown Wick Richard Alan Wilding \*Christopher John Williams Adam Melville Williams Andrew Thomas Williams Stephen Geoffrey Wills Michael Wintroub \*Patrick Hastings Wolfe Judith Caroline Wolfram Roberto Martin Wolnowicz Kam Ming Wong \*Charlotte Mei Leng Wong Joannes Shek Man Wong Helen Wai Ming Wong Kenneth Wong Che-Hin Pablo Wong Gonzalez Sally Wheatley Wood-Marshi Stephen James Woodhouse Jane Elizabeth Woodwark John Morris Worley Christina Anna Wredberg Lynn Roberta Wright Koichi Yajima \*Chee-Yan Yeoh Peter Joel Crownover Young Ivan Chun Kit Yu Robert Hunt Yule Emanuela Zanotti \*David Zeitlyn Ellen Jane Zucker

#### LL.M.

Francis Ebo Kobena Abuah-Quansah Joel Olayinka Adeniran Adesola Olajide Adepetun Paulet Adokpaye Kauser Tanvir Ahmed Aliya Khanum Ahmed Donald Fraser Allen

\*Mark of Distinction awarded

Abolaji Adeyemi Andu David Jeyaraj Appadurai John Victor Augustin Lola Yemisi Babalola Ingrid Imogen Sylvia Baden-Powell Randall Percy Harvey Balcome Marian Susan Anne Bell Bonnie Gayle Bird Alan Trevor Blackwell Beverley Yolanda Byfield Arthur Anthony Carney Nazeer Ahmed Cassim Gabriel Castaneda Cheah Shu Boon Jeremy Man Fai Cheung Carlve Chu Fun Ling Julian David Conlon Fiona Caird Cownie Graham Hugh Damant Ruth Ann Day Victoria Christina De La Ronde Manuel Del Valle Boudewijn Dereymaeker Yashodhara Dhoraisingam Kurukulasooriva Joseph Frederick Noel Dias Gunnar Orn Eggertson \*Jeanette Alice Fahlbusch Txaber Fernandez-Beldarrain Ian Francis Flanagan Gerard Emlyn Forlin Sam Boris Garkawe Peter Leslie Edward Glossop Avesha Tammy Haq Michel Yves Joseph Helie Ioannis Christoforos Horomides Peter Douglas Huev Susan Caroline Hulton Emeka Ugochukwu Igweze Osagie Olufela Imasogie Mary Obereniye Iyama Makbool Iqbal Javaid Gregory Andrew Christopher Jones Sally Njambi Kahara Liselott Margareta Kana Faiz Mohammad Khan Renu Khilnani Damian Thomas King Kerry William Kircher Robert David Allan Knutson Ibidolapo Olufunmilola Koleoso Ching-Sum Helinna Lai Ralph Binford Lake Patrick Colin Lawless

Abiodun Ishola Ismail Layonu

Michael Hal Lee Florence Marie Veronique Lefebvre Martin John Lenihan Johannes Paul Greyling Lessing Tamasin Bernadine Little Diana Conway Loeschmann Paul Lyristis Julie Margaret MacFarlane Harold Maltz Howard Lawrence Mann Lee Ann Marks Marie-Dominique Masse Marc Mayrand Timothy Douglas McFetridge Alan Melnick Michel Menard Reginald Nnorom Mezu Lone Moller Kimball Ian Murray Frederick Harrison Ngatia Mary Victoria Iheanyichi Njoku Valerie-Janette Ogonna Nwodo Timothy Joseph Nyapadi Anne-Marie O'Neill Christopher Nduka Ozongwu Yale Gilbert Phillips Milena Protich Eduardo Quijano-Aponte Roy Peter Rasmusen Marc Richard Rand J. Riklin Sandra Lorraine Robinson Walter Freienmuth Rudeloff Jr. Bibi Manprit Kaur Sangha Steven Mitchell Schiffman Timothy Dillon Scrantom Muhammad Shafee Kirti Chunilal Shah Olamide Fatai Shofolawe-Bakare \*Jill Diane Sinkwich Penelope Alison Smiley Bernardus Maria Polycarpus Smulders Olumide Olusoga Sofowora John Douglas Sparks Abraham Nokwei Tackie Margaret Elizabeth Tarrant Richard Damian Taylor John Taylor Teasdale Teh Meng Teck Dewi Lynn Thomas Gerhard Ronald Toews Maria Triantopoulou

<sup>\*</sup>Mark of Distinction awarded

Sebastien Leon Van Roosmalen Thomas Alex Vetter Sandra Elizabeth Webster Elaine Maude Williams Aklilu Wolde-Amanuel Priscilla Pui Sze Wong Wong Chin Yen James Barry Wright Emil Kwaku Malinovsky Yakpo

#### M.A.

Pedro Fernando Castro Martinez Iris Crawford Josephine Fisher Sarah May Harris Ronald Alan Henkoff Steven Paul Hercher Roger Douglas Howe Robert Michael Jack Shirley Anne Jones Paul James Kemp \*Douglas Allen Lea Jennifer Jane Lewis Jill Money Michael James Peter O'Mahony \*Richard Vyvvan Tristram Parry \*Gerald James Protheroe Catalina Restrepo Gutierrez Liang Tan Steven Michael Tsenti

# DIPLOMA IN INTERNATIONAL LAW (AWARDED BY THE UNIVERSITY OF LONDON) 1983–84

Karen Ann Widess

Claudia Von Fellenberg

DIPLOMAS AWARDED BY THE SCHOOL 1983–84 DIPLOMA IN ACCOUNTING AND FINANCE

Emiro Aristizabal David Saul Blumberg †Clive Hugh Jamieson Coombs Cigdem Semsi Kazim Erkman ††Patrick Gambin †Catriona Edith Gardner Yogesh Gupta Bereket Habte †Stephen Douglas Hays †Anuj Rajinder Kapila Myung-Sook Lee †Lai Keun Looi †Jonathan Paul Kershaw Marshall Richard Hancock Moore †Yayeri Ziribagwa Kaggwa Muwanga Clare Nestor †Shafiq Munnawar Punjani Saniav Sharma †Takayoshi Shinjo Caroline Anne Stanbridge ††Ameen Ali Salim Talib Yvonne Yuet-Fong Tang

#### **DIPLOMA IN BUSINESS STUDIES**

Nobuo Ando Fiona Rachel Appleby Brigitte Bach Daniel Bouchval Marcus Edward Arden Browne Elizabeth Alice Hayter †Carolyn Mary Humphreys †Kivomichi Ito Julian Peter Jones Constantine Kolias Lynda Kommel Takayuki Kuwabara Vivien Margaret Lennard Gerard John Edward McCusker Francis John McDowell Ioannis Moutafidis

†Diploma obtained with Credit ††Diploma obtained with Merit †††Diploma obtained with Distinction †Lubna Samara †Eugene Wayne Weber

#### DIPLOMA IN ECONOMETRICS

††Miguel Delgado Gonzalez

#### DIPLOMA IN ECONOMICS

t†Hvo Seung Ahn †Martine Madeleine Angot Mila Avramovic +++David Shelby Berry Antionette Francesca Bruno †Elizabeth Teresa Callery Jorge Alfonso Diaz †Anh-Thu Dinh ††Yasuvuki Fujii ††Sarah Jane Angharad Jones Richard Louis Kevser †††Tor Jakob Klette ††Erika Charlotte Koppel t†Sau Him Lau †Maria Theresa Lopez †††William Michael MacMillan †George Gravson Berryson Masamba Deborah Ann McFarland ††Ares Michael Michaelides †Anthony Lee Morrison †Barbara Jean Odegaard ttJae-Hyun Park †††Anusart Suwanmongkol †Margitta Helene Wülker

#### DIPLOMA IN GEOGRAPHY

Helene Bellofatto

DIPLOMA IN INTERNATIONAL AND COMPARATIVE POLITICS

Bahman Abedini Abkhareh Mehrdad Alavi Ore Babatunde Amokeodo Stefanie Clare Binet Pilar Bohorquez David Chan Yuk-Cheung Andrew Edward Chapro Chua Poh Yien Olutola Okanlawon Cole †††Lucia Grace Dacorta Elizabeth Hillen Dorsey Maria Gabriela Escovar Musa Hersi Fahiye

Laurence Jav Goldfarb Mary Isabel Harper Ruth Anne Harte Ndukwe Nnana Kalu Maria Malingumu Kashonda Youn Soo Lee Jana Margaret McDonough Pascual Ignacio Navarro Rios Marsha Louise Nosworthy Eileen Mary O'Connor Linus Chukwuemeka Okere †††Jean Louise Oppenheimer Birgan Ozcan Claire Louise Parr Abdelwahab Osman Salih +++Amanda Jane Seward Olivia Sharifi-Shirazi Randolph Reeder Snell Neil Duane Sukoff Alexandre Gaston Tissot Gul Ahsene Tokay

# DIPLOMA IN MANAGEMENT SCIENCES

†Stefanie Ann Cookson Jerre Coyne-Dawson †Karima Badrudin Ali Ramji Madhany ††Alejandro Mejia Philip Baird Shearer †Jo Wah Tong

#### DIPLOMA IN OPERATIONAL RESEARCH

††William James Elliott Soke Chin Hew †Athina Michael Sideri †Patcharapa Srivisarvacha

# DIPLOMA IN PERSONNEL MANAGEMENT

Philip David Brown
Ann Penelope Caldwell
Caroline Margaret Elwell
Fiona Margaret Ferguson
Deborah Jane Green
Moira Anne Kirk
Ester Ernest Kalumuna Kyomwenge
Stephen Law
Jenny Pak Yue Ma
Chuk Ho Ma
Alison Margaret North
Catherine Anne Quinn

†Diploma obtained with Credit ††Diploma obtained with Merit †††Diploma obtained with Distinction

\*Mark of Distinction awarded

James Peter Reed
Roderick Ian Sharp
Penelope Lucy Harriett Smith
Alexander Lewis Swarbrick
Tse Man Shing
Judith Elizabeth Turner
Derek Christopher Walker
James Edward West
Susan Mary Whitehead

#### DIPLOMA IN SOCIAL PLANNING IN DEVELOPING COUNTRIES

Idris Al-Mahdi El-Aesawi
Zeinab El-Tahir El-Nayal
Samir Kumar Ghosh
Rehab Mousa Hanna Haddadin
Frank Gerson Kamenya
Methusella John Keraro
Ghirmai Mebrahtu
Thikhui Mathato Morojele
Muna Hasan Mustafa
Chamb Atonye Nelson-Ebimie
Jacinta Anastasia Wambui Ngari
Adam Isaac Zithari Nkunika
Matshepo Joyce Sekgobela
Petros Tesfagiorgis

# DIPLOMA IN SOCIAL POLICY AND ADMINISTRATION

Lydia Ball
†††Mary Davies
Antonia Mary Holmes
Caroline Mary Hopper
†††Jacqueline Mary Viel

#### DIPLOMA IN SOCIAL PSYCHOLOGY

††Kim McLean Conway Evangelia Kokkaly †Susan Lodge

#### DIPLOMA IN STATISTICS

Fiona Isobel Hird
Patrick Henri Germain Janssens
Grisda Koykul
Nelson Fredrick Ofwono-Ongetichs
Augustine Julius Sheriff

# Research

Secretaries of Divisions of the Staff Research Fund

Economics: Dr. C. R. Bean

Geography/Anthropology: Dr. N. A. Spence

Government: Dr. H. Machin

International Studies: Dr. Antony Polonsky

Legal: Dr. D. A. Chaikin Social: Mr. M. J. Murphy Statistics: Mr. D. W. Balmer

The School is a centre for research and teaching in the social sciences but because of the binary system under which university research is financed, research by teachers at the School is made possible in different ways:

- (a) Much of the research done at the School is carried out by individual members of the staff and receives no support apart from that given indirectly by the School in the form of library, computational and other facilities, and directly in the form of the strictly limited support provided by the School's Staff Research Fund which covers, where possible, expenses of research assistance, travel and field work and usually comprises between £40,000 and £70,000 in any one year. The Fund is disbursed by a School Committee of the same name to the School's Departments which are grouped together for the purpose into seven "Research Divisions". The secretaries of these Divisions are listed above.
- (b) This 'floor' of research support which the University Grants Committee expects the School to provide is supplemented by support from outside sources for some 50 major research projects in the School. This support comes to a large extent from the Research Councils, notably the Economic and Social Research Council, as well as from Government Departments, and foundations such as Nuffield and Leverhulme. The School's Research Committee oversees in general and in the case of particular projects, the conduct of the responsibilities which the School undertakes in accepting this level of outside help for its research.

#### Centre for International Studies

The Centre for International Studies was established as an enterprise in interdepartmental 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 interests has been extended to cover a number of regions including the Middle East and Europe. The Centre assumes administrative responsibility for an interdisciplinary Masters degree in European Studies which has attracted increasing demand.

The Centre is administered by a Steering Committee on which sit members of the Departments of Economics, Law, Government, International Relations and International History. This committee assumes responsibility for recommending the appointment of up to six Visiting Fellows annually from home and abroad. Visiting Fellows are given desk space for a minimum of one term without emolument but with access to the library facilities of the School and the University of London as well as membership of the Senior Common Room. The Fellows are lodged in a majestic oakpanelled room with six alcoves which was part of the School's former library. Although no formal obligations are imposed on Visiting Fellows they are expected to play some part in the intellectual life of the School especially through guest lectures and seminars. In 1984/5 the following Fellows were appointed: Mr. Q. V. S. Bach (ex. M.O.D.); Professor G. Best (ex. University of Sussex); Dr. Rita Cruise O'Brien (ex. University of Sussex); Dr. G. Gill (University of Sydney); Dr. A. Linklater (Monash University)

<sup>†</sup>Diploma obtained with Credit ††Diploma obtained with Merit †††Diploma obtained with Distinction

Michaelmas Term; Ms. Margot Light (University of Surrey) Lent and Summer Terms; Dr. Corazon Siddayao (East-West Centre) Lent Term.

The Centre sponsors a monograph series in the field of International Studies published by the Cambridge University Press. During the current year, the following title has been published: B. J. C. McKercher, *The Second Baldwin Government and the United States*, 1924–1929.

Associated with the Centre is the journal Survey which deals with East-West issues and which came into a special relationship with the School in 1976.

The Centre's Steering Committee consists of Dr. M. Leifer (Chairman, Professor R. Higgins, Professor G. Ionescu, Mr. L. Labedz (Editor, Survey), Dr. P. H. Lyon, Dr. H. Machin, Mr. J. B. L. Mayall, Professor I. H. Nish, Dr. A. B. Polonsky, Mr. P. Reddaway, Dr. A. Sked, Dr. G. R. Smith, Mr. G. H. Stern, Mr. M. D. Steuer, Professor S. Strange, Dr. P. G. Taylor, Professor D. C. Watt, Professor P. J. de la F. Wiles, Mr. P. Windsor.

Business History Unit (Lionel Robbins Building, 10 Portugal Street, London WC2A 2HD)

The Unit has been set up by the School and the Imperial College of Science and Technology to fill an important gap in the historical field, that is the history of business, including technological aspects. The early years of the Unit will be financed by a private appeal which was launched by the two colleges and to which a number of members of the business community have subscribed. Professor Leslie Hannah, its Director, began work in the latter half of 1978 on planning the Unit's activities, and subsequent appointments include Dr. Geoffrey Jones as Lecturer researching on projects on multinational corporations and banking; Dr. Jonathan Liebenau as Research Officer on a project on patents and new technology; Dr. Richard Davenport-Hines as Research Officer on a project on the pharmaceutical industry; Dr. Mari Williams as Research Officer on a project on innovation in scientific instruments; Ms. Susan Crawshaw as the Unit's Administrative Secretary; Dr. D. J. Jeremy as editor of the Dictionary of Business Biography: Dr. Christine Shaw as deputy editor and Ms. Margaret Kiely as research assistant on the DBB; and Ms. Sarah Silcox and Dr. Nuala Zahedieh as research assistants on a project on the history of occupational pensions. Academic visitors to the Unit include Dr. W. J. Reader (working on teaching materials in business history), Dr. H. F. Gospel (on management-industry relations) and Sir Arthur Knight (on government-industry relations).

The financial management of the Unit is in the hands of a Steering Committee on which the School, Imperial College and business are represented. Its members are: Dr. I. G. Patel (Chairman), Professor T. C. Barker (LSE), Mr. M. Caine (Booker McConnell), Rt. Hon. E. Dell (Channel Four Television), Mr. K. Dixon (Rowntree MacIntosh), Sir Arthur Knight, Sir Alastair Pilkington (Pilkington Bros. Ltd), Professor Z. A. Silberston (Imperial College), Mr. M. A. Weinberg.

Academic guidance and support is provided by an Academic Management Committee consisting of: Professor T. C. Barker (LSE), Professor S. G. Checkland (Glasgow), Professor D. C. Coleman (Cambridge), Professor H. C. Edey (LSE), Professor Sir Douglas Hague (Oxford Management Centre), Professor L. Hannah, Sir Arthur Knight (Dunlop), Professor F. F. Land (LSE), Professor D. G. MacRae (LSE), Sir Alastair Pilkington (The Chloride Group), Professor L. S. Pressnell (Kent), Dr. W. J. Reader, Professor B. C. Roberts (LSE), Professor Z. A. Silberston (Imperial College), Professor K. E. Thurley (LSE), Professor Charles Wilson (Cambridge).

#### Suntory-Toyota International Centre for Economics and Related Disciplines

The work of the Centre is directed by the Steering Committee consisting of: The Director, The Pro-Director, the Convener of the Economics Department, the Chairman of the School's Research Committee, and Professor A. B. Atkinson, Professor K. Binmore, Professor B. Carsberg, Professor W. R. Cornish, Professor J. Durbin,

Professor R. M. Farr, Professor H. Glennerster, Professor L. Hannah, Professor M. King, Dr. M. Leifer, Professor I. Lewis, Professor D. G. MacRae, Professor M. Morishima, Professor I. Nish, Dr. T. J. Nossiter, and Professor K. Thurley.

The Planning Sub-Committee consisting of Professors Atkinson, Carsberg, Durbin, Glennerster, King, Morishima, Dr. Nossiter and Professor Thurley meets regularly to consider applications to the Centre for support for research, and to discuss other aspects of the Centre's work.

ST/ICERD finances a wide variety of research by members of the School staff, both inside and outside the Centre. Areas of research recently undertaken include work on the position of school-leavers, on the construction of financial data base, on unemployment, on the UK monetary sector, on pensions in France, and on the economic history of Japan. The Centre also provides funds to support the Saji Research Lectureship in Japanese Economic and Social History.

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

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

Series of seminars are organised in a variety of fields during the year, including the Theoretical Economics Workshop, the International Studies Programme seminars, the Anglo-French Workshop, the Capital Markets Workshop and the Welfare State Programme discussion group and seminars.

The Centre publishes discussion papers relating to the following subjects: Economics, Econometrics, Theoretical Economics, International Economics, International Studies, and Comparative Industrial Relations. The Welfare State Programme also produces a discussion paper series. Five Occasional Papers have been produced and another two are expected during 1985. These are sold by, and are available at the Centre.

The Centre is host to Academic Visitors and Distinguished Visitors from all over the world, welcoming them to participate in the academic life of the School and the University. The Japanese Visitors Scheme, intended to attract younger Japanese scholars working in both Japan and other parts of the world to visit the School, has recently been introduced.

The above activities are financed by the income arising to the Foundation for Economic Research at LSE which was established in 1978 on the basis of funds donated by Suntory Ltd., and the Toyota Motor Company Limited of Japan. In July 1985, a further donation was given to ST/ICERD by Suntory Limited, to support research on the future of the Welfare State, a comparative study of the roles of electronics engineers in Japan, the UK and West Germany, and research on Japanese economic and political history.

#### Decision Analysis Unit

Creating usable scientific knowledge of human decision making is the main purpose guiding the work of the Decision Analysis Unit. Most of the Unit's research is conducted in the field; by helping organisations to improve the quality of specific decisions they are currently facing, much is learned about how real problems are dealt with by individuals and groups, and how they can be helped to do better.

In 1984-85, a variety of industrial organisations asked the Unit to help with problems as varied as allocating a development budget to determining a new strategic direction. A common theme is evident in all this work: high-level decisions in companies are made more complex by the difficulty in balancing several objectives at once. What is good in the short term is often bad in the long term, and the survival of the organisation may well depend on getting the tradeoff right. How this is to be done, particularly where soft

objectives like 'compatibility with corporate mission' or 'synergy with other parts of the organisation' are to be included, is the subject of much of the Unit's work.

Project work during 1984-85 included research (sponsored by ICL's University Research Council) on the problem-solving language of high-level decision makers, development (sponsored by ICL) of decision support technology, research (under an ESPRIT collaboration with STL and Essex County Council) on a functional analysis of office automation requirements, and research (sponsored by the U.S. Army Research Institute for the Behavioural and Social Sciencies) on a structuring language and interactive modules for handling decision problems. During the year, work was completed on an ESRC project that investigated how the processes of making decisions about careers change over time for an individual, and on a project for the Manpower Services Commission in which a computer programme for aiding career decision making in schools was developed and field tested. Work was also completed (in collaboration with Human Reliability Associates) on an approach to assessing human error probabilities using human judgement structured with the help of an interactive computer programme called SLIM-MAUD.

Several organisations took advantage of the Unit's rapid problem solving service, decision conferencing. Problem owners from an organisation come to the Unit for an intensive two-day problem solving session that uses decision technology implemented in on-the-spot computer modelling, to generate a socially-shared representation of the problem that usually leads to a solution and an action plan. During 1984-85, resource allocation and budgeting were the topics of many conferences, with the result that several hundred millions of pounds were reallocated to give improvements in expected benefits as judged by the participants. The technology of decision conferencing has been transferred to ICL, who announced early in 1985 that they will be offering this service.

Software developed in the course of project work is available from the Unit, through the provision of end-user licences. One of the programmes, MAUD, a flexible and user-friendly system that helps people to clarify their objectives and to choose among options, is also being sold by ICL.

The work of the Unit is guided by a Steering Committee whose members include the Pro-Director, Professor D. J. Bartholomew, Professor D. R. Diamond, Professor F. F. Land, Professor R. M. Farr, Professor L. P. Foldes, Mr. Q. Morris, Mr. Roger Miller, Secretary General, Association of Insurance and Risk Managers in Industry and Commerce, Mr. Tom Evans, King's Fund College, and Professor John Hawgood, Durham University.

#### ESRC Centre in Economic Computing

The ESRC Centre in Economic Computing was established at the School in July 1983, following a five year grant from the Economic and Social Research Council (formerly the Social Science Research Council).

The primary role of the Centre is to provide a general purpose 'package' for management and analysis of economic data which can be used by social scientists, who increasingly have a need to use quantitative methods in research but who may require advice and assistance. An important part of the Centre's effort will be directed towards the establishment of an environment in which the difficulties of programming verifying and exploiting new techniques are minimised. Additionally the Centre continually reviews the availability of software for economists, and offers advisory and consultancy services on its use. Work has started on the foundation of an algorithm library of econometric routines and this is linked with the design study for the Centre's econometric package. A program has been developed to access the Central Statistical Office Data Base and this has a number of users, both via the universities network and at universities and polytechnics where it has been installed. The program is currently being prepared for sale to commercial customers. The Centre distributes a regular Bulletin, which includes an Information Service giving details of software and hardware of interest to economists.

The Centre's clients include economists in government and public service, business, universities and polytechnics, and new contacts of this type are always welcome. Visits are made to interested parties to discuss the role of the Centre and aspects of its work and services. Although its principal function is to serve the academic community, the Centre is expected to develop a commercial role and eventually become self-supporting.

Dr. Brian Cooper was appointed Director of the Centre in July 1983 and subsequent appointments include Miss Diana Whistler, Dr. Russell Lloyd, Mr. Frank Srba and Dr. Bahram Pesaran as Research Officers and Mrs. Rosemary Goodwin as the Centre's Secretary. A fifth Research Officer is currently being recruited. The Centre is comfortably accommodated in offices on the fourth floor of the Lionel Robbins building.

The management of the Centre is directed by a Steering Committee consisting of: the Pro-Director (Chairman), Professor D. F. Hendry (Nuffield College), Professor A. C. Harvey (LSE), Professor P. M. Stocker (East Anglia), Dr. B. E. Cooper and Professor K. F. Wallis (Director of the ESRC Macroeconomic Modelling Bureau, Warwick – ex-officio). An Advisory Committee meets annually to discuss the Centre's overall strategy and monitor its progress.

#### Greater London Group

The Group, formed in 1958 by Professor W. A. Robson who remained its chairman until his death in 1980, consists of about 15 members of the academic staff from several departments of the London School of Economics and Political Science together with three members from other colleges of London University. The Group was originally formed to give disinterested evidence to the Royal Commission on Local Government in Greater London. The Group's evidence had a considerable influence on the report of the Royal Commission and even more on the reforms carried out by the London Government Act 1963. Since then it has continued to carry out research into a number of subjects relating to local government in London and the south east region. Published results include:

- S. K. Ruck, London Government and the Welfare Services, Routledge and Kegan Pual, 1963.
- S. K. Ruck, Municipal Entertainment and the Arts in Greater London, Allen and Unwin, 1965.
- Greater London Group, Local Government in South East England, Royal Commission on Local Government in England, Research Studies 1, H.M.S.O., 1968.
- G. Rhodes, The Government of London: The Struggle for Reform, Weidenfeld and Nicolson, 1970.
- G. Rhodes (Ed.), The New Government of London: The First Five Years, Weidenfeld and Nicolson, 1972.
- E. Wistrich, Local Government Reorganisation: The First Years of Camden, Camden Borough Council, 1972.
- M. F. Collins and T. M. Pharoh, Transport Organisation in a Great City: The Case of London, Allen and Unwin, 1974.

The Group has subsequently completed three major research projects. One is an examination of London's labour market with particular reference to the problems of recruitment and retention of staff by large employers in both the public and private sectors of industry. The second is a comparative study of the political process in four London boroughs. Entitled 'Politics and Democracy in Four Selected London Boroughs', it sought to determine what factors influence the policies and resource allocation of the Councils and the methods by which these matters are determined. The Group submitted evidence to the Government on the proposed abolition of the Greater London Council and has examined how London government will work after the abolition of the GLC.

To complement the major publications noted above, the Group also publishes a series of research monographs known as the Greater London Papers (they are listed at the

foot of this note). The current office holders are: Chairman: Professor D. R. Diamond Research Secretary: Dr. M. Hebbert.

#### PUBLICATIONS

Greater London Papers

1. Education in Greater London, A. V. Judges, 2. Theories of Local Government, W. J. M. Mackenzie, 3. The Greater London Boroughs, W. A. Robson, 4. Housing in Greater London, J. B. Cullingworth, 5. Health, Welfare and Democracy in Greater London, D. V. Donnison, 6. Transport in Greater London, E. Davies, 7. Town Planning in Greater London, P. J. O. Self, 8. A Metropolis Votes, L. J. Sharpe, 9. The Heart of Greater London, W. A. Robson, 10. Research in Local Government, L. J. Sharpe, 11. Policies and Politics in Secondary Education, D. Peschek and J. Brand, 12. Town Government in South-East England, G. Rhodes, 13. Some Characteristics of Motorists in Central London, J. M. Thomson, 14. Metropolitan Planning, P. J. O. Self, 15. Labour Supply and Employment Duration in London Transport, John W. Smith, 16. Future of London Government.

Papers Nos. 1, 3, 4 and 6 are out of print; the remainder are available from the Secretary of the Group.

#### Centre for Labour Economics

The Centre for Labour Economics is a part of the Department of Economics. It is one of nine E.S.R.C. Designated Research Centres in the social sciences, to which the Economic and Social Research Council has committed long-term finance. The Centre's major current research is on unemployment, asking why the level of unemployment has been so high, and what can be done about it. The work involves studies of labour demand and supply, as well as of the unemployed themselves. Work is also being done on the relation between inflation and the level of unemployment, and the relation between employment and fiscal and monetary policy. The work is supported not only by E.S.R.C. but also by the Department of Employment and the Esmee Fairbairn Charitable Trust.

The research is being undertaken by Dr. C. Bean, Professor R. Blundell, Professor W. Buiter, Dr. S. Estrin, Mr. R. Jackman, Professor R. Layard (Head of the Centre), Professor D. Metcalf, Mr. J. Moore, Professor S. Nickell, Dr. A. Oswald, Dr. C. Pissarides, Dr. J. Symons, Dr. F. van der Ploeg (all part-time), in collaboration with three research officers and numerous research assistants (most of whom are graduate students).

The Centre produces a series of discussion papers which are available on request. Last year 32 discussion papers were produced, and 19 articles published. The Centre has a regular sequence of overseas visitors (mainly from the U.S.). There is a weekly seminar on unemployment attended by civil servants and academics. There is also an annual conference, which will this year take a concerted look at British economic performance. The proceedings of the last conference, on Trends in Female Labour Supply, were published as a special issue of the *Journal of Labour Economics* early in 1985.

The Centre has a library on the economics of labour, and is associated with the teaching of labour economics to M.Sc. and Ph.D. students. Many research students work in the Centre, either on E.S.R.C. grants or financed by the Centre.

#### Industrial Relations and Work Behavioural Research Unit

This Unit was formed to bring together the research activities of the Industrial Relations department. The overall research programme is under the direction of Professor K. E. Thurley.

Current research includes a study of motor-car industrial relations in West European countries and the USA; a project on the personnel function in the UK; a project on

the attitudes of electronics industry employees in eight countries, a study of the roles of trade union officers and an evaluation of the organisation of the training function.

Institute of Manpower Studies, Mantell Building, University of Sussex, Falmer, Brighton BN1 9RF

An agreement exists between the School and the Institute, which is an independent company limited by guarantee, registered as a charity and located at London School of Economics and the University of Sussex.

The Institute became operational in 1970. It is a professional body which has consolidated and expanded its research, advisory and related work in the fields of manpower management, the operation of labour markets, issues of employment policy, training policy, and youth training and skills analysis. The Institute is specifically concerned with: providing informed comments on manpower issues of national importance; undertaking relevant investigations and research; raising the standards of practice of manpower management in employing organisations; creating a wider understanding of the practical issues involved.

The Institute's extensive education and training programme is concerned particularly with providing short, post-experience courses and management seminars firmly based on its research and advisory activity. It also provides limited opportunities for longer term postgraduate work and for secondments from industry and other employing organisations.

I.M.S. expertise and resources are available to all organisations requiring guidance on the solution of manpower or labour market problems. The Institute has close contact with employers, trade unions, representative associations, and government departments and agencies. Institute staff have built up extensive working relationships throughout the United Kingdom and in other countries.

The Institute's President is Sir Peter Walters, the Executive Chairman is Mr Alan Swinden, the Director is Dr. Clive Purkiss, and the Associate Directors are Mr. Malcolm Bennison and Mr. Richard Pearson. Annual reports, newsletters and lists of publications are available from the Institute.

#### Population Investigation Committee

The Population Investigation Committee, which was established in 1936, is a research group concerned with the study of demographic questions and has been housed at the School since World War II. It is affiliated with the School and acts as adviser on questions of demographic research and teaching.

Since 1948, the Committee has published *Population Studies*, the first English language journal devoted to the subject and one of the world's leading demographic publications. The first editors were Professor D. V. Glass (until his death in 1978) and Mr. E. Grebenik who continues as editor with Professor J. N. Hoberaft and Dr. R. Schofield as associate editors. The journal appears three times a year and has a large circulation, more than 75% of which is made up of overseas subscribers.

A major investigation initiated by the Committee under the direction of Dr. J. W. B. Douglas, was the National Sample Survey of the Health and Development of Children, based on a follow-up study of an appropriately designed sample of children born in one week in 1946 in every area of Great Britain. Many papers and a number of books have resulted from this study, which was taken over by the Medical Research Council in 1962, when the M.R.C. Unit for the Study of Environmental Factors in Mental and Physical illness was set up at L.S.E. When Dr. Douglas retired in 1979, the Unit was transferred to the University of Bristol, with Professor John Colley being appointed as the new Director.

In 1976 the Nuffield Foundation awarded a grant to the Committee to analyse the data on social mobility in the National Sample Survey and several papers resulting from this research have been published.

The Committee's research programme has included studies of the changes in marriage and divorce in England and Wales over the past hundred years and investigations into fertility and birth control practice as well as research into historical demography. Publications resulting from the research include many papers and several books, notably Birth Control Practice and Marital Fertility in Great Britain, by C. M. Langford, The Demography of the British Peerage, by T. M. Hollingsworth and Numbering the People by D. V. Glass. The Committee also co-operated with the Scottish Mental Survey in their follow-up study of Scottish children, which resulted in the publication of many books.

In collaboration with L.S.E., the Committee organised a postgraduate training programme in demography, focused on developing countries by accepting students from developed societies. Since its establishment in 1965, over 300 students have been admitted. A book embodying the results of new methodological research undertaken in connection with the training programme, *Demographic Estimation for Developing Societies*, by N. H. Carrier and J. N. Hobcraft, was published by the Committee in 1971.

In 1981, the Committee set up a small grant scheme to encourage research work in population studies, and grants have been given to enable data to be collected in Italy, Swaziland and Malaysia, as well as in the U.K.

The Committee has received financial support from many bodies, including the Social Science Research Council, the Ford Foundation, the Home Office, the International Planned Parenthood Federation, the Nuffield Foundation, the Eugenics Society, the Simon Population Trust, the Population Council and the Rockefeller Foundation. The Chairman of the Committee is Professor E. A. Wrigley; the Vice-Chairman is Professor J. N. Hobcraft; the Honorary Treasurer is the Government Actuary, Mr. E. A. Johnston; the Research Secretary is Mr. M. Murphy, and the General Secretary is Mrs. D. Castle.

#### Other Aspects of Research

Other aspects of the School related to the pursuit of research are dealt with in other parts of the Calendar where particulars will be found of the resources of the British Library of Political and Economic Science, one of the most important 'tools' for social scientists in the world, and of the Graduate School and the facilities provided for graduate students.

This brief account of the research in relation to the teaching and research staff of the School would not be complete without reference to the important contribution which the School makes by the training of research workers, many of whom thereafter carry their experience to newer centres of social studies both at home and abroad.

#### Computer Services

As members of the University of London, the students and staff of the School have access to the University computer facilities. These comprise the Amdahl 470 V/8 and Cray 1S computers at the University of London Computer Centre (ULCC); the ICL 2988 computer and Distributed Array Processor at Queen Mary College; and the CDC Cyber 855 computer at Imperial College.

The School has two Digital VAX 11/780 computers running VMS, which are used for teaching purposes, job preparation and small scale research projects. They are linked to ULCC and beyond via a network.

Over 100 workstations (mainly BBC micros acting as terminals including 50 in three classrooms) are available to connect to the computers. Interactive graphics facilities are available for use with Tektronix computer display terminals. A PDP 11/34 and a variety of micro computers are also available for use. A Systime 6400 is available for word processing by staff in academic departments.

It is the policy of the University of London to charge all users who are in receipt of research grants with a financial provision for computing the direct cost of computer resources. All other users are entitled to an allocation of computer time for teaching and academic research purposes, although charges will be made for the hire of magnetic tapes or discs, and the use of some consumables.

A computer service comprising computer operating, and programming advisory services, is provided under the Head of the Computer Service. A comprehensive range of programs designed for the use of social scientists is available to members of the School.

# Publications by Members of Staff from 1 August 1983 to 31 July 1984

(This list includes publications that were not available for inclusion in the report for 1982-83.)

# Director's Publications

Reisen nach innen und aussen (DVA, Stuttgart, 1984)

Al di là della Crisi (Laterza, Roma-Bari, 1984)

'Für einen Liberalismus der Zukunft' in J. Morlok (Ed.), Liberale Profile (Seewald Verlag, Stuttgart, 1983)

'Theodor Heuss: zur geistigen Gestalt des Politikers und Publizisten' in M. Vogt (Ed.), Theodor Heuss, Politiker und Publizist (Rainer Wunderlich Verlag, Tübingen, 1984)

'Weltverantwortung und individuelle Lebenschancen' in H. Hamm-Brücher and P. Noack (Eds.), Vom rechten Gebrauch der Freiheit (Stiftung Theodor-Heuss-Preis, München, 1984)

Die Chancen des kleinen Mannes: Ein kritisches Ferninterview mit Ralf Dahrendorf in D. Prokop, Heimlich Machtergreifung: Neue Medien verändern die Arbeitswelt (Fischer Taschenbuch Verlag, Frankfurt a.M., 1983)

Ralf Dahrendorf in Altaf Gauhar (Ed.), Talking about Development (Third World Foundation for Social and Economic Studies, London, 1983)

Wenn der Arbeitsgesellschaft die Arbeit ausgeht' in Krise der Arbeitsgesellschaft? (Verhandlungen des 21. Deutschen Soziologentages in Bamberg 1982, Campus-Verlag, Frankfurt a.M., 1983)

'The Voluntary Sector in a Changing Economic Climate' The Inaugural Arnold Goodman Charity Lecture, 29 November 1983 (Charities Aid Foundation, Tonbridge, 1983)

'In Defence of the English Professions' Jephcott Lecture delivered to the Royal Society of Medicine, 31 October 1983 (Journal of the Royal Society of Medicine, Vol. 77, March 1984)

'Die geistige und politische Freiheit in der Massendemokratie' (Liberal, 25, Jahrgang, Heft 12, December 1983)

'Universitäten, Eliten, technischer Fortschritt' (Liberal, 26, Jahrgang, Heft 1, 1984)

# Accounting and Finance

Mr. S. P. Lumby

(With B. V. Carsberg) The Evaluation of Financial Performance in the Water Industry (CIPFA, August 1983)

Investment Appraisal (Van Nostrand Reinhold, 2nd edition, 1984)

(With B. V. Carsberg) 'Privatising BAA: Summary and Overview' in B. V. Carsberg and S. P. Lumby (Eds.), Privatising British Airports Authority: Policies, Prospects and Procedures (Public Money/Faculties Partnership, February 1984)

'The Case Against WACC in Investment Appraisal' (Accountancy, September 1983) (With B. V. Carsberg) 'Current Cost Accounting in the Water Industry' (Public Finance and Accounting, September 1983)

'Capital Investment Decision Making' (The Economic Review, March 1984)

Mr. Christopher J. Napier

'Pension Costs' in D. J. Tonkin and L. C. L. Skerratt (Eds.), Financial Reporting 1983-84: A Survey of U.K. Published Accounts (Institute of Chartered Accountants in England and Wales, 1983)

#### Ms. Janette Rutterford

An Introduction to Stock Exchange Investment (Macmillan Press, 1983)

'Index-Linked Gilts' (National Westminster Bank Quarterly Review, November 1983) (With L. H. Leigh) 'Investor Protection: The Gower Report – Γ (Business Law Review, Vol. 5, No. 4, April 1984)

(With L. H. Leigh) 'Investor Protection: The Gower Report - II' (Business Law Review, Vol. 5, No. 5, May 1984)

'The U.K. Corporate Bond Market: Prospects for Revival' (National Westminster Bank Quarterly Review, May 1984)

#### Dr. M. Walker

(With A. Shah) 'An Empirical Appraisal of Regional Earnings Differentials' (Applied Economics, Autumn 1983)

(With B. Beavis) 'Imperfect Monitoring and the Market for Pollution Licences' (Journal of Public Economics, Autumn 1983)

'Financial Accounting Reports: A Market Model of Disclosure - A Comment' (Journal of Business Finance and Accounting, Autumn 1983)

'Risk Attitudes, Value-Restricted Preferences and Public Choice over Lotteries and Information Systems' (Accounting Review, April 1984)

(With J. Board) 'The Effects of Holding Gain Information on the Stock Market Evaluation of Publicly Quoted Companies' (ICMA Occasional Papers Series, 1984)

# Anthropology

Ms. Mary J. Auckland

'Getting into the Literature' in R. F. Ellen (Ed.), Ethnographic Research: A Guide to General Conduct (Academic Press, 1984)

#### Professor M. E. F. Bloch

(Editor with J. Parry) Death and the Regeneration of Life (Cambridge University Press, 1982)

Marxism and Anthropology: The History of a Relationship (Clarendon Press, Oxford, 1983)

'Death, Women and Power' in M. Bloch and J. Parry (Eds.), op. cit.

'La Séparation du Pouvoir et du Rang comme Processus d'Evolution' in F. Raison Jourde (Ed.), Les Souverains de Madagascar (Karthala, Paris, 1983)

'The Astronauts and the Moon Spirit' (New Society, December 1982) 'Pairs' (The London Review of Books, May 1983)

'Communism and Shamanism' (The London Review of Books, September, 1983)

'The Changing Relationships between Rural Communities and the State in Central Madagascar during the 19th and 20th Centuries' (Rural Communities, Recueil de la Société, Vol. XL, Jean Bodin, 1983)

#### Dr. C. J. Fuller

Servants of the Goddess: The Priests of a South Indian Temple (Cambridge University Press, 1984)

#### Professor I. M. Lewis

Una Democrazia pastorale: Modo di produzione pastorale e relazioni politiche tra i Somali settentrionali (Franco Angeli, Milan, 1983)

'What is a Shaman?' in M. Hoppal (Ed.), Shamanism in Eurasia (Göttingen, 1984) 'Sufism in Somaliland: A Study in Tribal Islam' in A. S. Ahmed and D. M. Hart (Eds.), Islam in Tribal Societies (Routledge and Kegan Paul, 1984) 'The Cannibal's Cauldron' (Research: Contributions to Inter-disciplinary Anthropology, 2, 1983)

'The Past and the Present in Islam: the Case of African "Survivals" (Temenos, Vol. 19, 1983)

#### Dr. Angela Raspin

'A Guide to Ethnographical Archives' in R. F. Ellen (Ed.), Ethnographical Research:

A Guide to General Conduct (Academic Press, 1984)

# **Decision Analysis Unit**

Dr. P. C. Humphreys

Editor and Contributor with O. Svenson and A. Vari) Analysing and Aiding Decision Processes (North Holland Publishing Company, Amsterdam, 1983)

(With D. Berkeley) 'Problem Structuring Calculi and Levels of Knowledge Representation in Decision Making' in R. W. Scholz (Ed.), Decision Making Under Uncertainty (North Holland Publishing Company, Amsterdam, 1983)

(With D. Embrey, E. Rosa, B. Kirwan and K. Rae) 'SLIM-MAUD: An Approach to Assessing Human Error Probabilities using Structured Expert Judgement. Vol. I: Overview of SLIM-MAUD; Vol. II: Detailed Analysis of the Technical Issues' (US Nuclear Regulatory Commission, Vol. I, March 1984; Vol. II, July 1984)

'Levels of Representation in Structuring Decision Problems' (Journal of Applied Systems Analysis, 11, 1984)

(With D. Berkeley and D. Davidson) 'Demands Made on General Practice by Women Before and After an Abortion' (Journal of the Royal College of General Practitioners, 34, 1984)

Dr. L. D. Phillips

'A Theoretical Perspective on Heuristics and Biases in Probabilistic Thinking' in P. C. Humphreys, O. Svenson and A. Vari (Eds.), *Analysing and Aiding Decision Processes* (North Holland Publishing Company, Amsterdam, 1983)

Mr. R. S. Wooler

(With A. Erlich) 'Interdependence between Problem Structuring and Attribute Weighting in Transitional Decision Problems' in P. C. Humphreys, O. Svenson and A. Vari (Eds.), Analysing and Aiding Decision Processes (North Holland Publishing Company, Amsterdam, 1983)
(With D. Zakay) 'Time Pressure, Training and Decision Effectiveness' (Ergonomics,

Vol. 27, No. 3, 1984)

#### **Economics**

Professor A. B. Atkinson

(Editor with F. A. Cowell) Panel Data on Incomes (ICERD Occasional Paper 2, 1983)
(With M. A. King and N. H. Stern) 'Memorandum' in House of Commons Treasury and Civil Service Committee, Structure of Personal Income Taxation and Income Support (HMSO, 1983)

(With H. Sutherland) 'Analysis of Reforms of the Tax/Benefit System' in House of Commons Treasury and Civil Service Committee, Structure of Personal Income Taxation and Income Support (HMSO, 1983)

(With M. King and H. Sutherland) 'The Analysis of Personal Taxation and Social Security' (National Institute Economic Review, No. 106, 1983)

(With J. Gomulka, J. Micklewright and N. Rau) 'Durée du Chômage et Incitations' (Annales de l'INSEE, No. 52, 1983) (With J. Gomulka, J. Micklewright and N. Rau) 'Unemployment Benefit, Duration and Incentives' (Journal of Public Economics, No. 23, 1984)

'Taxation and Social Security Reform: Reflections on Advising a House of Commons Select Committee' (Policy and Politics, Vol. 12, No. 2, 1984)

(With S. P. Jenkins) 'The Steady State Assumption and the Estimation of Distributional and Related Models' (Journal of Human Resources, 1984)

Dr. Nicholas A. Barr

(With G. Hutchinson and A. Drobny) 'The Employment of Young Males in a Segmented Labour Market: The Case of Great Britain' (Applied Economics, Vol. 16, No. 2, April 1984)

Dr. C. R. Bean

'Targeting Nominal Income: An Appraisal' (Economic Journal, December 1983) 'Optimal Wage-Bargains' (Economica, May 1984)

Mr. D. P. C. Blake

'Complete Systems Methods of Estimating Models with Rational and Adaptive Expectations' (European Economic Review, Vol. 24, March 1984)

Dr. Frank A. Cowell

'Public Policy and Tax Evasion: Some Problems' in A. Wenig and W. Gaertner (Eds.), The Economics of the Shadow Economy (Springer Verlag, Berlin, 1984)

Dr. Moshe Efrat

'The Economics of Soviet Arms Transfers to the Third World - A Case Study: Egypt' (Soviet Studies, Vol. XXXV, No. 4, October 1983)

'The Palestinian Population in Lebanon – Facts and Fallacies' (International Problems, No. 3, April 1983)

'Soviet-Third World Trade and Payments: The Case of Egypt - A Reassessment' (International Journal of Middle East Studies, No. 3, July 1984)

Dr. Douglas Gale

Money in Disequilibrium (Nisbet/Cambridge University Press, November 1983)

Dr. Stephen Glaister

Mathematical Methods for Economists (Blackwell, 3rd edition, 1984)
(With M. E. Beesley) 'Information for Regulating: The Case of Taxis' (The Economic Journal, September 1983)

Dr. Stanislaw Gomulka

With A. Nove) East-West Technology Transfer: Econometric Evaluation of the Contribution to the East's Economic Growth (OECD, Paris, 1984)

'Specific and Systemic Causes of the Polish Crisis, 1980-82' (Slavic and Soviet Series, Vol. 5, No. 1-2, Tel-Aviv University, Autumn 1983)

'The Incompatibility of Socialism and Rapid Innovation' (Journal of International Studies, Vol. 13, No. 1, Spring 1984)

(With Jacek Rostowski) 'The Reformed Polish Economic System, 1982/83' (Soviet Studies, July 1984)

Professor Oliver D. Hart

'The Market Mechanism as an Incentive Scheme' (Bell Journal of Economics, Autumn 1983)

With S. Grossman and E. Maskin) 'Unemployment with Observable Aggregate Shocks' (Journal of Political Economy, December 1983)

Dr. Brian Hindley

(Editor) State Investment Companies in Western Europe (Macmillan, 1983)

'What is the Case for State Investment Companies?' in Brian Hindley (Ed.), ibid. (With R. Richardson) 'The Industrial Reorganisation Corporation' in Brian Hindley

(With R. Richardson) 'The National Enterprise Board' in Brian Hindley (Ed.), ibid. 'Trade Policy, Economic Performance, and Britain's Economic Problems' in John Black and Alan Winters (Eds.), Policy and Performance in International Trade (Macmillan,

'The Justice of Economics?' (Review Article of Posner, The Economics of Justice) (The Modern Law Review, November 1983)

Mr. R. A. Jackman

'Money Wage Rigidity in an Economy with Rational Trade Unions' in G. Hutchinson and J. Treble (Eds.), Recent Advances in Labour Economics, Croom Helm, 1984)

(With G. Fethke) 'Optimal Monetary Policy, Endogenous Supply, and Rational Expectations' (Journal of Monetary Economics, March 1984)

'The Rates Bill: A Measure of Desperation' (Political Quarterly, April-June 1984)

Dr. John S. Lane

'Some Problems in Modelling the Optimal Division of a 'Cake' Between an Unknown Number of Participants' (Economic Modelling, Vol. 1, January 1984)

'Normative Modelling and Cost-Benefit Analysis in Population Economics' (Economic Perspectives, Vol. 3, 1984)

Professor P. R. G. Layard

(Editor with C. Greenhalgh and A. Oswald) The Causes of Unemployment (Oxford University Press, 1984)

(With G. Basevi, O. Blanchard, W. Buiter and R. Dornbusch) Europe: The Case for Unsustainable Growth (Centre for European Policy Studies, Paper No. 8/9, May 1984)

Dr. Julian Le Grand

(With R. Robinson) The Economics of Social Problems: the Market vs. the State (Macmillan, 2nd British edition, 1984)

'Equity as an Economic Objective' (Journal of Applied Philosophy, Vol. 1, No. 1, 1984) 'The Future of the Welfare State' (New Society, No. 1124, 1984)

Dr. Jan R. Magnus

'L-Structured Matrices and Linear Matrix Equations' (Linear and Multilinear Algebra,

Mr. D. E. de Meza

'A Growth Theory of a Tenured-Labour-Managed Firm: Comment' (Quarterly Journal of Economics, August 1983)

'The Transfer Problem in a Many-Country World; Is It Better To Give Than Receive?' (Manchester School, September 1983)

'Multinational Companies and National Welfare' (Australian Economic Papers, December 1983)

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Dr. C. A. Pissarides

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## Statistics of Students

## Table A: Undergraduate and Postgraduate Students 1980-81 to 1984-85

REGULAR STUDENTS Full-time	Session 1980-81	Session 1981-82	Session 1982-83	Session 1983-84	Session 1984-85
Full London Degree	2071	2137	2120	1997	1990
Other Undergraduates	167	202	195	203	219
ALL UNDERGRADUATES	2238	2339	2315	2200	2209
Higher Degree	1201	1160	1140	1162	1235
Higher Diploma	200	227	184	180	186
Research Fee	61	86	65	71	68
ALL POSTGRADUATES	1462	1473	1389	1413	1489
ALL FULL-TIME STUDENTS	3700	3812	3704	3613	3698
Part-time					
Full London Degree	13	28	26	26	25
Other Undergraduates		-	1	-	-
ALL UNDERGRADUATES	13	28	27	26	25
Higher Degree	557	553	464	501	511
Higher Diploma	7	13	11	12	19
Research Fee	18	9	5	9	18
ALL POSTGRADUATES	582	575	480	522	548
ALL PART-TIME STUDENTS	595	603	507	548	573
ALL REGULAR STUDENTS	4295	4415	4211	4161	4271
OCCASIONAL STUDENTS	30	41	36	37	41
SINGLE TERM STUDENTS	79	106	129	135	135
TOTAL OTHER STUDENTS	109	147	165	172	176
TOTAL ALL STUDENTS	4404	4562	4376	4333	4447

Table B: Undergraduate and Postgraduate Overseas Students: 1980-81 to 1984-85

	Session	Session	Session	Session	Session
By Country of Domicile	1980-81	1981-82	1982-83	1983-84	1984-85
REGULAR STUDENTS					
First London Degree	471	516 (115)	516 (75)	503 (85)	520 (86)
Other Undergraduates	156	190 (10)	183 (17)	191 (20)	206 (25)
ALL UNDERGRADUATES	627	706 (125)	699 (92)	694 (105)	726 (111)
Higher Degree	978	960 (255)	846 (155)	856 (142)	898 (188)
Higher Diploma	157	180 (34)	142 (7)	124 (12)	154 (17)
Research Fee	73	91 (14)	71 (14)	72 (16)	70 (18)
ALL POSTGRADUATES	1208	1231 (303)	1059 (176)	1052 (170)	1122 (223)
ALL REGULAR STUDENTS	1835	1937 (428)	1758 (268)	1746 (275)	1848 (334)
OCCASIONAL STUDENTS	8	2 (2)	21 (1)	11	6
SINGLE-TERM STUDENTS	79	106	129	122	135
TOTAL ALL STUDENTS	1922	2045 (430)	1908 (269)	1879 (275)	1989 (334)

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

1982-85	
Students,	
Occasional	
and	
Regular	,
Jo	
Analysis	

				1				
		Grand	1195	121	77	06	69	m
-85	NUMBERS	Total	434 394 367	BAR	27 25 25	40 22 22	26 22 22	. 2
SESSION 1984-85	STUDENT NUM	Women	129 108 123	TAE	8 10 8	12 6	8 7 10	Total Total
SE	STOI	Men	305 286 244	0.00	19 15 17	28 22 15	18 17 17 17 17 17 17 17 17 17 17 17 17 17	12'
		Grand	1187	25	80	98	74	7
3-84	NUMBERS	Total	385 365 437	KAA	30 25 25	31 22 33	24 21 29	
SESSION 1983-84	STUDENT NUM	Women	100 122 105	Q.DE	11 8 11	10 8 10	6 10 17	0.20
SE	STUI	Men	285 243 332	444	117	21 14 23	12 11 18	
		Grand	1265	9	78	91	08	8
2-83	BERS	Total	372 434 459	自中岛	25 28 28	24 36 31	26 30 24	. 1.2
SESSION 1982-83	STUDENT NUMBERS	Women	121 97 128	W-E-E	8 111 111	8 4 4 1	13	2
SE	STOI	Men	251 337 331	249	11 14 17	16 22 17	13 15 21	.2.
REGULAR STUDENTS		And the Complete to the	B.Sc. (Economics) 1st year 2nd year 3rd year	Course-Unit Degree B.Sc./B.A.	Geography 1st year 2nd year 3rd year	B.Sc. Mathematics, Statistics, Computing and Actuarial Science 1st year 2nd year 3rd year	B.Sc. Management Sciences 1st year 2nd year 3rd year	B.Sc. Mathematics and Philosophy 1st year 2nd year 3rd year

# Analysis of Regular and Occasional Students, 1982-85 — continued

REGULAR STUDENTS	S	ESSION 1982	2-83		S	ESSION 198	83-84		SE	ESSION 198	34-85	
	STU	DENT NUM	IBERS		STU	DENT NU	MBERS		STUI	DENT NUI	MBERS	
	Men	Women	Total	Grand Total	Men	Women	Total	Grand Total	Men	Women	Total	Grand Total
B.Sc./B.A. Social Anthropology 1st year 2nd year 3rd year	9 3 4	12 17 15	21 20 19	60	3 9 4	15 10 15	18 19 19	56	6 2 9	14 15 9	20 17 18	55
B.Sc. Social Psychology 1st year 2nd year 3rd year	9 2 8	11 16 11	20 18 19	57	4 9 3	15 14 15	19 23 18	60	3 4 8	16 16 12	19 20 20	59
B.Sc. Sociology 1st year 2nd year 3rd year	7 6 13	19 19 15	26 25 28	79	9 6 5	18 17 19	27 23 24	74	8 8 6	24 15 14	32 23 20	75
B.A. French Studies  1st year  2nd year  3rd year  4th year	3 2 2	7 9 11	10 11 13	34	2 3	7 8	9	20	2	150 108 130	9	9
B.Sc. Chemistry and Philosophy of Science (jointly with King's	STU		MKZ P	Grand	ath		NET IN	Grand	žim		135BS	The Is
College) 1st year 2nd year 3rd year	PH OF	1 1 2	1 1 2	4	1 1	EMON THE	84 .	E 10 - 12	- 28	SSION		

## Analysis of Regular and Occasional Students, 1982-85 — continued

REGULAR STUDENTS	SI	ESSION 198	2-83	2.6	SI	ESSION 198	3-84	55	SI	ESSION 198	4-85	
LA YOUR STREET	STU	DENT NUM	IBERS		STU	DENT NUM	MBERS		STU	DENT NUM	MBERS	
subsequent years	1	1	15	Grand	_ 10	***	Total	Grand	Men	Women	Total	Grand Total
2nd year and	Men	Women	Total	Total	Men	Women	Total	Total	Men	VV OIIICII	Total	Total
B.A. Social Anthropology and Mediaeval History				(VOE				1997	4			
1st year	194	138*	475	2	101	154.	455	1	274	157	431	0.00-
2nd year	1	-	1	2	1	-		Alste				646-
3rd year	1007	211-	1601		-0.31		180		13.00		215.	
B.Sc. Social Policy and Administration			120		21		1178		3	23	26	26
1st year	1 74		10	8350			14	175	3	23	100	20
B.Sc. Social Science and Administration	470.3		7059		2539	54347	10		475		743	
1st year	8	12	20	1904	8	11	19	53	6	9	15	29
2nd year	4	14	18	59	4	11	15	33	1	10	14	27
3rd year	4	17	21	103	4	15	19	143	100	10	1110	176
LL.B.	7.3	-	1 5 5		40	47	90		44	41	85	91
1st year	45	29	74	255	43	47	67	249	40	49	89	242
2nd year	60	33	93	255	39 62	28 30	92	249	39	29	68	
3rd year	56	32	88		02	30	72		0,			
LL.B. with French Law	HIGH.	817	53 15,	3345	2	4	7	DEN	4	5	9	2219
1st year	-	4	4	1.4	3	4 3	3	20	2	3	5	27
2nd year	5	5	10	14	5	5	10	20	1	6	7	L
3rd year	-	-		12:300	3	5	10	4	4	2	6	12
4th year												
B.A. History	2.	10	21		11	8	19		8	8	16	
1st year	11	10	21 20	65	10	11	21	61	11	7	18	56
2nd year 3rd year	9	11 15	24	05	10	11	21		11	11	22	
OTHER REGULAR STUDENTS:			Dennie.	BUST TOO	0.00		S CERT					
General Course	105	78	183	183	109	82	191	191	107	99	206	206
Pre-Law Year	103	-	-	-	-	-	-	-	-	-	-	10
Trade Union Studies	11	2	13	13	10	2	12	12	13	3	16	16

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# Analysis of Regular and Occasional Students, 1982-85 — continued

REGULA	AR S	TUDENTS	

SESSION 1982-83

SESSION 1983-84

SESSION 1984-85

	STU	JDENT NUM	IBERS		STU	JDENT NUM	MBERS		STU	JDENT NUN	MBERS	
TOTAL REGULAR	Men	Women	Total	Grand Total	Men	Women	Total	Grand Total	Men	Women	Total	Grand Total
UNDERGRADUATES	1468	874	2342	2342	1387	839	2226	2226	1351	883	2234	2234
OTHER STUDENTS Single Term	63	66	129	129	62	73	135	135	62	73	135	135
Occasional	20	16	36	36	28	9	37	37	21	20	41	41
TOTAL OTHER STUDENTS	83	82	165	165	90	82	172	172	183	93	176	176
TOTAL ALL UNDERGRADUA STUDENTS	TE 1551	956	2507	2507	1477	921	2398	2398	1434	976	2410	2410
M.Sc. 1st year 2nd year and subsequent years	476 81	229 49	705 130	835	453	273 38	726 119	845	475	268 46	743	847
Ph.D./M.Phil. 1st year	109	57	166		97	63	160		154	61	215	
2nd year and subsequent years	294	138	432	598 1604	301	154	455	615	274	157	431	646
LL.M.			-					1000				
1st year 2nd year and	87	49	136	147	99	61	160	174	120	65	185	206
subsequent years	7	4	11	Brand	10	4	14	Grand	12	9	21	Drama
M.A. 1st year	10	DEMI_5	15		13	12	25		21	22	43	
2nd year and subsequent years	3	108	9	24	3	ESSION 198	4	29	2	2 00	82 4	47

# Analysis of Regular and Occasional Students, 1982-85 — continued

REGULAR	STUDENTS

SESSION 1982-83

SESSION 1983-84

SESSION 1984-85

	STU	DENT NUM	IBERS		STU	DENT NUM	MBERS	dane	STU	DENT NUM	BERS	
	Men	Women	Total	Grand Total	Men	Women	Total	Grand Total	Men	Women	Total	Grand Total
University Postgraduate							34				3	3
Diplomas:			1	1		2	2	2	1	2	3	3
International Law Law	-	-	-	1	-	-	-		1	-	1	1
Diplomas Awarded by the School:	-		1				1.3	Į.			10	10
Social Planning	5	5	10	10	8	6	14	14	5	5	10	10
Personnel Management	12	12	24	24	9	12	21	21	-	-	-	.0
Social Administration	2	6	8	8	1	5	6	6	3	8	11	11
Statistics			2		1	2	6		3	2	5	5
1st year	1	1	2	2	4	_	-	. 6	-	-	-	3
2nd year	1	-	T						19.			
Accounting and Finance	22	11	33	2.4	25	9	34	34	28	6	34	35
1st year	22	11	1	34	-	-	-		-	1	1	
2nd year	51	10	31	4 34	10		100	3.2	1		45	1 15
Business Studies	13	8	21	21	13	11	24	25	13	14	27	28
1st year 2nd year	-	-	-	21	1	-	1	- 25	1-	1	1	
Criminal Justice	Man		Total	1500	Men	A CHOICE S	1000	Topa	3	Moment 1	4	3,013
1st year	-	-	-	Ciclad	-	1	1	Grand.	-	1	1	Cirale
2nd year	-		10	10	1	2	7	7	-1	4	5	1
Management Sciences	5	5	10	10	4	3	MARKE		751		100	
Economics	-		20		18	12	30	20	21	14	35	30
1st year	27	12	39	41	18	12	30	30	-	1	1	3,
2nd year	1	1	2 2	2	1	Acres	1	1	2	-	2	

# Analysis of Regular and Occasional Students, 1982-85 — continued

REGULAR STUDENTS	S	ESSION 198	82-83		S	ESSION 19	83-84		S	ESSION 19	84-85	
	STU	JDENT NUI	MBERS	10	STU	JDENT NU	MBERS		STU	JDENT NU	MBERS	
	Men	Women	Total	Grand Total	Men	Women	Total	Grand Total	Men	Women	Total	Grand Total
International and Comparative Politics 1st year 2nd year	21	10 2	31 3	34	16 2	18 1	34 3	37	31	14	45	46
Operational Research 1st year 2nd year	8.1		1	3	1	3	4	4	3	11 P	3	3
Social Psychology 1st year	1	2	3	4	1	2	3	3	2	5	7	8
2nd year Geography	1	40 <u>.</u>	1	1	8	1	1	1	1	2	3	3
Management of Information Systems	34	Ti-	100 5	==7	1	131 <sup>2</sup>	100-	0152	2	137,2	3	3
Research Fee 1st year 2nd year and	47	16	63	70	56	17	73	80	49	28	77	Tola
subsequent years	7	DEM HO	7	10	6	1	7	80	7	2	9	86
STUDENTS	1237	632	1869	1869	1223	712	1935	1935	1296	741	2037	2037
OTAL ALL UNDER- GRADUATE STUDENTS	1551	956	2507	2507	1477	921	2398	2398	1434	976	2410	2410

# Analysis of Overseas Students in Attendance 1982-85 (By Domicile)

		1982-83			1983-84			1984-85	
COUNTRY OF DOMICILE	Under- graduate	Graduate	Total	Under- graduate	Graduate	Total	Under- graduate	Graduate	Total
ordan	1	10	10	3	3.5	5	4	2	2
Algeria		10		-	1	1	-	2	3
Angola	10	316	906	12	376	1/2-	16	404	6.5
Antigua	1	6	7	2	1	1	2	13	2
Argentina	1	14	16	2	22	24	1	22	23
Australia	2	14	5	1	3	4	1	2	3
Austria	2	3	2	2	3	3	1	-	1
Bahamas	3		3	3	1	1	1	2	2
Bahrain	1	1	2	-	1	6	2	3	6
Bangladesh	1	4	5	1	5	6	3	2	4
Barbados	2	-	2	1	-	1	2	11	18
Belgium	5	7	12	7	9	16	1	11	10
Belize	-	-	-	1	-	1	1	-	1
Bermuda	3	1	4	2	1	3	2	2	4
		2	2	1	2	3	1	1	2
Bolivia		1	1	-	_	-	-	-	
Botswana	2	27	29	4	19	23	2	15	17
Brazil	2	5	5		1	1	1-	1	1
Brunei	7	3	1	1	1		3	-	
Bulgaria	-	1	1	35		950	7/4	2	0.2
Burma	-	2	2	1	1	2		1	1
Cameroon	1	3	4	1	0.4	89	5	108	113
Canada	11	55	66	5	84	89	3	100	11.
Cayman Islands	1	6-	1	-	-	-	1	9	10
Chile	-	3	3	-	3	3	1	9	10
China	2	2	4	2	3	5	2	0	
Colombia	4	18	22	2	17	19	2		10
			-	-	1	1	-	2	
Costa Rica		_	-	-	1-	-	-	-	
Cuba	52	15	67	46	9	55	43	11	54
Cyprus	32	1	1			-	-	-	
Czechoslovakia	Uncar	1	5	3	4	7	5	3	
Denmark	2	3	3	3				[NO.410=)	
Dominica		1007-013	7		1	1		. 2	
Dominican Republic			-		2	2		. 5	
Dubai	2 Suncus	. 2	2		- 2	2	1501	2	

# Analysis of Overseas Students in Attendance 1982-85 (By Domicile) — continued

		1982-83			1983-84			1984-85	
COUNTRY OF DOMICILE	Under- graduate	Graduate	Total	Under- graduate	Graduate	Total	Under- graduate	Graduate	Total
Ecuador	-	-	-	_	1	1	_	1	1
Egypt	-	2	2	_	3	3	_	2	2
Eire	1	5	6	1	8	9	1	11	12
Ethiopia	2	3	3	2	3	3	1	2	2
Fiji	1	2	1	1	2	1	2	1	3
Finland	1	6	6		1	1	_	9	9
France	10	10	20	9	10	19	13	19	32
Gambia	1	3	1		-	17	1	1	2
Germany (West)	21	22	43	32	16	48	39	22	61
Ghana	4	9	13	1	5	6	2	5	7
Gibraltar	1	2	1		1	O	1	3	1
Greece	17	80	97	20	70	90	23	92	115
Grenada		-		20	70	30	23	1	115
Guatemala		1			-	- 6		1	1
Guyana	1	3	4	1	1	2	2	1	1
Honduras	1	-		1	1	2	2	2	3
Hong Kong	106	42	148	98	51	149	06	26	122
Hungary	100	72	140	90	31	149	86	36	122
Iceland		2	2		1	1	1 5	1	1
India	12	26	38	16	22	20	21	2	2
Indonesia	12	20	6	16	22	38	21	21	42
Iran	1	0	12	2	3	5	2	3	3
Iraq	4	2	2	3	3	8	1	6	7
Israel	5	10	15	-	3	3		1	1
Italy	10			13	8	13	4	12	16
Jamaica	10	34	44	12	37	49	16	49	65
	7	2	2	-	-		-	2	2
Japan Jordan	/	33	40	9	33	42	9	47	56
	Bradus 1	1	2	Sugary 2	1	3	2	-	2
Kenya	12	Guaga 6	18	10	Custom 11	21	25	10	35
Korea (Sth)	1	13	14	50	11	12	2	14	16
Korea (Nth)	-	1982.83	-	1	1983-84	1	1	1984-85	1
Kuwait	4	1	5	4	-	4	2	1	3
Lebanon	5	3	8	4	3	7	3	2	5

Analysis of Overseas Students 1982-85 (By Donnette) 1082-85

		1982-83			1983-84			1984-85	
COUNTRY OF DOMICILE	Under- graduate	Graduate	Total	Under- graduate	Graduate	Total	Under- graduate	Graduate	Total
7.1		1	1		3	3	11 6	E e	Total
Libya	2	2	4	1	1	2		4	4
Luxembourg	2	_					1	1	2
Macao							7	1	1
Malagasy Des.		2	2	1 2	4	4	0.000	4	4
Malawi	(0)		110	63	31	94	44	34	78
Malaysia	69	41	110	1	1	2	3	1	4
Malta	1	15	10	12	2	14	11	3	14
Mauritius	14	4	18	12	33	34	1	11	12
Mexico	294	48	49	301	33	1	1		1100
Mongolia (Out.)				-	1	1	3		39
Morocco	-	1	1	- 3	1	1		1	1
Namibia		111(2)	1 3	-	1	1	7	1	1
Nepal	-	9	8	5	1	1	5	1 2	14
Netherlands	3	6	9	2	7	9	1	13	14
Netherlands Antilles	142	1	1	-	1	1	-		
	2	4	4	-	4	4	37	7	7
New Zealand	16	51	67	17	42	59	14	33	47
Nigeria	3	3	6	3	1	4	6	7	13
Norway	19	9	28	6	11	17	8	6	14
Pakistan	19	2	2		10	-	-	17	110
Panama	15	2	-	4	1	1	-	1	1
Papua New Guinea	-		-	1	1	5	-	7	7
Peru	1	2	6	1	5	9	4	4	8
Philippines	4	5	9	4	1	1	1	3	4
Poland	1	-	1	-	4	12	5	5	10
Portugal	10	7	17	9	4	13	3	1	
Puerto Rico	3	1	1		0	1.7		1	
Quatar	Business Co.	,	1	I HITTURE STEEL	1	1	Es un sign	1	1
St. Lucia	-	1	2	3	CAL THE C	3	1	glamali	
Sabah	2	Manage .	2	3		3	1	1	
Samoa (Western)	-	1982-81	-	-	1311 97		1	1	
Sarawak						1	1	1	
Saudi Arabia	-	3	3	Tourne mi		THE PARTY OF THE P	1	1	
Seychelles	Gradeni	1	1	1 1 1 1 1 1		-	1	2	
Sierra Leone	1	1	2	1	2	3	1	17	4
	29	24	53	27		52	31	17	4
Singapore Somali Dem. Republic		4	4		. 3	3	1	9	

# Analysis of Overseas Students 1982-85 (By Domicile) — continued

	THE STATE OF THE S	1982-83			1983-84			1984-85	
COUNTRY OF DOMICILE	Under- graduate	Graduate	Total	Under- graduate	Graduate	Total	Under- graduate	Graduate	Total
South Africa	2	10	12	2	9	11	1	8	0
Spain	9	25	34	10	23	33	12	21	9
Sri Lanka	6	7	13	6	4	10	12		33
Sudan	-	8	8		6	6	1	4	8
Surinam	-		_	1	1	2	1	2	3
Swaziland		1	1	1	1	1	1		1
Sweden	4	4	8	6	2	8	-	-	1
Switzerland	8	12	20	13	9		7	3	10
Taiwan	1	4	5	15	9	22	9	11	20
<b>Fanzania</b>		6	6	1	5	6	130	6	6
Thailand	7	7	14	8	6	6	17	5	5
Trinidad and Tobago	3	2			12	20	8	9	17
Tunisia	3	3	6	3	1	4	7	4	11
Γurkey	2	5	0		Į.	ō	7	112	18
Jganda	1	4	8	2	6	8	2	6	8
United Arab Emirates	1	4	5	-	3	3	-	1	1
Jruguay Emmates	1	-	1	3	1	3	2	-	2
J.S.A.	200	2	2		2	2	-	2	2
J.S.S.R.	298	202	500	301	239	540	336	247	583
Venezuela	117	2	2	1	3	4	1	1	2
Vietnam	-	13	13	7	10	10	-	2	2
	- 95	1117	1/10	23	-	00-	1405	105	11/2
/irgin Islands	10"	-	6.1	-	1	1	1.5	100	148
Vemen .	-	-	-	1	-	1	1	434	1
/ugoslavia	2	1	3	1	- 1	2	-	2	2
Laire	1	3	1	-	17	-	-	-	
Zambia	1	2	3	1	5	6	2	4	6
Zimbabwe	3	1	4	2	5	7		8	8
GRAND TOTAL	849	1059	1908	827	1052	1879	867	1122	1989

## Analysis of Overseas Students in Attendance at the LSE during the sessions 1982-85 (By Domicile Group)

	SESSION 1982-83			SES	SESSION 1983-84			SESSION 1984-85		
The second secon	Under- graduate	Post- graduate	Total	Under- graduate	Post- graduate	Total	Under- graduate	Post- graduate	Total	
1. THE CONTINENTS OF:	1191		3 5 6	E Hel		S S B	DE A		2 2	
EUROPE	167	254	421	180	224	404	197	303	500	
ASIA	291	259	550	270	254	524	243	253	496	
AFRICA	57	133	190	47	123	170	58	97	155	
NORTH AMERICA	322	316	638	317	363	680	353	385	738	
SOUTH AMERICA	9	79	88	10	61	71	13	53	66	
AUSTRALASIA	3	18	21	3	27	30	3	31	34	
TOTAL	849	1059	1908	827	1052	1879	867	1122	1989	
2. MEMBERSHIP OF THE COMMONWEALTH	359	337	696	324	350	674	318	351	669	
3. MEMBERSHIP OF THE EUROPEAN ECONOMIC	71	160	240	87	162	240	95	224	319	
COMMUNITY	71	169	240	8/	162	249	93	224	319	

## British Library of Political and Economic Science

The British Library of Political and Economic Science, which is the main library of the School, was founded by public subscription in 1896, a year later than the School. From the outset it was intended to serve not only as the working library of the School, but also as a national collection.

These interdependent functions have grown together: the School has given the Library wide contacts with the public and academic worlds and a standing which it could not so easily have gained as an independent institution, and the Library has in its turn assisted in attracting research workers to the School.

It is freely open to members of the School and is extensively used by other scholars and researchers. Application by non-members of the School for readers' permits must be made on a special form, which may be obtained from the Librarian.

The scope of the Library is the social sciences in the widest sense of that term. It is particularly rich in economics, in commerce and business administration, in transport in statistics, in political science and public administration, in international law and in the economic, political, social and international aspects of history. As well as treatises and over 12,600 non-governmental periodicals (of which over 4,300 are received currently), it contains several hundred thousand controversial and other pamphlets and leaflets; rich collections of government publications from nearly all the important countries of the world, including over 14,200 serials (of which nearly 8,500 are received currently); depositary sets of the publications of the United Nations and of its specialised organisations, and of the United States Federal Government; collections which are probably unique of reports of local government authorities, of banks, and of railways; much historical material; and miscellaneous manuscript and printed collections of very varied extent and kind. The total amounts to nearly 830,000 volumes; the whole collection is estimated to contain some 23 million separate items, and occupies about 40 kilometres of shelving. In some subjects within its field, the Library is surpassed only by smaller, highly specialised libraries, and in others it is unsurpassed; it is perhaps the largest library in the world devoted exclusively to the social sciences as a whole.

Material acquired before the end of 1979 is recorded in a full author catalogue typed on cards. More recent acquisitions are recorded in a catalogue on microfiches, which may be consulted at a number of locations throughout the library; entries are arranged in three separate sequences, viz. by author and title, alphabetically by subject-heading, and in the order of the Library of Congress classification. The subject catalogue is also published, under the title A London Bibliography of the Social Sciences; this is widely used not only as a key to the contents of the Library, but also as a general bibliography of the social sciences. Further particulars of this work, of which 41 volumes have so far been published, may be obtained from the Librarian. A catalogue of a more specialised interest is the Classified Catalogue of a Collection of Works on Publishing and Bookselling in the British Library of Political and Economic Science, available at £2.50 a copy (plus postage).

The Teaching Collection, situated off the entrance lobby of the Library, contains additional lending copies of the more important books used by undergraduates and graduates taking courses: its stock exceeds 30,000 volumes and there are seats for 102 readers.

The Shaw Library (established with the help of a gift from Mrs. George Bernard Shaw) is a lending collection of general literature; it is housed in the Founders' Room on the sixth floor of the Main Building.

A brochure Guide to the Library may be obtained free of charge on request from any member of the Library staff.

## Rules of the British Library of Political and Economic Science

1. The Library is open for the purpose of study and research to:

- (i) Members of the London School of Economics and Political Science, as follows:
  - (a) Governors
  - (b) Honorary Fellows
  - (c) Staff
  - (d) Regular students
  - (e) Students accepted by the School for intercollegiate study
  - (f) Occasional students
- (ii) Persons to whom permits have been issued
- (iii) Day visitors admitted at the discretion of the Librarian

. Permits may be issued to:

- (a) Persons engaged in research which cannot be pursued elsewhere
- b) Professors and lecturers of any recognised university
- (c) Persons engaged in any branch of public administration
- (d) Undergraduates of other universities and colleges (in vacation only)
- (e) Such other persons as may from time to time be admitted by the Librarian Applications for Library permits must be made on the prescribed form; they should be addressed to the Librarian, and should be supported either by a member of the staff of the School, or by a letter of recommendation from a person of position. Evidence of Fellowship of the Royal Economic Society or of the Royal Statistical Society, or of membership of the London School of Economics Society or of the British Institute of International and Comparative Law, is accepted in place of a letter of recommendation.

Library permits are not transferable. They are issued upon payment of the prescribed

fees, which may, however, be remitted. All fees are non-returnable.

- 3. All readers are required to show their School registration cards or Library permits or visitors' tickets to Library officials upon request. Admission may be refused to anyone not in possession of such a registration card or permit.
- 4. The Library is normally open on all working days during hours prescribed from time to time. It is closed on Sundays and on certain other days as prescribed.<sup>2</sup>
- Readers must not bring attaché cases, overcoats, hats, umbrellas or other impedimenta into the Library. All such articles shall be deposited in the cloakrooms of the School.
- 6. Readers may take the books they require for purposes of study from any of the open shelves, and may take them to any of the reading areas in the main Library.
- 7. Readers who have finished with books taken from the open shelves should return them without delay to the returned-book stack in the area from which they have been taken. 8. Books not on the open shelves must be applied for on the prescribed vouchers. Readers must return such books to the Book Counter when done with and claim the corresponding vouchers; they will be held responsible for all books issued to them as long as the vouchers are in the possession of the Library uncancelled. Certain categories of books and papers may be read only in such rooms and during such hours as the Librarian may prescribe.
- 9. Readers allocated a study room or carrel may keep in it Library materials taken from the open shelves (with the exception of certain categories as listed in the 'Guide to the Library'), providing the issue is recorded at the Loans Counter. They will be responsible for material held by them, and the items must remain accessible to the Library staff.

  10. Except as provided below, no book, manuscript, or other property of the Library may be taken out of the Library. All readers as they leave the Library are required to

show to the Library janitor any books, papers, folders, newspapers etc., they may be carrying.

All material borrowed must have been recorded by Library staff for issue, and a date assigned for its return, before it is removed from the Library.

11. Members of the academic staff of the School may have on loan not more than 20 volumes. Loans are for a period not exceeding 75 working days, but materials may be recalled at any time.

12. Members of the secretarial, clerical and related staff of the School may have on loan not more than six volumes at a time. Loans are for a period of not more than 20 working days, but material may be recalled at any time.

13. Graduate students of the School (including graduate students accepted by the School for intercollegiate study) who are registered for research degrees may borrow books for use outside the Library, subject to the following conditions:

(i) During the months of June, July, August and September, graduate students may borrow books only by special authorisation in each case, and on such special conditions as the Librarian shall impose, including, if required, the payment of a deposit.

(ii) No book borrowed shall be taken out of the United Kingdom, without special permission of the Librarian.

(iii) Graduate students may not have on loan more than six volumes at one time.

(iv) Books in the reading rooms, unique and rare books, and other books in particular demand, will be lent only by special permission in each case.

(v) Loans are for a period not exceeding 75 working days, but material may be recalled at any time.

14. Students of the School may borrow books over the weekend and at other times when the Library is closed subject to the prescribed conditions.

15. Where books are not returned in accordance with the prescribed conditions of loan, fines will be incurred. No person shall borrow any material from the Library if any fine or charge he has incurred has not been paid.

16. Readers handing in vouchers are required to supply all the necessary information in the appropriate spaces. The members of the Library staff are authorised to refuse vouchers giving insufficient detail.

17. A reader vacating his place will be deemed to have left the Library, and his books may be removed and the place occupied by another reader, unless he leaves on the table a note of the time of his return. In that case the place will be reserved for him from the time stated, but this reservation will lapse after fifteen minutes. The place will be available to other readers during the interim.

18. Ink bottles or ink-wells cannot be taken into any of the Library rooms. Fountain pens are permitted. Readers using rare or valuable works, however, may be required to work with pencil.

19. Eating, drinking and smoking are forbidden within the Library.\*

20. No reader may enter any part of the Library not open to general readers without special permission.

21. The tracing of maps or illustrations in books is forbidden. No book, manuscript, paper or other property of the Library may be marked by readers. Anyone who damages the property of the Library in any way will be required to pay the cost of repairing or replacing the damaged property, and may be debarred from further use of the Library.

22. The Library is intended solely for study and research, and may not be used for any other purpose whatsoever.

23. Silence should be preserved in the reading areas and on the staircases and landings.
24. Permission to use the Library may be withdrawn by the Director or the Librarian from any reader for breach of the rules in force at the time, or for any other cause that may appear to the Director or to Librarian to be sufficient. Any member of the School who is aggrieved by the decision of the Librarian to impose such a penalty upon him may appeal to the Chairman of the Library Committee to review the case. 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 one of the members of the panel shall be a student member of the Committee.

The fees at present presembed are £100 for a permit valid for six months, £50 for three months, or £20 for one month or less.

The hours of opening prescribed at present are from 10 a.m. to 5 p.m. on Saturdays, and from 9.30 a.m. to 9.20 p.m. on other days except from July to mid-September, when the Library closes at 5 p.m. The days of closing prescribed at present are: six days at Christmas, six days at Easter, New Year's Day, May Day, the Spring and Late Summer Bank Holidays, and all Saturdays in July, August and early September and in the Christmas vacation.

\*Smoking is, however, permitted in certain specially designated areas.

## University Library

Any member of the University, staff or student, may apply to use the University Library (entrance on the fourth floor of the Senate House). An internal student may register to read in the Library and borrow books, by completing an application form (obtainable at the University Library) and showing evidence of University registration, e.g. a College card. Short instructional tours of the Library are arranged for new members, particularly during the first few weeks of the session.

The University Library is a large general library of over one million volumes the main strengths being in the Humanities and Social Sciences; many of the books are loanable. Some 600 reader places are provided, in general reading rooms where there are collections of reference works and bibliographies, and in a range of subject libraries for English, History, geography and geology, British Government publications, paleography, philosophy, psychology, romance studies, United States and Latin American studies, and music. Some 5,400 periodicals are received currently; the Periodicals Room provides a wide selection on display. The Goldsmith's Library houses the collection of early economic literature presented to the University Library by the Goldsmiths' Company in 1903. It has been added to throughout the years and now consists of about 60,000 volumes, mainly works published before 1850.

Self-service coin-operated photocopiers and a microfilm reader-printer are provided in the Library, and the Photographic Section will also supply photocopies in addition to microfilms, slides, enlargements, etc.

Hours of Opening

Term and Easter Vacation

Monday to Thursday: 9.30 a.m. to 9 p.m. (book-stack service 10 a.m. to 6.30 p.m.) Friday: 9.30 a.m. to 6.30 p.m.

(book-stack service: 10 a.m. to 6 p.m.)

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

(book-stack service: 10 a.m. to 12 noon, 2.30 p.m. to 4.30 p.m.)

Christmas and Summer Vacations

Monday to Friday: 9.30 a.m. to 5.30 p.m. (book-stack service: 10 a.m. to 5 p.m.) Saturday: 9.30 a.m. to 5.30 p.m.

(book-stack service: 10 a.m. to 12 noon, 2.30 p.m. to 4.30 p.m.)

## The Economists' Bookshop

The Economists' Bookshop, owned jointly by the School and The Economist Newspaper, was established in 1947 to provide a service to the staff, students and Library of the School and, through its mail order trade, to universities and institutions worldwide. The Bookshop's Board of Directors is composed equally of representatives of the School and of The Economist Newspaper. From small beginnings it has grown into a considerable bookselling enterprise, which numbers among its customers nearly all the universities in Great Britain as well as many universities and institutional bodies overseas. In addition to the main premises in Clare Market, with over 16,000 titles held regularly in stock including many pamphlets and a wide range of paperbacks, there is a newly designed and decorated shop selling second-hand books right next door. The Bookshop also operates a mail order centre from premises in Camden Town which supplies universities and institutional customers in the U.K. and some 80 countries overseas. The Company has now expanded its business with the acquisition of the Barbican Business Book Centre at 9 Moorfields, London EC2, and in 1984 with a small shop at the City University.

## Academic Publications of the School

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

#### Journals

Three journals are edited and published from the School: Economica (founded in 1921), Population Studies (1947), and the British Journal of Industrial Relations (1963). The British Journal of Sociology (1956) is edited in the School and is published for the School by Routledge and Kegan Paul. The Journal of Transport Economics and Policy (1967) is published jointly with the University of Bath. Government and Opposition and Millennium (Journal of International Studies) are edited from and assisted by the School, and are published independently.

Books, Pamphlets and Occasional Papers

Most of the learned publications issued from the School are handled by the Publications Committee. Certain series originate from departments or research groups. Experience shows that no one publisher is willing to handle the whole of the Committee's output, which has been increasing both in quantity and in the range of subjects covered. Thus the Committee's policy is to maintain connections with several academic publishers on a non-exclusive basis.

Books sponsored or initiated by the Publications Committee will normally be produced with a joint imprint of the School and the selected publisher. Any present or former member of the School's staff, or any present or former student, may submit manuscripts or ideas for books to the Publications Committee. Manuscripts may be on any subject within the range of the School's teaching and research activities. They are judged on their merits and not all those submitted are accepted for publication. Authors may sign a separate contract with the publisher, and can then expect a scale of remuneration that should compare with what they might get elsewhere. Occasionally however the School finances the publication of books, published on commission through an appropriate publisher. Such books are often commercially difficult, and it may not always be possible to give authors full commercial rates of royalty.

Anyone interested should get in touch with a member of the Publications Committee,

or with the Publications Officer of the School.

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

Monographs on Social Anthropology (Athlone Press, Editor, Dr. J. C. Woodburn) Reprints of Scarce Works on Political Economy (*Economica* Office, L.S.E.)

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

Occasional Papers on Social Administration (Bedford Square Press, Editor, Dr. Marjorie R. Ferguson)

Discussion Papers, International Centre for Economics and Related Disciplines (I.C.E.R.D., L.S.E.)

Centre for Labour Economics Discussion Papers (Centre for Labour Economics, L.S.F.)

Geographical Papers (Geography Department, L.S.E.)

L.S.E. Handbooks in Economic Analysis (Weidenfeld and Nicholson, Editor, Mr. J. J. Thomas, L.S.E.)

Inaugural Lectures (L.S.E.)

### Student Health Service

The Student Health Service aims to provide confidential medical care for all students of the School. The Health Service provides facilities for general medical, psychiatric, gynaecological, ophthalmic and first aid treatment.

Three psychotherapists, two of whom are part-time, are available to give advice, psychotherapy and counselling for emotional problems, whether of a personal nature or related to work difficulties.

The Service has a full-time general practitioner, with whom it is possible for students to register, but who nevertheless will see any student on an emergency basis or to give advice, whether they are registered or not. Enquiries about the possibility of registration should be made through the Health Service receptionist.

A gynaecologist attends twice weekly in term time to provide contraceptive advice and counselling and advice on gynaecological problems. An ophthalmic surgeon attends weekly in term time for sight testing. Appointments to see any of the doctors mentioned above should be made with the Health Service receptionist.

The Nursing Sister is available full-time in term time, and for part of the vacations, to advise on medical problems and to provide a first aid and immunisation service. She is also available to give counselling for emotional difficulties.

There is, in addition, a full-time dental service and dental care available under the National Health Service and according to its rates. Appointments may be made with the dental surgeon or through the Health Service receptionist.

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

#### STAFF

- J. A. Payne, M.B., B.S., D.OBST., R.C.O.G. (LONDON): Senior Health Service Officer and Psychiatric Adviser
- Stephen J. Nickless, M.B.B.S., M.R.C.G.P., D.A., D.R.C.O.G., D.T.M.&H.: Health Service Officer (Physician)
- Camilla Bosanquet, B.A., M.B., B.CHIR. (CAMBRIDGE), M.R.C.S. (ENG.), L.R.C.P. (LONDON), D.C.H. (ENG.), D.P.M., F.R.C. Psych.: Psychiatric Adviser (Part-time)
- Janet Richards, B.A., D.C.P. (TAVISTOCK): Senior Clinical Psychologist (Part-time)
- Valerie Little, B.SC.PHYSIOL. (LONDON), M.B., B.S. (LONDON), M.R.C.S. (ENG.), L.R.C.P. (LONDON): Special Adviser to Women Students (Part-time)
- Jean White, M.A. (CANTAB.): Psychotherapist-Counsellor (Part-time)
- R. A. Bates, M.B., B.S., D.O.: Ophthalmic Surgeon (Part-time)
- R. M. Dawson, B.D.S. (NEWCASTLE): Dental Surgeon
- E. Rosemary Malbon, S.R.N., S.C.M., R.S.C.N.: Sister-in-Charge
- Judith V. McGowan: Receptionist/Relief Nurse
- Catherine M. Teakle, N.N.E.B.: Nursery Matron Renee Tilla, N.N.E.B.: Nursery Officer

## Careers Advisory Service

The Careers Service at L.S.E. provides vocational guidance and assistance to students seeking information on all areas of graduate employment in the U.K. The Service is part of the University of London Careers Advisory Service (U.L.C.A.S.) and maintains a Careers Information Room with staff to help students in their job search. Those who want to discuss their approach to the future, or those who are uncertain about what they could do, can talk to one of the Careers Advisers who are available for appointments throughout the year.

With an increase in the number of job vacancies for new graduates it is still very important for students to make realistic assessments of their own capabilities, to use their imagination and initiative when establishing vocational targets and to research the background to organisations in preparation for applications and interviews.

The Service arranges careers seminars and talks usually in the Michaelmas Term, covering a wide range of topics and organises Graduate Recruitment Programmes in the Lent Term each year when many of the larger employers visit U.L.C.A.S. and the L.S.E. Careers Service, to conduct preliminary interviews with student applicants.

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

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

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

Possession of a university degree can shorten a period of professional training considerably. Possession of the LL.B. degree leads to important exemptions from the Bar and Law Society examinations. Those who have taken Accounting and Finance as their special subject in the B.Sc. (Econ.) are given exemption from the Institute of Chartered Accountants' Foundation examination. To become a specialist economist or statistician it is usually necessary to take a Master's degree. The Bachelor's degrees in Sociology and the B.Sc. in Social Science and Administration provide basic qualifications for training in social work.

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

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

## The Chaplaincy

The Chaplaincy is ecumenical and aims to promote the Christian faith within the School by giving support and encouragement to its Christian community and expressing its service of the whole School community in pastoral care and spiritual direction.

The School has a full-time Anglican Chaplain, The Reverend Stephen Williams: The Reverend Wesley Workman and Father David Barnes represent the Free Church and Roman Catholic University Chaplaincies. The Chaplaincy has its office in K51 and the Chaplains are available to all members of the School staff and student bodies. There is an ever increasing number of people who wish simply to talk about their own particular lives or be prepared for baptism or confirmation.

The School, not really viewed by popular opinion to be a haven of piety, is in fact producing a growing number of men and women who wish to offer themselves for training for the ministry or entry into a religious order. We already have several ordained members of staff and licenced Church workers who also take their place within the extending work of the Chaplaincy. The Chaplains work in concert with the various Religious Societies within the Students' Union and offer a weekly framework of worship and sacramental life.

The Chaplains also coordinate the arrangements for occasions when the whole School wishes to mark some special event for instance the annual Carol Service in the Shaw Library or a memorial service to honour a member of our School who has died. They also work together on regular ecumenical services throughout the year.

The work of the Chaplaincy continues to grow on both individual and group levels. As has been said, all the Chaplains are here to be used and to provide any help they can. They can be contacted at K51, L.S.E. extension 559 or at the following:

The Reverend Stephen Williams (Anglican) 12 Woburn Square, WC1	637 1975
The Reverend Wesley Workman (Free Church) 333 Essex Road, N1	226 3737
Father David Barnes (Roman Catholic) 111 Gower Street, WC1	
	387 6370

## Students' Union and Athletic Union

Students' Union

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

responsibility of the Athletic Union.

The Union General Meeting, held every Thursday lunch time in the Old Theatre, is the central decision-making organ of the Union. There are three student sabbatical officers (General Secretary, Senior Treasurer and Social and Services Secretary) who, via the Executive Committee, are responsible to the Union General Meeting. The Executive Committee of the Students' Union (10 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, for example, services, Academic affairs, External affairs, welfare, and so on. There are also more than seventy societies which cover a wide range of interests. Full details of Union meetings and elections and of the Committees and Societies are obtainable from the Students' Union Reception Office and are also widely advertised in the School.

The Union runs a coffee bar, a bar and a shop. Its main focus for administration is

its offices on the second floor of the East Building.

The Union employs a number of permanent staff. There is a Welfare Officer and an Accommodation Officer. The Welfare Officer works both as an advisor e.g. on welfare rights, immigration and visa concerns, and as a counsellor on personal problems. The Accommodation Officer administers an accommodation service and deals with general welfare enquiries.

The Union also provides a number of useful 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. There is a free legal advice centre run by the Law Society every Monday and Thursday lunch time during term in Room E.295. N.U.S. cards, student rail cards and general information can be obtained from the Union Information Centre, Room E.297.

There is a nursery at the School with places for children between the ages of 6 months and five. Information on nursery places can be obtained from the Welfare Officer, Room E.295. Each half-term the Union pays for a qualified teacher/youth worker to run a holiday play group for school age children within the School. Enquiries about this to

the Welfare Office, Room E.295.

Since a large number of students at the L.S.E. come from overseas, the Union has a special sub-committee relating to the general welfare of overseas students. Each term the Union administers a hardship fund to help British and overseas self-financing students. Applications for assistance are treated in strictest confidence and should be made to the Welfare Officer of the Union. In addition the Welfare Officer will advise students of funds available within the L.S.E. or outside. Other special Funds are available through the Welfare Office, for students with financial hardship who wish to continue or terminate their (or their partners) pregnancy, and for disabled students who incur additional expenses due to their disability. The Welfare Office also links up reading volunteers with visually handicapped students and welcomes such offers and enquiries. A free photocopying service is available to disabled students.

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

its services and to participate in its activities.

Through its Publications Committee the Union publishes a *Handbook for Students*, given free to all students and also a newspaper *Beaver* which is published fortnightly during term time. The editorial boards of these publications, are open to all students.

Representatives of the Union sit on various School Committees to represent the views of the students to the School.

#### Athletic Union

Athletics are the responsibility of the Athletic Union which has the status of a Society within the Students' Union and is a member of the University Athletic Union and Women's Intervarsity Athletics Board. All students are eligible to join the Athletic Union. The subscription charged for membership of each club is £1. A.U. membership is free.

The following clubs are affiliated to the Athletic Union:

Association Football, Athletics, Badminton, Basketball, Cricket, Croquet, Cross-Country, Golf, Hockey, Judo, Karate, Mountaineering, Netball, Parachuting, Riding, Rowing, Rugby Football, Sailing, Skiing, Snooker, Squash, Table Tennis, Tennis, Yoga.

Details about club activities may be obtained from the Athletic Union Office (E.65). There are two extensive sports grounds totalling some thirty-five acres at New Malden, to which there are frequent trains from Waterloo. There are pitches for Association and Rugby football, hockey and cricket, lawn tennis courts, and running tracks. The pavilions are well appointed and include refectories and bars, a games room and very well equipped dressing room accommodation. Facilities at the School itself include a circuit room which contains a modern poly-gym multi-station weight training unit and a gymnasium suitable for basketball, table tennis, five-a-side football etc.

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

There is an annual open day at New Malden, held in June.

#### Staff and Officers of the Students' Union and Athletic Union

#### STUDENT OFFICERS

General Secretary of Students' Union—Elwyn Watkins Senior Treasurer of Students' Union—Richard Snell Social and Services Secretary of Students' Union—Simon Bexon

#### **EXECUTIVE OFFICERS**

Academic Affairs—Nigel Kilby and Matthew Greenslade
Overseas Students—Sarah Pybus
Women—Anthea Burton
Societies—Jack Frost
Press and Publicity—Iqbal Wahab
N.U.S.—Gerald McMahon
Welfare—Fiona Murphy and Alan Evans
Post Graduates—Rajan Datar

## ATHLETIC UNION OFFICERS

President—David Caddy
External Vice-President—Jim McInally
Internal Vice-President—Stephanie Walsh
Treasurer—Wayne Dooley
General Secretary—Saddiq Jafar
Assistant General Secretary—John Nolan

#### OFFICE STAFF

Admin. Secretary—Doreen Angus
Administrative Officer—Simon Bryceson
Information Secretary—To be appointed
Secretarial Assistant—To be appointed
Finance Officer—Sam Kung
Finance Assistant—Bob Page
Welfare Officer—Felicity Criddle
Accommodation Officer—Phil Wood
Welfare Assistant—To be appointed

#### TRADING STAFF

Bar Manager—Simon Woolings
Bar Assistant Manager—Peter Wetherhead
Shop Manager—Kate Slay
Shop Assistant Manager—Jean Stevens
Shop Assistant—Zoë Kavanagh
Coffee Bar Manager—Miguel Santoro
Coffee Bar Assistant Manager—Walter Barberi
Coffee Bar Assistant—Johnny Orr

### Residential Accommodation

The School has three Halls of Residence and two blocks of self-catering flats, together with 18 furnished flats for married postgraduate students. In addition there is a number of University of London halls of residence open to all schools and colleges including the L.S.E. The Accommodation Office of the University of London helps students to find lodgings and flats in the private sector.

Detailed information about accommodation is sent as part of the process of admitting students to the School. Applications for places in the School's Halls of Residence and flats should be made to the Assistant Registrar (Admissions) at the School, if possible by 30 April for the following October.

#### School Halls of Residence and Flats

#### Carr-Saunders Hall and Fitzroy and Maple Street Flats

Fitzroy Street, W1P 5AE.

(Warden: E. A. Kuska, B.A., PH.D.)

(Academic Residents (Flats): S. R. Alpern, A.B., PH.D. and A. Shaked, B.SC. M.SC. PH.D.) Telephone: (Hall) 580-6338 (Fitzroy St Flats) 636-2139; (Maple St Flats) 580-0126 Carr-Saunders Hall accommodates 157 men and women students in 131 single and 13 double study bedrooms. In addition there are, two blocks of flats one block adjoining the Hall and the other across the road. They provide accommodation for 200 men and women students in double to quintuple furnished flats.

#### Passfield Hall

Endsleigh Place, WC1H 0PW (Warden: M. Perlman, B.B.A., PH.D.)

Telephone: 387-7743

Passfield Hall accommodates 198 men and women students in single, double and triple rooms.

#### Rosebery Avenue Hall

Rosebery Avenue, London EC1R 4TY (Warden: Kurt Klappholz, B.SC.ECON.)

Telephone: 278-3251

This hall accommodates 193 men and women students in 161 single and 16 double study bedrooms

#### Anson Road and Carleton Road

London N.7

(Academic Resident: Marjorie R. Ferguson, B.SC., PH.D.)

Telephone: 607-2032

The School has 18 furnished flatlets at the junction of Anson and Carleton Roads which are available for letting to married full-time students of graduate status.

#### University Halls of Residence

Only full-time students of the University are eligible for admission. An application form and information may be obtained from any one of the halls (a stamped addressed envelope must be sent with the enquiry), and the completed form should be sent to the hall of first choice by the end of April for admission the following October. There are occasional vacancies in the course of the academic year.

Canterbury Hall

Cartwright Gardens, WC1H 9EF

Telephone: 387-5526

For 222 women students in 214 single and four double study-bedrooms.

College Hall

Malet Street, WC1E 7HZ Telephone: 580-9131

220 women residents are accommodated in 108 single and 56 double study-bedrooms.

#### Nutford House

Brown Street, off George Street, W1H 6AH

Telephone: 262-4431

Accommodation for women graduates and undergraduates in 148 single and 23 double

William Goodenough House

(London House for Overseas Graduates)

Telephone: 278-5131

Mecklenburgh Square, WC1N 2AN

William Goodenough House accommodates 116 postgraduate women students from the British Commonwealth, ex-Commonwealth, the United States of America, and the E.E.C.

#### Commonwealth Hall

Cartwright Gardens, WC1H 9EB

Telephone: 387-0311

For 346 men and 60 women from the United Kingdom and overseas.

Connaught Hall of Residence

36-45 Tavistock Square, WC1H 9EX

Telephone: 387-6181

For men; 195 places, mainly in single rooms.

#### International Hall

Brunswick Square, WC1N 1AS

Telephone: 837-0746

For 438 men students. Half the rooms are reserved for students from overseas. There are 10 double rooms and 418 single rooms.

#### London House

Mecklenburgh Square, WC1N 2AB

Telephone: 837-8888

London House has accommodation for 315 postgraduate men students from the overseas countries of the Commonwealth, the United Kingdom, former member countries of the British Commonwealth and the United States of America. It is administered by London House for Overseas Graduates.

Hughes Parry Hall

Cartwright Gardens, WC1H 9EF

Telephone: 387-1477

Hughes Parry Hall provides accommodation for 158 men and 120 women students. There are 246 single rooms and 16 double rooms.

#### Lillian Penson Hall

Talbot Square, W2 1TT

(Warden: K. G. T. McDonnell, B.Sc.(Econ.), Ph.D.)

Telephone: 262-2081

Lillian Penson Hall is an intercollegiate hall of residence for full-time, registered, internal, postgraduate students of the University of London, both men and women and married couples without children.

#### Afsil Limited

10 Endsleigh Gardens, London WC1

Telephone: 388-7144

Afsil Limited, a Housing Trust formed by five London colleges including the School, provides a number of furnished flats and flatlets for graduate students. A fifth of Afsil accommodation is reserved for students of the School. In allocating the flats preference is given to students from the British Commonwealth. The accommodation includes study bedrooms, self-contained bedsits for singles and couples and one- to three-bedroomed flats for couples with children.

## The London School of Economics Society

HONORARY OFFICERS AND COMMITTEE, 1985

President: Mrs. E. Morris
Deputy President: Dr. A. Bohm

Joint Hon. Secretaries: Mrs. M. Murdoch and Mrs. M. Najjar

Treasurer: Mr. J. B. Selier

Assistant Treasurer: Mr. P. Kapadia

Programme Officers: Mrs. B. Asherson and Miss E. Worth

Committee Members: Professor R. Chapman, Professor J. A. G. Griffith, Mrs. M. Hardiman, Mr. C. Coulson-Thomas, Mrs. K. F. Russell, Miss A. Trowles

Ex officio:

The Editor, L.S.E. Magazine: Alumnus Office

The Economicals Sports Clubs' representative: Mr. B. Robinson Representatives of the L.S.E. Society on the Court of Governors: Mr. T. Dale, Mrs. M. Najjar and Mr. J. B. Selier

Membership of the London School of Economics Society is open to all former students who have been registered at the School, and to all members and former members of the staff of the School. Persons not so qualified can be admitted for membership at the discretion of the Committee. Free annual membership for two years is available to former students provided they join within one year of leaving the School.

Members of the Society are granted certain privileges as regards use of the British Library of Political and Economic Science: subject to certain restrictions, they are entitled to permits to use the Library during vacations, in the evenings and in some cases during term. The *LSE Magazine*, published twice yearly, is issued to all members free of charge, and a variety of events are arranged throughout the year including an Annual Dinner and a Social Science Day.

The life subscription is £20.00 and the annual subscription is £5.00. Application forms and information relating to the Society can be obtained from the Honorary Secretary, c/o the Alumnus Office at the School.

## Overseas Alumnus Groups

In addition to the London School of Economics Society there are overseas alumnus groups in a number of countries whose object is to help former students and friends of the School to keep in touch with the School and each other and to engage in local activities, including fund-raising in support of the School's 1980s Fund appeal. Some of the groups are more formally based than others and some of them levy a local subscription. All former students resident in, or visiting, these countries are welcome to contact them.

There are 'Friends of LSE' groups in Australia, Belgium, Canada, Colombia, Cyprus, Finland, France, West Germany, Greece, Hong Kong, Iceland, India, Israel, Italy, Japan, Malaysia, Mauritius, Mexico, New Zealand, Nigeria, Singapore, South Africa (Johannesburg), Spain, Sri Lanka, Sweden, Switzerland (Geneva), Thailand, USA and Venezuela. Information about these and other groups which are developing elsewhere is available from the Alumnus Office at the School.

#### The American Friends of LSE

The American Friends of LSE have established local Chapters in Atlanta, Boston, Chicago, Colorado, Connecticut, Davis/Sacramento, Downstate Illinois, Los Angeles, New York, Ohio, Philadelphia, San Francisco, Texas and Washington D.C. New Chapter are formed wherever local interest and membership warrants. All general

enquiries should be made to The American Friends of LSE, Suite 104, 1497 Chain Bridge Road, McLean, Virginia 22101. The American Friends welcome applications for financial aid towards their fees from residents of the United States who are applying for admission to a graduate programme at LSE. Enquiries specifically concerning fee awards should be made to AFLSE, Suite 203, 1302 Eighteenth Street N.W., Washington DC 20036, U.S.A.

Membership of the American group is by life or annual subscription, with a reduced rate for new alumni. Members receive the *LSE Magazine* and may use the Library in certain circumstances.

#### The Canadian Friends of LSE

The Canadian Friends of LSE, c/o Dr. A. F. Earle, C.D.I.C., P.O. Box 138, 1 First Canadian Place, Toronto, Ontario M5X 1A4, Canada, have Regional Convenors in Calgary, Edmonton, Guelph, Halifax, Kingston, Montreal, Ottawa, Regina, Vancouver and Winnipeg.

Membership is by annual subscription. Members receive the LSE Magazine and may use the Library in certain circumstances.

### Friends' Amenities Fund of the LSE Society

An Association of Friends of the London School of Economics was formed in July 1957. The principal object of the Association was to raise funds to provide for the School amenities which are important to its daily life, but which it cannot afford, either because of shortages of money or because it would not be appropriate to expend public funds on their acquisition. During its existence the Association made many gifts to the School some valuable in themselves, such as the three Persian carpets provided for the Founders' Room and others whose usefulness is far in excess of their cost, such as the furniture for the roof gardens. Later gifts included the small organ in the Founders' Room; furniture for the Common Rooms in Halls of Residence; new curtains and furniture for the platform in the Old Theatre; furniture for the Alumnus Room in the Library in the Lionel Robbins Building and a cooled drinking water fountain and seats for the courtyard there, a contribution to the refurbishing of the Vera Anstey Room and plaques identifying portraits of former Directors and eminent former teachers in the Senior Common Room. In March 1983, the Friends decided to transfer its activities to a new trust to be set up by the LSE Society and, as a parting gift, agreed to meet the cost of replacing the seating in the Founders' Room and to provide a small fund from which pictures and prints for Halls of Residence could be purchased.

The Friends Amenities Fund of the LSE Society is now continuing the aims of the old Friends. Its first gift to the School has been a contribution to the cost of acquiring for the Shaw Library a superb piano used by Dame Nellie Melba.

Anyone wishing to subscribe is invited to write to the Trustees of the Friends' Amenities Fund of the LSE Society, care of the School.

## Regulations as to Honorary Fellows

- 1. The Honorary Fellows Committee of the Court of Governors shall consist of the Chairman and Vice-Chairman of the Court of Governors, the Director, the Pro-Director, the Vice-Chairman of the Academic Board, and six members appointed by the Court, of whom four shall be appointed on the nomination of the Academic Board.
- 2. The Court of Governors may, on the recommendation of the Honorary Fellows 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, a person outside this category who has rendered outstanding services to the School and its concerns.
- 3. No full-time member of the staff of the School shall be elected an Honorary Fellow.
- 4. Elections may be made annually in the Michaelmas term. The number of persons elected shall not, save for special reasons considered adequate by the Court, exceed six.
- 5. Suggestions for election to Honorary Fellowships shall be invited annually by the Honorary Fellows Committee in May from:
- (i) each member of the Court of Governors
- (ii) each member of the Academic Board
- (iii) each Honorary Fellow
- 6. 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 31 May. Unless successful or withdrawn, it shall be regarded as current for three successive years, including the year of nomination, after which it shall lapse; but a fresh suggestion of the same name can be made.
- 7. The file of names suggested, past and current, shall be open to inspection in confidence by those persons who are to be invited, in accordance with regulation 5, to make suggestions.
- 88. In each year the Honorary Fellows Committee shall, in the Michaelmas term prior to the first ordinary meeting of the Academic Board, consider the current list of names suggested, and such other names as may be proposed in the course of their deliberations; and the names of persons recommended for election shall be arranged in alphabetical order in the report of the Committee.
- 9. The report of the Honorary Fellows Committee shall be considered by the Academic Board at their first meeting in the Michaelmas term and shall be transmitted by the Board, with such observations as they may think fit, to the Court of Governors for consideration at their meeting held in the Michaelmas term.
- 10. After the report of the Honorary Fellows 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.

1. Students are classified in the following categories:

(a) Regular students — those paying a composition fee for a degree or diploma or for any other full course and students paying a research fee.

(b) Occasional students — those paying a fee for one or more separate courses of lectures.

2. No student will be admitted to any course until he has paid the requisite fees. The School reserves the right at all times to withdraw or alter particular courses and course syllabuses.

3. Concurrent Study

No student is allowed to register or study concurrently for more than one examination of the University of London or of the School unless he or she has previously obtained in writing the permission of the Director of the School. Students studying for an examination of the University or of the School who wish to study at the same time for an examination held by an outside body, are required to state this fact when applying for admission to the School. Students failing to disclose this fact are liable to have their registration cancelled.

4. University of London Regulations

Students of the School who are reading for degrees or diplomas of the University of London are registered by the School as Internal Students of the University. As such they are bound by the Regulations of the University. The principal provisions of the Regulations, as they most commonly affect students at the School, are described in the following sections of the Calendar; but it is the responsibility of students to acquaint themselves with the Regulations, which are available from the Registry (for undergraduate students), the Graduate School Office (for graduate students), or from the University Senate House.

## First Degrees

U.C.C.A.

All applications for admission to full-time courses leading to a first degree at the School should be made through the Universities Central Council on Admissions. The Council's address is P.O. Box 28, Cheltenham, Glos., GL50 1HY, and all completed application forms should be sent there. Students at school in Britain may obtain the application form and a copy of the U.C.C.A. handbook, which contains a list of universities and degree courses and instructions on completing the form, from their head teacher. Other students may obtain the form and handbook from the Secretary of the U.C.C.A. Completed application forms must be returned to the U.C.C.A. and not to the School. The School's code is L LSE 44.

The earliest date at which the U.C.C.A. will receive applications for admission in October 1986 is 1 September 1985. The closing date for the receipt of applications at the U.C.C.A. is 15 December 1985. However, all students are advised to submit their applications as soon as possible after 1 September and not to leave them until the last minute.

**Entrance Requirements** 

All candidates for admission to degree courses at the School must, by the date on which they hope to be admitted, to be able to satisfy: (i) The general requirements for admission to degree courses which are laid down by the University of London, and (ii) the course requirement (if any) for the particular degree they wish to follow.

Candidates may satisfy the general requirements by:

Either

 passing the general Certificate of Education examination, or an approved equivalent, in the required number of subjects, namely either two at advanced level and three at ordinary level, or three at advanced level and one at ordinary level.

The ordinary level passes must be obtained at Grade A, B or C. A Grade 1 pass in a subject taken in the Certificate of Secondary Education is recognised as equivalent to an Ordinary level pass in the G.C.E. examination. Ordinary passes (Grades A-C, in examination in and after 1973) in the Scottish Certificate of Education are accepted by the University of London as equivalent to Ordinary level passes in the G.C.E. examination. The University has also recently agreed that a student who has passed five separate subjects at the Higher level in the Scottish Certificate of Education and has obtained not less than Grade B in four of these subjects will be deemed to have satisfied the General Entrance requirements of the University of London. However the School would normally expect the candidates from Scotland to offer good passes in at least two subjects either in the Certificate of Sixth Year Studies examination or under the Post Higher syllabus.

or 2. graduating in another university approved for this purpose by the University of London:

or 3. obtaining by examination a full practising professional qualification;

or 4. obtaining the Diploma in Technology;

or 5. applying under the regulations for Advanced Students by virtue of a Teacher's Certificate awarded since 1962, after a course of study lasting three academic years in a training college in England or Wales, or a three-year course of training in Northern Ireland since 1950;

or 6. other qualifications to be considered by the Special Entrance Board of the University.

The Special Entrance Board will also consider applications from holders of the Higher National Diploma or Certificate, the Ordinary National Diploma or Certificate or the BEC National Certificate.

Full details of the entrance requirements will be found in the pamphlet Regulations for University Entrance, obtainable from the Secretary, University Entrance Requirements Department, Senate House, London WC1E 7HU. Intending students are advised to obtain a copy of these regulations and to check that their qualifications are appropriate for the courses they wish to follow. The Assistant Registrar will be pleased to answer particular questions relating to the requirements.

The fact that a student has satisfied the general requirement does not mean that he or she will automatically obtain a place at the School. Candidates are usually expected to have reached a standard well above the pass mark in their qualifying examinations. Some candidates may also be asked to attend for interview or to take an entrance examination.

A person under the age of eighteen years may not be admitted as a student without the Director's special permission. A candidate who wishes to enter the School before his or her eighteenth birthday may be asked to write to state his or her reasons.

Those who hold qualifications enabling them to enter a foreign university, may be considered by the Special Entrance Board of the University of London. Such students should in the first instance apply for admission to the School throughout the U.C.C.A. If the School is willing to admit them it will forward their applications to the Special Board for consideration.

Early application from students from abroad is advised. However, where there is time to do so, students who are uncertain about their qualifications should write in the first instance to the Assistant Registrar, to check that they are eligible for consideration.

Students whose mother tongue is not English will be required to give evidence of

proficiency in the language.

Candidates from overseas, whether living abroad or in the United Kingdom at the time they make application, will be required, before they are accepted, to show that they have adequate financial resources to cover the cost of the three-year full-time course of study for a first degree. They will be asked to provide a guarantee that they have available a sufficient sum to cover their maintenance in London (£6950 for 1985/86) in addition to the fees. They may also be asked to produce a medical certificate.

Intending students from overseas should not set out for this country unless they have

received a definite offer of a place at the School.

Besides the general requirements given above candidates must satisfy the course requirements for the degree they wish to take.

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#### General Course

Enrolment in this category is suitable for students who wish to follow a full-time course of study at the School for one year only. The facilities are intended mainly for foreign students, and attendance does not count towards any degree awarded by London University.

- Applications for General Course registration will be considered from undergraduates who will have completed at least two years of study in a foreign university by the time of their enrolment at the School. Highly qualified graduate students who wish to do general work in the social sciences may also apply. Graduates who wish to follow a more specialised course without preparing for a degree, should apply for Research Fee registration (see pages 191 and 280).
- General Course enrolment enables a student to attend lectures and classes and receive tuition at the School for one academic year only.

3. The number of students admitted each year is limited.

 (a) The Senior Tutor to General Course students has general responsibility for the arrangements for students in this category.

(b) Every student is allocated a tutor, who will advise in the selection of courses and act throughout the session as supervisor.

(c) The Student may attend most lecture courses and may also join up to four classes.

(d) The student has full use of the Library without payment of any additional fee.
5. General Course students are required to take two written examinations at the end of their year at the LSE unless special exemption is granted by the Senior Tutor. A further two examinations may also be taken to make the total up to four examinations. The results of examinations taken are added to the registration

certificate.

(a) At the end of the course each student will be given, on request, a certificate of registration. This certificate lists the lectures and classes for which the student was registered, but does not include a detailed record of attendance.

(b) A tutor's confidential report will also be made available, on request, to the

student's home university.

The School does not grade students or award credits on the American model. Before committing themselves to attendance, students should, therefore, ensure that the facilities outlined above will satisfy the requirements of their home university.

 Application forms for General Course registration may be obtained from the Assistant Registrar of the School. An application fee (non-refundable) of £15 (or its equivalent in foreign currency) must be submitted at the time of application. The closing date for applications is 30 April in the year which admission is sought.

## The Pre-Law Programmes

There are two programmes: a pre-law semester (running from September to December) and a pre-law year (three terms from October to June). However for the time being students will not be admitted to the year course, and applications will only be considered for the Semester course. They draw upon the School's long tradition of teaching and studying Law in a Social Science setting and are designed to introduce students to the central issues concerning the operation of law in the modern world. The primary aim is to explore the historical, social and political context of a twentieth century legal system. The programmes are specially constructed for college students or immediate post-graduates who are interested in learning about the role of Law in society or in getting an introduction to legal techniques. They are not intended to duplicate a freshman year in Law school.

#### Pre-Law Year

Students are required to take at least seven courses made up as follows:

- 1. Introduction to Juristic Techniques
- Constitutional Theory
- 3. Obligations I
- 4. British Constitution
- 5. Obligations II
- 6. and 7. one of the following full-year courses:
  - (a) Jurisprudence
  - (b) Soviet and Yugoslav Legal Systems
  - (c) Dispute Settlement
  - (d) Women and the Law
  - (e) Economic Analysis of Law
  - (f) Legal and Social Change
- 8. Sociology of the Law (optional)

#### Pre-Law Semester

Students are required to take four single courses as follows:

- 1. Introduction to Juristic Techniques
- 2. Constitutional Theory
- 3. Either (a) Sociology of Law
  - or (b) Obligations I
- 4. Either (a) Sociology of Law (if not chosen under 3)
  - or (b) Obligations I (if not chosen under 3)
  - or (c) One of the following:
    - (i) Economic Analysis of Law
    - (ii) Jurisprudence
    - (iii) Dispute Settlement
    - (iv) Women and the Law

#### Certification

At the end of each programme each student will be given on request a certificate of registration. The certificate lists the lectures and classes which the student registered for but does not include a detailed record of attendance.

A leaflet about the programmes and application forms are available on request from the Assistant Registrar.

#### Graduate Studies

Information on admissions criteria and procedures for higher degrees, Diplomas and other facilities for graduate students will be found in the section "The Graduate School and Regulations for Higher Degrees and Diplomas".

### Course for Bankers

This short course is designed for promising young bank executives in their twenties and thirties who are expected to achieve promotion to the higher levels of management. Members of the Course will spend some weeks at the London School of Economics, taking a special programme of lecture courses, banking seminars and visits to financial institutions and markets in the City of London.

The course will provide its members with the opportunity to develop a broader and deeper understanding of banking and the economic and financial environment in which it has to operate. This understanding is increasingly important for those who will move into the higher levels of management.

Participants will be awarded a Course Certificate. There is no examination.

Enquiries should be directed to: Roger Alford, Course for Bankers (Room S378), The London School of Economics, Houghton Street, London WC2A 2AE, England. Telephone 01-405 7686. Telex: 24655 BLPES G.

The course programme is normally as follows:

Courses	hours per
	week
Banking and Money Markets	4
Law of International Banking and Finance	3
Analysis of Financial Decisions	3
Stock Exchange Investment	2
International Financial Institutions	2

Seminars	hours per week
Domestic and International Banking	6
Other Financial Topics	3
Group Discussion Meetings	
These meetings provide the opportunity for each participant to make a presentation of his own experience or interests in banking and finance, for discussion by the Group.	3

## Course in Trade Union Studies

Visits to Markets and Institutions

The School offers a one-year course of study for men and women interested in the work of the trade union movement. The course, which provides a training in the social sciences with special reference to the development of trade unionism, is primarily intended for persons hoping to take up responsible work in trade union organisations, though applications for admission from other qualified students will be considered. Applicants must show that they possess the training and experience necessary to profit from the course

Lectures are available in the main subjects of the syllabus; classes, open only to members of the course, are provided. Opportunities for written work are given and provision is made for tutorial supervision. Subject to approval, students may be admitted to other lectures given at the School which are of interest to them, and to which entry is not limited. In addition, they are full students of the School, and members of the Students' Union and as such entitled to enjoy all the facilities provided by the Union.

The course is open to full-time day students only.

The syllabus of study consists of eight subjects for which lectures and special classes

are provided. The subjects are:

- (i) Economics
- (ii) Contemporary Trade Unionism and Industrial Relations
  iii) British Economic and Social History, with special reference to the Growth of
  Labour Movements
- (iv) Labour Law
- (v) Political Theory and Organisation
- (vi) Elementary Statistics
- (vii) Business Organisation and Finance
- (viii) Industrial Sociology

There is a regular series of talks and discussions given or opened by prominent leaders and students of Trade Unionism. There is also a number of observation visits to firms and trade union offices.

On the completion of the course the student will receive a certificate from the School describing the major subjects undertaken during the period of study.

Application forms for admission may be obtained from the Department of Industrial Relations.

Full details of the fees payable are given in the Fees section of the Calendar.

Members of affiliated trade unions may be eligible for bursaries provided by the Trades Union Congress. In addition the Transport and General Workers Union, the National Graphical Association, the National Communications Union and the Confederation of Health Service Employees provide a limited number of bursaries to their members gaining admission to the course. Details of these bursaries are available from the organizations concerned.

#### Occasional Students

1. Occasional students are entitled to select up to three lecture courses per term from those listed in the Sessional Timetable. They are normally required to enrol for a complete course or for a whole term; registration for single lectures is not permitted. Classes and seminars are not normally open to Occasional students. The fee for most courses is £2 per hour. Refunds of fees are not normally available.

2. Applicants for admission as Occasional students must normally be in full-time

employment.

3. A person seeking admission as an Occasional student should obtain a form of application from the Assistant Registrar of the School and return it at least four weeks

before the opening of the term in which he wishes to attend.

4. Applicants will be asked to state their qualifications for study at the School and the purpose for which they wish to study, and they may be invited to attend for interview before admission. In view of pressure on teaching resources and accommodation, only a limited number of Occasional students will be accepted. Candidates for external degrees of this University may not normally be registered as Occasional students.

5. If the application is accepted the student will, on payment of the fees receive a card of admission for the courses named thereon and must produce it on demand.

Occasional registration does not entitle a student to tutorial assistance. The teaching facilities are strictly limited to attendance at the courses for which the individual student is registered.

7. An Occasional student will be allowed full use of the Main Library but not of the

Teaching Library.

8. At the end of their attendance students will, on request, be given a typed certificate listing the courses for which they have been registered, but this certificate will not include a detailed record of attendance.

## Regulations for Students

Preamble

1. The School exists for the pursuit of learning. Its fundamental purpose can be achieved only if its members can work peacefully in conditions which permit freedom of thought and expression within a framework of respect for the rights of other persons.

The Regulations exist to maintain these conditions and protect the School from actions which would damage its academic reputation or the standing of the School and

its members.

Alterations and Additions

2. There shall be a Rules and Regulations Committee. The Committee shall consist of the Director, three Academic Governors, and three other members of the Academic Board elected annually by the Board, the President and Deputy President of the Students' Union and three other student members elected annually from among the registered full-time students in accordance with Regulation 25. The Committee may make recommendations for alterations and additions to these Regulations to the Standing Committee of the Governors and such alterations or additions shall come into effect forthwith upon publication after the approval of the Standing Committee has been given. If at any time the Standing Committee does not accept a recommendation of the Rules and Regulations Committee it shall state its reasons to that Committee in writing.

3. The Rules and Regulations 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 him may make and issue Rules that are not inconsistent with these Regulations after consultation with the Committee. The Director or any other person authorised by him may also, in circumstances which in the opinion of the Director or such other person constitute an emergency, issue Instructions for the duration of the

emergency.

General

4. No student of the School shall:

(a) Disrupt teaching, study, research or administrative work, or prevent any member of the School and its staff from carrying on his work, or do any act reasonably likely to cause such disruption or prevention;

b) Damage or deface any property of the School, or do any act reasonably likely

to cause such damage or defacing;

(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 which is, or is reasonably likely to be, clearly detrimental to the School's purposes.

Academic Matters

5. The Directors may at his discretion refuse to any applicant admission to a course of study at the School or continuance in a course beyond the normal period required for its completion. He may refuse to allow any student to renew his attendance at the School as from the beginning of any term, on the ground of the student's lack of ability or of industry, including failure in a degree examination or other examination relating to a course, or failure, without adequate reason, to enter for an examination after completing the normal course therefore, or for any other good academic cause.

The Press

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

#### **Public Statements**

7. A student using the name or address of the School on his own behalf or on behalf of an organisation in a public statement or communication shall make clear his status as a student, and the status of any such organisation.

Copyright in Lectures

8. 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 lecturer. Any recording permitted is subject to the conditions (if any) required by the lecturer.

#### Misconduct

9. Any breach by a student of these Regulations 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.

10. If suspension from any or all of the facilities of the School has been imposed by a Summary Tribunal or by a Board of Discipline, or by the Director or under his authority under Regulation 24, and the student upon whom it has been imposed fails during the period of the suspension to comply with its terms, this failure shall itself be

misconduct.

11. If a student is convicted of a criminal offence in the courts which relates 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 clearly detrimental to the well-being of the School, the fact of a conviction will not necessarily preclude the institution of disciplinary action by the School under these Regulations.

Penalties for Breaches of Regulations

12. The following penalties may be imposed for a breach by a student of any of these Regulations:

Reprimand.

A fine not exceeding £25.

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 membership of the School.

13. A Board of Discipline may impose any of the penalties listed in Regulation 12. A Summary Tribunal may impose any of the following penalties:

Reprimand.

A fine not exceeding £25.

Suspension from any or all of the facilities of the School for a period not exceeding six weeks.

Disciplinary Procedures

14. Where any member of the staff or any student of the School believes that a breach of the Regulations has been committed by a student of the School he may file a complaint against that student for misconduct. The complaint shall be filed in writing with the Secretary, who will investigate the matter.

Should the Secretary be satisfied that a *prima facie* case exists, she will refer the complaint to the Director, or to another person authorised by the Director, and the Director or such person shall decide whether the complaint shall be proceeded with, and, if so, whether before a Summary Tribunal or before a Board of Discipline. In deciding whether proceedings shall take place before a Summary Tribunal or a Board of

Discipline the Director or the person authorised by him shall have regard to the seriousness of the alleged misconduct. Where the decision is made to proceed the Director or the person authorised by him shall formulate the charge or cause it to be formulated, and convene a Summary Tribunal or Board of Discipline as the case may require.

15. Subject as hereinafter provided, the members of Summary Tribunals and Boards of Discipline shall (other than the Chairman of a Board of Discipline) be drawn from

a Disciplinary Panel and a Student Disciplinary Panel:

Provided that

(a) If a person who has been selected as a member of a Tribunal or Board, and to whom not less than seventy-two hours' notice of its convening has been despatched, is absent during any part of the proceedings of the Tribunal or Board, he shall thereafter take no further part in the proceedings and his absence shall not invalidate the proceedings unless the number of those present throughout the proceedings (including the Chairman) falls below two in the case of a Summary Tribunal or four in any other case.

b) Students against whom charges of misconduct are laid shall have the right, if they so wish, to be heard by a disciplinary body without student members

provided it is otherwise properly constituted.

16. The Disciplinary Panel shall consist of ten lay Governors appointed annually by the Court of Governors and ten members of the academic staff who are appointed teachers of the University of London of at least two years' standing at the time of selection, selected annually by lot in accordance with Regulation 27:

Provided that

(a) No Governor who is a member of the Standing Committee of the Court of Governors shall be a member of the Disciplinary Panel.

b) No member of the Rules and Regulations Committee shall be a member of

the Disciplinary Panel.

17. The Student Disciplinary Panel shall consist of ten persons who are registered full-

time students selected annually by lot in accordance with Regulation 26.

18. Subject to Regulation 29, appointments of Governors to and selection of academic members of the Disciplinary Panel and the selection of the Student Disciplinary Panel shall take place in the year preceding the year of office, which shall commence on 1 August in each year. Additional appointments and selections may be made during the year of office to fill casual vacancies.

19. The members of a Summary Tribunal or of a Board of Discipline (other than lay Governors, who shall be selected by the person convening a Board, and the Chairman) shall be selected from the appropriate Panels by lot. No person shall be eligible for selection as a member of a Tribunal or Board if he is himself the subject of the case intended to be referred to that Tribunal or Board, or if he is the person who has brought the complaint, or if in the opinion of the person convening the Tribunal or Board it would be unfair to the person who is the subject of the case if he were to be selected. If at the commencement of a hearing a member of a Tribunal or Board is successfully challenged by the student who is the subject of the case, or his representative, that member shall be replaced by another person selected in a like manner.

20. Subject to Regulation 15, a Summary Tribunal shall consist of two academic members of the Disciplinary Panel and one member of the Student Disciplinary Panel. The Chairman of a Summary Tribunal shall be appointed from the Disciplinary Panel by the person convening the Tribunal. The decision of a Summary Tribunal shall be by a majority. At least seventy-two hours before a Tribunal meets, the student alleged to have committed a breach of these Regulations shall be informed in writing of the date of the hearing and of the nature of the breach which he is alleged to have committed. At the hearing of the Summary Tribunal he shall be entitled to represented by an advocate of his own choice, who may be a lawyer. He or his representative shall be

entitled to cross-examine any witness called, and to call witnesses in his defence. He shall further be entitled to give evidence and to address the Tribunal in his defence. The Summary Tribunal shall report its findings and the penalty (if any) imposed in writing to the student concerned and the Director.

- 21. In every case where a Summary Tribunal reports that a breach of Regulations has been committed the student concerned shall be entitled to request, within forty-eight hours of being informed of the report and of the penalty proposed to be imposed, that the decision be reviewed by an Appeals Board consisting of two members of the Disciplinary Panel who shall not be persons concerned in the original hearing, selected in the same manner as the academic members of the Summary Tribunal. The Appeals Board shall not re-hear evidence, but otherwise shall determine its own procedure. It shall report its decision in writing to the student concerned and to the Director.
- 22. Subject to Regulation 15, a Board of Discipline shall consist of two members of the Disciplinary Panel who are also lay Governors, two academic members of the Disciplinary Panel, two members of the Student Disciplinary Panel and a Chairman who shall be practising member of the Bar of at least seven years' standing who is not a member of the School and who shall be appointed in consultation with and subject to the agreement of the Vice-Chancellor of the University of London. The decision of a Board of Discipline shall be by a majority. At least three weeks 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 is alleged to have committed. At the hearing of the Board of Discipline he shall be entitled to be represented by an advocate of his own choice, who may be a lawyer. He or his representative shall be entitled to cross-examine any witness called, and to call witnesses in his defence. He shall further be entitled to give evidence and to address the Board in his defence. The Board of Discipline shall report its findings and the penalty (if any) imposed in writing to the student concerned and to the Director.
- 23. In every case where the Board of Discipline reports that a breach of Regulations has been committed the student concerned shall be entitled, within three weeks of being informed of the report and of the penalty proposed to be imposed, to appeal to an Appeals Committee of two members, neither of whom shall be members of the School, appointed in consultation with and subject to the agreement of the Vice-Chancellor of the University of London. The Appeals Committee shall not re-hear evidence but otherwise shall determine its own procedure and shall report in writing its decision to the student concerned and to the Director.
- 24. At any time when a decision to refer an alleged offence to a Board of Discipline is under consideration, or after any such reference has been made, the Director or a person under his authority may suspend the student concerned from all or any specified use of the School facilities pending the decision of the Board of Discipline.

Any order for suspension made pending a decision to refer shall lapse at the end of two weeks and shall not be renewable unless the case is, within that time, referred to a Board of Discipline. Any suspension under this Regulation will not be construed as a penalty, nor will it be reported to a grant-giving body as a penalty.

#### Student Members of Rules and Regulations Committee

25. The student members of the Rules and Regulations Committee shall be elected annually in the academic year preceding the year of office, which shall commence on 1 August in each year. Nomination of candidates shall be carried out in like manner to the nomination of candidates for the election of the President of the Students' Union. The election shall be by postal ballot and shall be conducted by the Secretary. The President of the Students' Union shall be entitled to nominate a student to observe the conduct of the election.

#### Student Disciplinary Panel

26. The annual selection of members of the Student Disciplinary Panel shall be made

by the Secretary in the academic year preceding the year of office, using a random selection process. In making this selection she shall seek the advice of an Appointed Teacher in Statistics of the University. She shall exclude from the selection students whose courses she anticipates will be completed during the year of selection. She 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 fourteen days of this notification any of the persons selected has not given his 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 selection in like manner from the same group of persons. The President of the Students' Union shall be entitled to appoint a student to observe the conduct of the selection.

Academic Members of Disciplinary Panel

27. The annual selection of the academic members of the Disciplinary Panel shall be made by the Secretary in the academic year preceding the year of office using a random selection process. In making this selection she shall seek the advice of an Appointed Teacher in Statistics of the University. She shall exclude from the selection persons who she anticipates 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. She 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 fourteen 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 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.

#### Miscellaneous

28. These regulations shall come into force on 29 September 1969.

29. The first appointments to and selections for the Disciplinary Panel and the first selection of the Student Disciplinary Panel shall exceptionally be made and held as soon as practicable after 29 September 1969 and the members of each Panel as so constituted shall hold office until 31 July 1970.

30. Any disciplinary proceedings pending on 29 September 1969 and any appeal from any finding or penalty imposed in any disciplinary proceedings which is pending on such date shall, notwithstanding the coming into force of the Regulations, continue to be governed by and in the manner available under the Regulations for Students in force

at the time when the pending proceedings or appeal were commenced.

31. Until the first Disciplinary Panel has come into existence a Summary Tribunal shall be duly constituted if its members (other than the student) consist of two members of the academic staff appointed by the person convening the Tribunal, and a Board of Discipline shall be duly constituted if its Chairman has been nominated as laid down in Regulation 22 and its other members (other than students) consist of any four persons appointed by the person convening the Board from the Board of Discipline in existence immediately before these Regulations come into force. If at any time there shall be not personal person

duly constituted Student Disciplinary Panel in existence a Summary Tribunal or a Board of Discipline shall be duly constituted if the Tribunal or Board as the case may be has no student members provided that it is otherwise properly constituted. Selection of members of a Summary Tribunal or Board of Discipline under Regulation 19 shall not be invalid only by reason of the fact that at the time of selection the number of members of the Disciplinary Panel or Student Disciplinary Panel is less than that specified in Regulation 16 or 17, as the case may be.

32. Rules and Instructions issued under these Regulations shall be deemed part of the Regulations. All Rules in force immediately before these Regulations come into force shall remain valid and shall be deemed part of these Regulations until they have been amended, altered or cancelled under the provision of Regulation 3.

33. An accidental defect in the constitution of a Summary Tribunal or Board of Discipline shall not invalidate its procedure.

34. Any actions that these Regulations require to be carried out by the Secretary may be carried out by a person acting under her authority. In the absence or incapacity of the Secretary her functions, under these Regulations may be exercised by her Deputy or by another person authorised by the Director, and references to these Regulations to the Secretary shall be read to include her Deputy or any such person.

## 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 Students' Union and its societies may apply to the School for permission to use the School's premises for meetings or social functions; such permission is deemed to be given automatically in respect of School premises allocated to the Students' Union. Nevertheless the School reserves the right to withhold or withdraw permission for a meeting or function and to refuse consent for any visitors to come on to any of its premises. In that event the Students' Union will be consulted in advance, if possible.

#### 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, occasionally in the Cobden Bar, 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 Bursar; 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.

#### 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.

Copies of the Administrative Notes which relate to these Rules may be consulted in the Information Office.

#### Fees

- 1 The fees stated are payable for the academic year 1985-86. They may not apply thereafter.
- 2 Students are normally expected to pay fees by the session and fees are due to be paid not later than the end of the first week of the Michaelmas term.

On application to the Academic Registrar or the Secretary of the Graduate School, permission may be given by the School for payment to be made by instalments and in that case the following arrangements will apply:

- (i) Michaelmas terms fees should be paid by the end of the first week of that term;
- (ii) the balance of the sessional fee due for the Lent and Summer terms should be paid by the end of the first week of the Lent term;
- (iii) any student who wishes to defer payment of fees for the Summer term beyond the first week of the Lent term should again apply for permission to the Academic Registrar or the Secretary of the Graduate School, who will ask for full reasons why this permission should be granted.
- 3 If fees are not paid when due registration will be incomplete and the student will not be entitled to use any of the School's facilities unless an extension of time to pay is allowed in writing by the School. The School reserves the right to withhold or, where appropriate, to ask the University to withhold the award of a degree or diploma to any student owing fees.
- 4 The fees stated are composition fees and cover registration, teaching, first entry to examinations, the use of the library and membership of the Students' Union. For students working under intercollegiate arrangements the fees also cover teaching and the use of student common rooms at the other colleges which they attend.
- 5 Separate fees are payable by students from overseas.
- 6 Students who withdraw in mid-course having given notice of their intention to do so may apply for a refund of an appropriate portion of fees paid.
- 7 Enquiries about fee accounts should be made in the first instance to the Registry or the Graduate School Office.
- 8 Fees should, as far as possible, be paid by cheque and remitted BY POST to the Accounts Department, Room H.402. Cheques should be made payable to the 'London School of Economics and Political Science' and should be crossed 'A/c. Payee'.

Composition fees do not include the cost of field work or practical work required to be undertaken in vacation or term time. The first entry to all examinations required by the regulations of a student's course is covered by the composition fee. Students leeding information about re-entry fees for examinations should enquire at the Registry or Graduate School Office.

#### Part-time Registration for First Degrees

The School may admit each year a small number of students to follow part-time courses for a first degree by course units. The numbers are severely restricted and the fields of study available are few in number. This form of registration is intended for persons who are unable to obtain financial support for full-time courses or for any of the School's full-time students who may be given permission to take a year of part-time study before resuming their full-time courses. Further details are available from the Assistant Registrar (Admissions). Separate arrangements apply for part-time graduate students.

#### Research Fee

Graduate students undertaking research not leading to a degree, or undertaking studies leading to a research degree of a university other than London, will be classified as research students and may be required to pay the research fee.

#### Continuation Fee

The continuation fee is payable by research degree students who have completed their approved courses of study, but have been permitted to continue their registration. It entitles them to receive advice from their supervising teachers and to attend one seminar, but not to attend any lecture courses. These arrangements apply to research degree students after they have been registered at L.S.E. for the M.Phil. or Ph.D. full-time for three years or part-time for four years.

#### Fees for Occasional Students

Approved students are admitted on payment of appropriate fees, the amounts of which will be quoted on request. For general guidance it may be stated that the fee for most courses is £2 per hour. Thus, for example, the fee for a course of ten lectures of one hour each is £20.

<sup>\*</sup>These courses were initiated with the help of funds provided by Foundations. They are now supported through sponsorship by government and other official agencies. The School is prepared to consider applications for a small number of bursaries from private candidates who are unable to afford the fees for these courses.

## Financial Help Available to Applicants and Students

In general the School expects all students admitted to courses to make adequate arrangements for their maintenance and the payment of their fees, including making allowance for unavoidable increases.

The School is prepared, however, to consider applications for help from persons wishing to begin courses who lack the necessary funds to meet all their costs, and from students who fall into financial difficulties during a course. It uses funds from two sources: its own resources, and money donated in response to a major appeal launched in 1979 (the LSE 1980s Fund) when it was foreseen that high fees were going to cause problems for many students.

#### Information in the following section covers these subjects:

Public Awards

Help offered by the School

Scholarships, Studentships and Prizes offered under Trust Deeds and administered by the School.

#### Public Awards

#### (A) Undergraduates

The usual grant-awarding body for a student who lives in England, Wales or Northern Ireland is the Local Education Authority. Scottish students should enquire at the offices of the Scottish Education Department, Haymarket House, Clifton Terrace, Edinburgh.

#### (B) Postgraduates

The principal sources of public awards for postgraduates at the School are the Economic and Social Research Council, the Science and Engineering Research Council, the Natural Environment Research Council and the British Academy. With the exception of the ESRC Competition Award Scheme, students may not apply direct to these bodies but should enquire at the School (Scholarships Officer).

#### Assessment of Need

In assessing whether a student really needs help the School authorities take into account his income and expenditure as compared with that of students in the same category i.e. home or overseas, new student or continuing etc. It is normally assumed that students from overseas require more money for their maintenance than students whose homes are in Britain. This is because of the higher cost of covering vacation expenses or travelling to and from the home country.

#### Types of Help offered by the School

All awards are normally open to undergraduates and postgraduates, irrespective of fee, in any year of any course.

The main forms of help that are made available are these:

Scholarships

Awarded only to students of outstanding academic ability who are in financial need. An award can cover fees and there may be help with maintenance costs.

Loans

All loans are interest-free

- Short-term up to £50 repayable within a few weeks.
- Medium-term larger sums for longer periods but usually repayable within the academic year.

 Long-term — larger sums for longer periods, normally repayable within three years of leaving the School.

Work Awards

Payment or reduction of fees made to students who undertake some form of work for the School in return e.g. work in the Library, statistical, environmental improvement, as available from time to time.

Bursaries

Grants made to help with hardship. They may be used to reduce the fees payable or form cash grants to applicants.

Notes for Applicants

If you wish to seek help you should obtain an application form from the Registry (H.310), the Graduate School Office (H.201) or the Scholarships Officer (H.212). You should ask there and then about anything which is unclear, because there is normally someone available for this purpose.

It is most important that you should set out your case clearly, giving all the information which you think might help the School to reach a decision quickly. All information supplied will be regarded as confidential and knowing this students are asked to be full and frank in their statements. It is sensible to make sure that your Tutor or Supervisor knows of your problem, because he/she might be able to write in support of your application.

When you have completed the form please leave it with the Scholarship Officer. It will be considered by the Committee appointed by the School for this purpose. You might be invited to attend for interview though this will not normally be necessary if your application is clear, full and unambiguous.

Decisions and Appeals

After the Committee have obtained all the possible information they require on which to determine your application they will make a recommendation for or against an award. As soon as a decision on the recommendation has been made an administrative officer will write to tell you, at your term-time address. If the decision is in your favour you will be told how the School is going to help you.

If you do not obtain the help you seek you may ask for a review, with or without submitting fresh material. You will normally be invited to attend for an interview to present your case at the review.

#### Time for Decisions

The time taken for decisions to be reached on the different forms of help will vary considerably, according to the nature of the application. The following should be taken as a rough guide:

Form of Help

Time for Decision

Short-term loan

up to £50 either at once or within a few hours; for larger sums, within 14 days.

Scholarship Long-term loan Bursary Work Award

within 14 days: if longer a letter will be sent to the applicant giving the reasons for the delay

## Scholarships, Studentships and Prizes offered under Trust Deeds and administered by the School

(a) Undergraduate Scholarships

These Scholarships may be awarded annually on the basis of academic achievement at the School. Applications are not required and all candidates in the appropriate categories are considered.

Name	Value	Eligibility or Department
Entrance Scholarships	£100	where offered First year students: all degrees
Institute of Chartered Secretaries and Administrators	£300	B.Sc. (Econ.), B.Sc. Management Sciences and LL.B. second or third year
Lillian Knowles	£175	Best results in Part I of B.Sc. (Econ.) specialising in Economic History at Part II
Harold Laski	£175	B.Sc. (Econ.) second or third year, specialising in Government
LSE 1980s Fund Undergraduate Scholarship	Fees and maintenance	For undergraduate work in the social sciences
C. S. Mactaggart	£250	B.Sc. (Econ.) second or third year
Metcalfe	£100	B.Sc. (Econ.) second or third year women students
Norman Sosnow Travel Scholarships	£500	For travel anywhere outside the United Kingdom
School Undergraduate Scholarships	£250	LL.B. or B.Sc. course unit degrees, second or third year
Senior Scholarships	£100	Second and third year students; all degrees
Stern Scholarships in Commerce	£125	Awarded on basis of final examination, B.Sc. (Econ.) or B.Sc. by course units in Faculty of Economics for postgraduate study in a field of commercial interest
Third World Foundation Undergraduate Scholarship	Fees only	B.Sc. (Econ.) degree who wishes to specialise at Part II of the course in a subject which is likely to create a greater awareness of the

problems of the Third World. Preference to students from Third World countries

(b) Undergraduate Prizes

These prizes are awarded on the basic of academic performance at the School. Applications are not required.

Allyn Young	£25	Performance in certain papers of Part I B.Sc. (Econ.
Arthur Andersen Prizes	£60; £40	Best and second best performance in the examination Accounting and Finance I, by second year B.Sc. (Econ.) students
Bassett Memorial Prizes	(i) £30	Performance in B.Sc. (Econ.) final examination, specialising in Government or Government and History, especially government of Great Britain
	(ii) £20	Performance in Trade Union Studies course
Janet Beveridge Awards	(i) £50	Third year B.Sc. in Social Science and Administration
	(ii) £50	First or second year B.Sc. in Social Science and Administration
Coopers and Lybrand Prizes	£60; £40	Best and second best performance in the examination, Accounting
		and Finance III
Deloitte Haskins + Sells Prizes	£60; £40	Best and second best performance in the examination, Accounting and Finance II
William Farr Prize	Silver medal	Performance in B.Sc. (Econ.) Part II examination, specialising in Statistics or Computing
Morris Finer Memorial Prize in Law	£100	Performance at Part I of LL.B.
Maurice Freedman	£50	Best dissertation for special essay paper in Social Anthropology; third year

Geoids Book Prize in Memory of S. W. Wooldridge	about £15	Student who makes a distinctive contribution to the life of the Joint School of Geography at King's College and LSE
Gonner Prize	£15	Performance in certain special subjects of B.Sc. (Econ.) degree final examination
Gourgey Prize	£7.50	Best project report submitted for Trade Union Studies course
Hobhouse Memorial Prize	£50	Performance in final examination B.Sc. Sociology or B.Sc. (Econ.) specialising in Sociology at Part II
Hughes Parry Prize	£50	Performance in subject of Law of Contract in Intermediate examination in Laws
Andre Mannu Prizes	£100 each	For essays of high quality submitted for paper 6(b) or 7 (a) in the special subject of Philosophy in the B.Sc. (Econ.) degree
Maxwell Law Prize	£75	Performance in Part I of LL.B.
Mostyn Lloyd Memorial Prize	£60	Performance in Diploma in Social Science and Administration
George and Hilda Ormsby	(i) £60	Performance in B.A./B.Sc. in Geography or B.Sc. (Econ.) specialising in Geography at Part II
	(ii) £60	Best piece of original work in Geography
Peats Prizes	£60; £40	Best and second best performance in the examination, Elements of Accounting and Finance, by first year B.Sc. (Econ.) students
Gilbert Ponsonby Memorial Prizes	£100	Performance in Part II of B.Sc. (Econ.) final examination

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£125	Performance in special subject of Monetary Economics at Part II of the B.Sc. (Econ.) examination
£50	Best Performance in Part II of the B.Sc. (Econ.) examination
£150	Excellence in mathematical subjects in final examination of B.Sc. degree
-	To assist independent projects of field study by students registered in Joint School of Geography of King's College and LSE
warded on the ba	asis of competitive interview se.
£500	Graduate work in inland transport subjects
£275	Diploma course in Social Science and Administration
at least £3,000	Graduate work in Economics. Preference given to students from North America
£800 minimum	Graduate work in International Relations. Preference given to those wishing to qualify themselves for university teaching in International Relations
Fees and maintenance	Research in socio-legal field on certain specified topics
Fees and some maintenance	Graduate work in the social sciences
Interest- free loan or bursary up to £1000	Research in International History
	£50  £150  warded on the bapetition is intensection is intensection is intensection. £500  £275  at least £3,000  £800 minimum  Fees and maintenance  Interest-free loan or bursary

C. K. Hobson Studentships in Economics	Fees and some maintenance	Graduate work in Economics
Hutchins Studentship for Women	£500	Research in the social sciences preferably Economic History
Rees Jeffreys Road Fund Award	Fees and maintenance	Research in the field of transport
Madge Waley Joseph Scholarship	£40	Woman student registered for one-year course in Social Science and Administration
Kahn-Freund Award	Fees and some maintenance	Graduate work in law in specified fields of interest
Jackson Lewis Scholarship	£700	Graduate work in social sciences
LSE 1980s Fund Studentship	Fees and some maintenance	Graduate work in the social sciences
Loch Exhibitions	£100	Students registered for a Diploma course in the Department of Social Science and Administration
Malinowski Memorial Studentship	£600	to assist self-financing students without access to adequate funding, with cost of writing-up after completing fieldwork
Andre Mannu Studentship	£3500 approx.	Graduate work in Philosophy, Logic and Scientific Method
Metcalfe Studentship	At least £500	Woman student for research in social sciences, especially for study of a problem bearing on the welfare of women
Robert McKenzie Canadian Scholarship	\$3,000 (Canadian)	Graduate work in the Social Sciences. Applicants should have a first degree from a Canadian university

Grants or loans	Postgraduate students from developing countries registered in Department of Economics
£500	Research in Social or Economic History. Preference to candidates whose research is undertaker in some country other than the country of their usual residence. Awards may be in the form of a studentship or travel or other research expenses
£450	Graduate work in social sciences, preference given to those including some aspect of transport in their studies
£1500 minimum	Graduate work in Russian Studies
Fees and some maintenance	Research work in specified fields of study for which the International Centre for Economics and Related Disciplines was established
Fees only	For research which is likely to create greater awareness of the problems of the Third World. Preference given to students from Third World countries
which provide and research is including studing. W.K., projects of institutions opportunities the Third Worwhich enable to help in disa For further in apply to: The Eileen Young Fund, London and Political 3	port proposals e innovative studies in social work ly visits to the s to increase capacity to provide learning for students from rild, and projects social workers ster situations. formation, please Trustees of the husband Memorial in School of Economics Science,
	£1500  £1500 minimum  Fees and some maintenance  Fees only  Applications awards to sup which provide and research including study. W.K., projects of institutions opportunities the Third Wowhich enable to help in disa For further in apply to: The Eileen Young Fund, London

American Friends Scholarships

Financial aid to graduate students in the form of fee awards may also be available from the American Friends of LSE (AFLSE). Applicants must be citizens or permanent residents of the United States of America and must have applied for admission to a graduate programme at LSE. Students who are already enrolled at LSE are not eligible. Selection is based on college transcripts, two letters of recommendation, a personal statement of reasons for selecting LSE and the proposed course of study, and financial need. Completed applications must reach AFLSE by 1 March of the intended year of enrolment. Enquiries about eligibility should be sent directly to the Chairman, Scholarship Committee, American Friends of the London School of Economics, 1025 Thomas Jefferson Street, Suite 400, East Lobby, Washington D.C. 20007, USA.

Postgraduate Prizes

These prizes are awarded on the basis of academic achievements at the School. Applications are not required.

Bowley Prize	£60	Written work in the field of economic or social statistics completed within four years prior to 1 January 1984
Ely Devons Prizes	£60	Best student registered for M.Sc. (Economics); best student for M.Sc. (Econometrics and Mathematical Economics)
Firth Awards	£175	Best paper contributed to a seminar in Department of Anthropology by a graduate student
Gladstone Memorial Prize	£100	Student registered for Masters degree who submits best dissertation on subject connected with History, Political Science or Economics including some aspect of British Policy
Imre Lakatos Prizes	£150	For dissertations of high quality submitted in fulfilment of the examination requirement for the M.Sc. in Logic and Scientific Method

Andre Mannu Prizes	£150 each	For dissertations of high quality submitted in fulfilment of the examination requirement for the M.Sc. in Social Philosophy
Robert McKenzie Prizes	total of £1000	For outstanding performance in the M.A., M.Sc., M.Phil. or Ph.D. degrees
George and Hilda Ormsby Prize	£75	Graduate work in Geography
Robson Memorial Prize		To help present or recent students of the School prepare for publication as articles or books work in subject area of interest to the late Professor Robson

Awards open to both Undergradi	uates and Postgra	duates
Vera Anstey Memorial Award	-	Regard will normally be had to Dr. Anstey's special interest in India, Pakistan, Bangladesh and Sri Lanka
S. H. Bailey Scholarship in International Studies; and School Scholarship in International Law	£100	Awards are offered in alternate years. To enable attendance at some institute of international study; or to attend a session at the Academy of International Law at the Hague
Baxter-Edey Awards	£3000 available	Accounting and Finance: second and third year undergraduates or postgraduates
Christie Exhibition	£60 if an annual award; £120 if offered biennially	Students registered in Department of Social Science and Administration
Elphick Trust Awards	£200	For students registered in the Department of Sociology; to assist in relief of hardship
W. G. Hart Bursary Award	£800	Undergraduate or graduate work in Law

Japan Air Lines Travel Awards

Through the generosity of Japan Air Lines, air tickets are available for part or complete journeys to London. Japan Air Lines presently flies to London from Abu Dhabi, Auckland, Bangkok, Cairo, Copenhagen, Delhi, Fiji, Fukuoka, Guam, Honolulu, Kuala Lumpur, Manila, Moscow, Osaka, Paris, Pusan, Rome, Saipan, Sapporo, Seoul, Singapore, Sydney and Tokyo. A change of aircraft during the journey may be necessary. Any students who need help with their fares to come to LSE and who could join one of these routes should apply to the Scholarships Officer at the School

Robert McKenzie Scholarship

£1000

Preference given to students from Canada and to those wishing to study Sociology, particularly Political Sociology and other related fields which would have been of interest to the late Professor McKenzie

Margot Naylor Memorial Scholarship at least £250

Women students; regard will be given to donor's request that preference be given to those intending a career in financial journalism.

Scholarships and Studentships awarded by the University of London

The University of London offers a number of awards for undergraduate and graduate students. All enquiries should be addressed to: the Scholarships Department, Senate House, Malet Street, London WC1E 7HU.

## First Degree Courses

#### General Information

General Note: The School prepares students for degrees of the University of London. It has no power to award its own degrees.

All students should read the University Regulations for Internal Studies in the relevant faculty. They may be obtained from the University or the Registry at the School.

The School registers students for the following degrees of the University of London:
Bachelor of Science in Economics

B.Sc. Degree in the Faculty of Economics, with Main Fields in:

Geography,

Mathematics, Statistics, Computing and Actuarial Science,

Management Sciences,

Mathematics and Philosophy,

Social Policy and Administration, Social Anthropology,

Social Psychology,

Sociology

B.A. degree in the Faculty of Arts, with Main Fields in:

French Studies Geography

Bachelor of Arts in History

Bachelor of Laws

The information printed in this Calendar concerning these degrees is correct at the time of going to press, but minor modifications may be made by the beginning of the academic year.

The School reserves the right at all times to withdraw or alter particular courses and course syllabuses.

Students should note that for timetabling reasons, it may not be possible to make arrangements for some combinations of papers at Part II of the B.Sc. (Econ.) degree.

The approved course of study for a first degree extends over not less than three years. Except by special permission of the Director, students of the School who fail at any degree examination, or whose progress has been unsatisfactory, or who have completed the normal course for an examination but, without adequate reason, have failed to enter, will not be eligible for re-registration. Students who are given this special permission will not be allowed in the year of re-registration to do any work at the School other than work for that examination in which they failed. Departures from this rule will be made only in exceptional cases and subject to such conditions as the Director may require in any particular case.

## Study Guides

In the regulations which follow a Study Guide number is printed opposite each examination paper. The Study Guides are printed in detail in Part III of the Calendar with a general explanation on page 342. Students should first read the Regulations for their particular Degree, to see the rules governing their choice of examination subjects. They should then refer to the Study Guides, which in turn refer to the lecture and seminar series listed in the Sessional Timetable (published separately).

Graduates and persons who have obtained a Teacher's Certificate awarded after a course of study extending over not less than three years may in critani circumstances be permitted to complete the course for a first degree in not less than two years. Details may be found in the General Regulations for Internal Students obtainable from the University of London, Senate House, London WCIE 7HU.

## Special Regulations for the B.Sc. (Econ.) Degree

These regulations must be read in conjunction with the General Regulations for Internal Students published by the University of London.

#### 1. Conditions of Admission

In order to be admitted to the degree a candidate must

- satisfy or be exempted from the general entrance requirements of the University of London
- (ii) be admitted to and follow an approved course of study at the London School of Economics and Political Science. The course of study for the degree normally extends over three consecutive academic years, but for advanced students the period may be two. A student registering under the regulations for advanced students will normally be required to pass the Part I examination before entry to the School. Exceptions to this requirement may be made at the discretion of the School in the case of well-qualified candidates
- (iii) pass the relevant Part I and II examinations.

#### 2. Dates of Examination

Examinations will be held once in each year in the Summer Term, commencing on dates to be published in the School's *Calendar*. Candidates will be informed by the Academic Registrar of the School of the time and place of the examination.

#### 3. Entry to Examinations

Every student entering for an examination must complete and return an entry form, to be obtained from the Academic Registrar of the School.

Students in attendance at the School are not required to pay separate examination fees. A student who for medical or other reasons approved by the School does not sit an examination while in attendance at the School may be permitted to enter for such examination on one subsequent occasion without payment of a fee, although not in attendance at the School. In all other cases students permitted to re-enter for an examination when not in attendance at the School will be required to pay the entry fees. Details are available on enquiry at the Examinations Office.

#### 4. Classification for Honours

The classification for Honours will be based primarily on the candidate's performance in Part II of the examination but the marks obtained in Part I may be taken into account.

#### 5. Class List

Successful candidates at the Final examination will be awarded (1) First Class Honours. (2) Second Class Honours, or (3) Third Class Honours. The Second Class Honours List will be divided into an Upper and a Lower Division. Candidates who do not qualify for Honours may be awarded a Pass B.Sc. (Econ.) Degree; the list of such candidates will be published separately from the Honours List. The names in each class or division of the Honours List and of the Pass List will be in alphabetical order.

#### 6. Notification of Results

A list of successful candidates will be published by the Academic Registrar of the University. The date of the award of the degree to successful candidates will be 1 August.

#### 7. Issue of Diplomas

A diploma for the Degree of B.Sc. (Econ.) under the seal of the University, will be delivered to each successful candidate who is awarded the degree. The Diploma will state the special subject taken.

#### 8. Aegrotat Provisions

A candidate who has completed his course of study as an Internal Student and who, through his illness or other cause judged sufficient by the Academic Council such as death of a near relative, (i) has been absent from the whole or part of the examinations

at the end of his Final year or (ii) though present at the whole of the examinations at the end of his Final year, considers that his performance has been adversely affected by any of the above causes, may be considered for the award of an Aegrotat or classified degree under the following Regulations.

 An application for consideration must be made by the candidate's School on his behalf within seven days from the last day of the examination and must be accompanied by a medical certificate or other statement of the grounds on which the application is made and by records of the candidate's performance during the course and by assessments provided by the candidate's teachers.

2. If the Examiners are able to determine on the basis of examination evidence that a candidate who has been present for all papers or who has been absent from one or two papers or the equivalent of one or two papers, has reached the standard required for the award of a degree with a Pass or Honours classification they shall recommend the award of such a degree and shall not consider the candidate for the award of an Aegrotat Degree.

3. In the case of a candidate not recommended for a classified degree under paragraph 2 the Examiners, having considered the work which the candidate has submitted at the examination or in such part of the examination as he has attended, if any; records of the candidate's performance during the course; and assessments provided by the candidate's teachers; will determine whether evidence has been shown to their satisfaction that, had he completed the examination in normal circumstances the candidate would clearly have reached a standard which would have qualified him for the award of the degree. The Examiners shall not recommend the award of a class degree higher than the overall level which the candidate has achieved in the work actually presented.

4. A candidate on whose behalf an application has been made under 1 above will be informed whether the Examiners have determined that he is eligible to apply for the award of an Aegrotat Degree and that, if so, he may either:

(i) apply for the award of the Aegrotat Degree

(ii) not apply by re-enter for the same examination at a later date.

 A candidate who under 4 above has applied for the award of an Aegrotat Degree will be informed that the degree has been conferred and will not be eligible thereafter to re-enter for the examination for the classified degree.

 On re-entry for the classified degree, a candidate who under 4 above has been informed that he is eligible to apply for the award of an Aegrotat Degree ceases to be eligible so to apply.

7. An Aegrotat Degree will be awarded without distinction or class.

 Holders of an Aegrotat Degree are not permitted to re-enter for the same examination, but may apply for permission to proceed to a second or higher degree on complying with the regulations for such degree.

#### 9. Course of Study

A student shall be eligible to present himself for Part I of the examination after having satisfactorily attended approved courses extending over one academic year, and Part II after having satisfactorily attended approved courses extending over two further academic years.

#### 10. Details of Examinations

The examination is divided into two Parts, and a candidate is normally required to pass Part I before he enters for his final Part II examination papers.

#### II. Part I

11.1 The examination for Part I consists of four papers to be chosen from at least three of the following groups.

Provided these requirements are satisfied, a paper in an approved foreign language may be substituted for one of the papers listed on page 207.

11.2 In addition to written papers, examiners may test any candidate by means of an oral examination.

11.3 The Board of Examiners may also at their discretion taken into consideration the assessment of a candidate's course-work.

11.4 A student may, at the discretion of the Board of Examiners, be referred in one paper which must normally be passed before the beginning of his third year of study. A student thus referred may, on re-entry, choose to be examined in a different subject from that in which he was referred provided he observes the general rule in regulation 11.1 and attends a course of study in the new subject.

11.5 Where a candidate is absent through illness from one paper of the Part I examination but his performance in the remaining papers is satisfactory, he may be permitted by the School to proceed to the Part II course but he will be required to take the examination in the outstanding paper on the next occasion of examination. If the candidate then fails the paper his case shall be governed by regulations 11.4 and 12.6. 11.6 A list of successful candidates in the Part I examination will be published and the School will officially communicate to each student the grades obtained by him in the individual papers of the examination.

11.7 As a transitional arrangement, students who have begun courses under the previous regulations for the B.Sc. (Econ.) but who have, with the School's permission, temporarily withdrawn from the School, shall be eligible on re-admission to continue under the new regulations. Such students who have completed a course of study for an examination under the previous regulations shall be eligible for re-examination under these regulations. A pass in the Part I examination under the previous regulations shall be accepted as exempting from the Part I examintion under these regulations.

11.8 A student who has passed courses to the value of four course-units in appropriate subjects in a Course-unit Degree of the University of London may, with the approval of the School, be permitted to transfer to the B.Sc. (Econ.) Degree with direct entry to the course of study and examination for Part II of the Degree. The marks obtained by such a student in course examination will be treated for the purpose of classification for honours as the equivalent of marks obtained in Part I of the B.Sc. (Econ.) examination.

A student of the School who has successfully completed one year of the course for a degree other than the B.Sc. (Econ.) and who wishes to transfer, but some or all of whose subjects are judged by the School to be inappropriate, may be permitted to transfer to the second year of the B.Sc. (Econ.) on condition that in Part II he takes such papers as the School may consider appropriate to satisfy the intent of the Part I regulations.

### Part I Subjects

Paper Number	Paper Title	Study Guide Number
I (a)	Economics A	Ec1400
or (b)	Economics B	Ec1400
or (c)	Introduction to Mathematical Economics	Ec1403
(d)	Elements of Accounting and Finance	Ac1000
II (a)	Basic Mathematics for Economists	Ec1415
or (b)	Elementary Mathematical Methods	SM7000
or (c)	Introduction to Algebra	SM7001
(d)	Introduction to Analysis and Set Theory	SM7002
III (a)	Basic Statistics	SM7200
or (b)	Elementary Statistical Theory	SM7201
(c)	Introduction to Logic	Ph5200
or (d)	Introduction to Mathematical Logic	Ph5201
(e)	Introduction to Scientific Method	Ph5210
IV (a)	Modern Politics and Government, with special	Gv3010
14 (4)	reference to Britain	0,0010
(b)	An Introduction to Political Thought: the Greeks	Gv3000
(c)	The Language of Politics: An introduction to	Gv3001
(6)	Political Theory	0,000.
(d)	English Legal Institutions	LL5020
(e)	The Structure of International Society	IR3600
(1)	Public International Law	LL5131
V (a)	Modern British Society in Historical Perspective	EH1601
or (b)	The Economic History of Great Britain and the	EH1600
	U.S.A. 1850-1939	
(c)	Political History, 1789–1941	Hv3400
or (d)	World History since 1890	Hy3403
or (e)	The History of European Ideas since 1700	Hy3406
VI (a)	Introduction to Sociology	So5800
(b)	Introduction to Individual and Social Psychology	Ps5400
(c)	Introduction to Social Anthropology	An1200
(d)	Geographical Perspectives on Modern Society	Gv1801
(e)	Introduction to Social Policy	SA5600
(1)	Population, Economy and Society	Pn7100
VII (a)	General Computing	SM7301
or (b)	Elements of Computer Science	SM7300

Approved Foreign Language

The following	languages have been	approved by the School	for examination in Part I:
French	German	Russian	Spanish
Ln3800	I n3801	Ln3802	Ln3803

#### 12. Part II

12.1 Part II of the examination consists of eight papers as prescribed for each special subject, at least two of which must be taught outside the department responsible for the special subject. The list of special subjects appears on page 210. In special circumstances the School may permit a candidate to substitute another approved course for one of the courses listed in the regulations for the special subject concerned.

12.2 Certain papers may be examined before the final year of the Part II course, Candidates may be permitted or required\* to take papers in advance of the final year

provided that:

(a) Each candidate shall have the right to take two papers in advance.

(b) No candidate may be required to take more than two papers in advance.

(c) No fewer than four papers are taken in the final year of the Part II course.

Part-time candidates may be permitted to offer advance papers in any two years prior to the final year of the Part II course.

12.3 A Pass list will be published giving the results of each examination taken at the end of the first year of the Part II course, and candidates will be credited with any Part II paper passed.

12.4 Candidates who are unsuccessful in Part II examinations taken at the end of the first year of the Part II course may, at the discretion of the School, proceed to the Second year of the Part II course and be re-examined in the paper or papers in which they have failed

12.5 Candidates who fail the examination for the degree may offer, at any subsequent re-examination, only those papers which they took in the second year of the Part II course, including any paper or papers in which they failed at the end of the first year

of the Part II course referred to in regulation 12.4 above.

- 12.6 A candidate who has been referred by the Board of Examiners at Part I of the examination, and has not succeeded in passing the outstanding papers at the end of the first year of the Part II course, may be permitted by the School, in exceptional circumstances, to proceed to the second year of the Part II course when he will be required to offer the outstanding paper concurrently with his remaining Part II papers. If such a candidate subsequently fails the outstanding paper from Part I but satisfies the Examiners at Part II, he or she may be recommended for the award of a degree though the Collegiate Committee of Examiners for Part II will take the failure into account when considering their recommendation for the class of Honours, if any, to be awarded to the candidate.
- 12.7 The Regulations provide in some cases for a course to be examined by means of an essay. Where the regulations do not so provide, the School may, in exceptional circumstances, give permission for a candidate to offer an essay in lieu of an examination paper on a prescribed course<sup>†</sup>.
- 12.8 The examiners may test any candidate by means of an oral examination.
- 12.9 Where subjects are available at both Part I and Part II of the examination, they may be examined by separate papers and will be assessed according to the standards appropriate to the relevant Part.
- 12.10 Where the Regulations permit essays and reports on practical work written during the course of study to count as part of the examination either in substitution for written papers or otherwise, such essays and reports should be submitted by 1 May preceding the final examination. The School may permit reports on practical work written during the course of study to be returned to candidates.

12.11 A student will not be permitted to offer as a special subject as Part II of the B.Sc. (Econ.) examination any subject which he has successfully taken as the main subject or field of another Honours degree examination.

12.12 The modern foreign languages available at Part II are French, German, Russian and Spanish, and candidates have permission to select any other language approved by the convener of the department responsible for the candidate's special subject at Part II, provided that appropriate teaching and examining arrangements can be made. No restrictions will be imposed upon a candidate who wishes to select a foreign language which is his mother tongue.

13. Supplementary Special Subjects

13.1 The School will consider an application for admission to a course of study and examination for a supplementary special subject from any person who has passed the B.Sc. (Econ.) examination under these Regulations.

13.2 Any student so admitted will normally be required to follow a course of study

of not less than two academic years.

13.3 A supplementary special subject consists of not less than six papers, the selection of which must be approved by the School. The six papers will normally consist of the compulsory and optional papers prescribed for the special subject concerned. A candidate may be permitted by the School to be examined in up to three papers at the end of the first year of his two-year course.

13.4 A candidate offering a supplementary special subject may not offer a paper which

he has previously offered and passed, unless it is a compulsory paper.

13.5 A candidate who enters and passes in a supplementary special subject shall be included on the Pass list as having satisfied the examiners in the special subject.

<sup>\*</sup>Candidates for special subjects VII Accounting and Finance, XI Statistics, XII Computing, XVI Geography are required to take papers if the end of the first year of the Part II course. Please see appropriate regulations.

<sup>†</sup>Where a candidate is allowed to offer work written outside the examination room, the work submitted must be his own and any quotation from the published or unpublished works of other persons must be acknowledged.

## List of Special Subjects for Part II

Part II of the examination consists of eight papers as prescribed for each special subject. At least two of the eight will be on subjects taught outside the department responsible for the special subject.

XXVI Mathematics and Economics

The spe	cial subjects are as follows:
I	Economics, Analytical and Descriptive
II	Econometrics and Mathematical Economics
III	Monetary Economics
IV	Industry and Trade
V	International Trade and Development
VI	Economic Institutions and Planning
VII	Accounting and Finance
VIII	Economic History
IX	Government
X	Sociology
XI	Statistics
XII	Computing
XIII	International Relations
XIV	Social Anthropology
XV	International History
XVI	Environment and Planning (Geography)
XVII	Philosophy
XVIII	Government and History
XIX	Economics and Economic History
XX	Philosophy and Economics
XXII	Russian Government, History and Language
XXIII	Social Policy
XXIV	Population Studies
XXV	Industrial Relations

Special Subjects

The papers prescribed for each special subject are as follows:

B.Sc. (Econ.) Part II Special Subjects

### I. Economics, Analytical and Descriptive

Paper Number	Paper Title	Study Guide Number
*1. (a)	Economic Principles	Ec1425
or (b)	Principles of Economics Treated Mathematically	Ec1426
2. (a)	Problems of Applied Economics	Ec1500
or (b)	Topics in Quantitative Economics	Ec1570
3.	Advanced Economic Analysis	Ec1506
4.	Public Finance	Ea1507
5 & 6.	Two of the following	
(a)	History of Economic Thought	Ec1540
*(b)	Labour Economics	Fc1452
*(c)	Economics of Industry	Ec1451
(d)	Economics and Geography of Transport	Ec1544
(e)	International Economics	Ec1520
	Disting of Manatamy Economics	Fc1513
(7)	E Development	Ec1521
(g)	Di .	Ec1527
(h)	Economic Institutions Compared	Ec1454
(i) +*(i)	An approved paper taught outside the Department	A CONTRACTOR
†*(j)	of Economics	
0-1	Economic Analysis of Law	LL5136
(k)	The Economics of the Welfare State	Ec1543
(1)	Any other approved paper taught in the Department	2010
(m)	of Economics	
*7	Introduction to Econometrics and Economic Statistics	Ec1430
*7. (a)		Ec1561
or (b)	Principles of Econometrics	Boroo.
†*8.	An approved paper taught outside the Department of	
	Economics	

<sup>\*</sup>May be examined at the end of first year of Part II course. †See pages 240-244.

Pa		Paper Title	Study Guide
	mber		Number
*1.		Principles of Economics Treated Mathematically	Ec1426
*2.		Principles of Econometrics	Ec1561
3.	(a)	Topics in Quantitative Economics	Ec1579
	or (b)	Econometric Theory	Ec1575
	or (c)	Mathematical Economics	Ec1570
		(only if Mathematical Methods is taken under (5))	
4.		A Project of up to 10,000 words on an approved subject	
		in Quantitative Economics	Ec1569
*5.	(a)	Elementary Mathematical Methods	SM7000
		(if not taken at Part I)	
	or (b)	Mathematical Methods	SM7020
	or (c)	An approved paper taught outside the Department of Economics	
*6.	(a)	Elementary Statistical Theory	SM7201
		(which must be taken if not taken at Part I)	
	or (b)	Probability, Distribution Theory and Inference	SM7220
	or (c)	An approved paper taught outside the Department of Economics	
7.			
	*(a)	Introduction to Economic Policy	Ec1450
	(b)		Ec1506
	(c)	Public Finance	Ec1507
	(d)	Monetary Systems	Ec1514
	*(e)	Economic Institutions Compared	Ec1454
	*(1)	Labour Economics	Ec1452
	*(g)	Economics of Industry	Ec1451
	(h)	Economic Development	Ec1521
	(i)	Planning	Ec1527
	(j)	History of Economic Thought	Ec1540
	(k)	Economics and Geography of Transport	Ec1544
	(1)	The Economics of the Welfare State	Ec1543
	(m)	Theory of Business Decisions	Ec1453
	(n)	Game Theory	SM7025
	(0)	International Economics	Ec1520
	(p)	Principles of Monetary Economics	Ec1513
	(q)	Economic Analysis of Law	LL5136
	(r)	A paper under (3) not already taken	
	(s)	Any other approved paper taught in the Department of Economics	
8.		A further approved paper taught inside or outside the Economics	Department of

II. Econometrics and Mathematical Economics

\*May be examined at the end of first year of Part II course.

# B.Sc. (Econ.) Part II Special Subjects

## III. Monetary Economics

Paper	Paper Title	Study Guide
Number		Number
*1. (a)	Economic Principles	Ec1425
or (b)	The state of the s	Ec1426
*2.	Introduction to Economic Policy	Ec1450
3.	Principles of Monetary Economics	Ec1513
4.	Monetary Systems	Ec1514
5. (a)	Problems of Applied Economics	Ec1500
or (b)	Topics in Quantitative Economics	Ec1579
	of the following:	
(a)	Advanced Economic Analysis	Ec1506
(b)	Public Finance	Ec1507
(c)	International Economics	Ec1520
(d)	History of Economic Thought	Ec1540
(e)	Labour Economics	Ec1452
0	Economics of Industry	Ec1451
(g)	Economic Development	Ec1521
(h)	Economic Institutions Compared	Ec1454
(i)	Economics and Geography of Transport	Ec1544
(j)	The Economics of the Welfare State	Ec1543
(k)	Any other approved paper taught in the Department of Economics	
*7. (a)	- In Cartain	Ec1430
or (b)		Ec1561
†*8.	An approved paper taught outside the Department of Economics	

<sup>\*</sup>May be examined at the end of first year of Part II course. †See pages 240-244.

## IV. Industry and Trade

Paper	Paper Title	Study Guide
Number		Number
*1. (a)		Ec1425
or (b)	Principles of Economics Treated Mathematically	Ec1426
2. (a)	Problems of Applied Economics	Ec1500
or (b)	Topics in Quantitative Economics	Ec1579
*3. (a)	Introduction to Econometrics and Economic Statistics	Ec1430
or (b)	Principles of Econometrics	Ec1561
4 & 5.	Two of the following:	
*(a)	Economics of Industry	Ec1451
*(b)	Theory of Business Decisions	Ec1453
(c)	Economics of Investment and Finance <sup>1</sup>	Ec1542
(d)	Selected Topics in the Economics of Industry and Trade <sup>2</sup>	Ec1541
6 & 7.	Two of the following:	
(a)	Advanced Economic Analysis	Ec1506
(b)	History of Economic Thought	Ec1540
(c)	Labour Economics	Ec1452
(d)	International Economics	Ec1520
(e)	Monetary Systems	Ec1514
(1)	Public Finance	Ec1507
(g)	Economic Development	Ec1521
(h)	A paper available under 4 and 5 if not already taken	
(i)	Elements of Accounting and Finance	Ac1000
(j)	Economic Institutions Compared	Ec1454
(k)	Economics and Geography of Transport	Ec1544
(1)	An essay of not more than 10,000 words on an approved subject	Ec1599
(m)	Economic Analysis of Law	LL5136
(n)	Elements of Management Mathematics	SM7340
(0)	The Economics of the Welfare State	Ec1543
(p)	Any other approved paper	
†*8.	An approved paper taught outside the Department of Economics	1

B.Sc. (Econ.) Part II Special Subjects

# V. International Trade and Development

Paper Number	Paper Title	Study Guide Number
	Francis Deinciples	Ec1425
1. (a)	Economic Principles Principles of Economics Treated Mathematically	Ec1426
or (b)		Ec1500
2. (a)	Problems of Applied Economics	Ec1579
or (b)	Topics in Quantitative Economics International Economics	Ec1520
3.		Ec152
4.	Economic Development A Comparative Study of Modern Economic Development	EH1643
*5.	A Comparative Study of Wodern Economic Development	Lillo
	in Russia, Japan and India Introduction to Econometrics and Economic Statistics	Ec1430
*6. (a)		Ec156
or (b)	Principles of Econometrics	Leiso
7.	One of the following:	EH162
(a)	Economic History of England 1216–1603	EH162
(b)	Society and Economy of Early	EHIOZ
5.4	Modern Britain	EH163
(c)	Economic and Social History of Britain from 1815	EH163
(d)	Economic History of the United States of America	EH104
100	from 1783	EH164
(e)	Latin America and the World Economy	Ec150
(f)	Public Finance	Ec130
(g)	Economics of Industry	Ec150
(h)	Advanced Economic Analysis	
(i)	History of Economic Thought	Ec154
(j)	Labour Economics	Ec145 Ec152
(k)	Planning	
(1)	Economic Institutions Compared	Ec145
(m)	Economics and Geography of Transport	Ec154
*(n)	Elementary Mathematical Methods	SM700
	(unless taken at Part I)	03.4700
*(0)	Mathematical Methods	SM702
*(p)	Elementary Statistical Theory	SM720
	(unless taken at Part I)	
*(9)	Introduction to Economic Policy	Ec145
(r)	Economic Analysis of Law	LL513
(s)	The Economics of the Welfare State	Ec154
(t)	Any other approved paper	
†*8.	An approved paper taught outside the	
	Department of Economics.	

<sup>\*</sup>May be examined at the end of first year of Part II course †See pages 240-244.

 $<sup>^1</sup>$ Available to candidates who have followed the lectures and classes for 4 and 5b.  $^2$ Available to candidates who have followed the lectures and classes for 4 and 5a.

<sup>\*</sup>May be examined at the end of first year of Part II course. †See pages 240-244.

#### VI. Economic Institutions and Planning

Paper	Paper Title	Study Guide
Number		Number
*1. (a)	Economic Principles	Ec1425
or (b)	Principles of Economics Treated Mathematically	Ec1426
*2.	Economic Institutions Compared	Ec1454
3. (a)	Problems of Applied Economics	Ec1500
or (b)	Topics in Quantitative Economics	Ec1579
4. 5. (a)	Planning	Ec1527
5. (a)	A Comparative Study of Modern Economic Development in Russia, Japan and India	EH1643
or †(b)	An approved paper taught in the Department of Economics	1 1
†6.	An approved paper taught inside or outside the Department of Economics	7 100 0 -
*7. (a)	Introduction to Econometrics and Economic Statistics	Ec1430
or (b)	Principles of Econometrics	Ec1561
† <b>*</b> 8.	An approved paper taught outside the Department of Economics	A

\*May be examined at the end of first year of Part II course. †See pages 240-244.

## VII. Accounting and Finance For candidates entering Part II in and after October 1985

Paper	Paper Title	Study Guide Number
Number		Ac1021
*1.	Managerial Accounting	Ac1122
2.	Financial Accounting	Ac1123
3.	Financial Decision Analysis	LL5060
4.	Commercial Law	
*5. (a)	Economic Principles	Ec1425
or (b)	Principles of Economics Treated Mathematically	Ec1426
6. One c	of the following:	
(a)	Economics of Industry	Ec1451
(b)	Theory of Business Decisions	Ec1453
(c)	Monetary Systems	Ec1514
(d)	Public Finance	Ec1507
(e)	Labour Economics	Ec1452
(1)	Any other paper approved by the candidate's	_
07	teachers	
*7.	Candidates who have taken Elementary Statistical	
	Theory or Basic Statistics must choose one of the	
	following:	2000000
(a)	Operational Research Methods	SM7345
(b)	Elements of Management Mathematics	SM7340
All other c	andidates must take one of the following:	
(c)	Elementary Statistical Theory	SM7201
(d)	Basic Statistics	SM7200
100	Transmis Statistics	Ec1430
*8. (e)	Descriptions of	
*8. (a)	Accounting and Finance	- 101
2)		Ac1000
or (b)	Elements of Accounting and I mance Option o(o) is	
	available only to a candidate who has not taken	
	Elements of Accounting and Finance at Part I and	
	such a candidate is required to select it and be	
	examined in the subject at the end of the first	
	year of Part II.	

<sup>\*</sup>May be examined at the end of first year of Part II course.

## VII. Accounting and Finance For candidates entering Part II in or before October 1984

Paper	Paper Title	Study Guide
Number		Number
*1.	Accounting and Finance I	Ac1020
2. 3. (a)	Accounting and Finance II	Ac1120
3. (a,	Accounting and Finance III	Ac1121
or *(b)	Elements of Accounting and Finance	Ac1000
	Option (b) is available only to a candidate who has not	
	taken Elements of Accounting and Finance at Part I and	
	such a candidate is required to select it and be examined	
	in the subject at the end of the first year of Part II.	
4.	Commercial Law	LL5060
*5. (a)	Economic Principles	Ec1425
or (b)	Principles of Economics Treated Mathematically	Ec1426
	of the following:	
(a)	Economics of Industry	Ec1451
(b)	Theory of Business Decisions	Ec1453
(c)	Monetary Systems	Ec1514
(d)	Public Finance	Ec1507
(e)	Labour Economics	Ec1452
(f)	Any other paper approved by the candidate's teachers	
*7.	Candidates who have taken Elementary Statistical Theory	
	or Basic Statistics must choose one of the following:	
(a)	Operational Research Methods	SM7345
(b)		SM7340
All other	candidates must take one of the following:	
(c)	Elementary Statistical Theory	SM7201
(d)		SM7200
(e)	Introduction to Econometrics and Economic Statistics	Ec1430
† <b>*</b> 8.	An approved paper taught outside the Department of Accounting and Finance	

\*May be examined at the end of first year of Part II course. †See pages 240-244.

## VIII. Economic History

Paper	Paper Title	Study Guide Number
Number	THE CALL CHARLES	240000
*1,*2 & *3.	Three of the following	EH1620
(a)	Economic History of England, 1216–1603	EH1626
(b)	Society and Economy of Early Modern England	EH1630
(c)	Economic and Social History of Britain from 1815	
(d)	Economic History of the United States of America from 1783	EH1641
(e)	Latin America and the World Economy	EH1644
0	A Comparative Study of Modern Economic	EH1643
07	Development in Russia, Japan and India	
(g)	Modern British Business in Historical Perspective, 1900–1980	EH1660
(h)	Family and Community in Britain since 1830  Two of the following:	EH1631
4 & 5.	Economic and Social History of England,	EH1720
(a)		Lilitzo
25	1377–1485	EH1726
(b)	The Economy and Society of London, 1600–1800	EH1728
(c)	The Development of the International Economy, 1870–1914	
(d)	The Peopling of America	EH1727
(e)	Britain and the International Economy, 1919-1964	EH1740
0	Life and Labour in London, 1880–1920	EH1729
6.	An essay of not more than 10,000 words on an approved subject. (This essay is to be presented not later than 1 May in the candidate's final academic year.)	EH1799
7.	One of the following:	
(a)	A paper in Economics of Statistics	
(b)	A period of British History or International History	1 -2040/1
*(c)	Literature and Society in Britain either 1830–1900 or since 1900	Ln3840/1
*(d)	The Population History of England	Pn7121
*(e)		Pn7122
*(1)		So5861
*(g)		SA5751
(h)		
(i)	to the Description	
0	An approved paper taught outside the Department of	
8.	Economic History. (This paper must be in Economics or Statistics unless a paper has been taken at Part I or	
	under 7a.)	

<sup>\*</sup>May be examined at the end of first year of Part II course.

## IX. Government

Paper	Paper Title	Study Guide
Number		Number
1.	Political Thought	Gv3120
*2. (a)	Comparative Political Analysis	Gv3046
or (b)	Comparative Political Institutions	Gv3047
3. One	of the following:	
	Political Ideas in the United Kingdom	Gv3026
*(b)	Political Behaviour with Special Reference to the United Kingdom	Gv3027
*(c)	Cabinet Government and the National Policy Process	Gv3028
*(d)	History of British Politics in the Twentieth Century	Gv3021
*(e)	History of British Politics from the Seventeenth to the Twentieth Century	Gv3020
*(f)	British Constitutional Ideas since the 1880s	Gv3029
4. (a)	Political Thought (a selected text)	Gv3130-38
or (b)	Political Philosophy (not available 1985–86)	Gv3121
5,6, & 7.	Three of the following:	
(a)	One, two or three of the papers under papers 2, 3 or 4 not already chosen	
(b)	Modern Political Thought: A Study of European	Gv3122
	Political Thought since 1770 (not available 1985-86)	
*(c)	The Politics and Government of a Foreign Country or Group of Countries; to be chosen from the following:	
	(i) France	Gv3050
	(ii) Germany	Gv3051
	(iii) USA	Gv3053
	(iv) Russia	Gv3052
	(v) Eastern Europe	Gv3055
	(vi) Scandinavia	Gv3056
	(vii) Latin America	Gv3057
(d)	A further option from (c) above	
*(e)	Public Administration	Gv3035
*(1)	Public Policy: Political and Economic Aspects	Gv3036
*(g)	An approved paper taught outside the Department of Government	Lat.
8.	An approved paper taught outside the Department of	
	Government	

\*May be examined at the end of first year of Part II course.

B.Sc. (Econ.) Part II Special Subjects

## X. Sociology

Paper	Paper Title	Study Guide Number
Number		So5801
1.	Issues and Methods of Social Research	So5821
2.	Social Theory	303021
	Four of the following:	SM7215
*(a)	Methods of Statistical Analysis	SIVI 1213
	(This paper is compulsory for candidates who have	
	not passed in one of the papers III(a) or III(b) of	
***	Part I, and is not available to those who have)	So5820
*(b)	Comparative Social Structures I	So5830
(c)	Comparative Social Structures II	303030
(d)	Contemporary Sociological Theory	So5989
	(not available 1985-86)	So5810
(e)	Social and Moral Philosophy	Ph5250
(1)	Social Philosophy	So5809
(g)	The Social Structure of Modern Britain	So5860
(h)	The Social Structure of the Soviet Union	So5861
(i)	The Development of Modern Japanese Society	So5862
(j)	Social Structure and Politics in Latin America	303002
	(not available 1985-86)	So5880
(k)	Political Sociology (not available 1985-86)	So5881
(1)	Political Processes and Social Change	So5916
(m)	Urban Sociology	So5917
(n)	Industrial Sociology	So5921
(0)	Sociology of Religion	So5882
(p)	Industrialisation and Theories of Social Change	
(9)	Criminology	So5919
(r)	Sociology of Deviance and Control	SA5734
(s)	Society and Literature	So5945 So5946
(t)	Sociology of Knowledge and Science	
(u)	Sociology of Sex and Gender Roles: Women in	So5918
	Society	CAFTEA
(v)	Race Relations and Ethnic Minority Groups	SA5754
(w)	Theories and Problems of Nationalism	So5883
	(not available 1985-86)	0.000
(x)	The Psychoanalytic Study of Society	So5960
(y)	Sociology of Medicine	So5922
(z)	An essay of more than 10,000 words on an	So5831
	approved topic (to be presented not later than 1	
	May in the candidate's third academic year)	
†*7 & †*8	. Two approved papers taught outside the Department	
- 101	of Sociology	

<sup>\*</sup>May be examined at the end of first year of Part II course. †See pages 240-244.

	XI. Statistics	
Paper	Paper Title	Study Guide
Number		Number
*1.	Mathematical Methods	SM7020
*2.	Probability, Distribution Theory and Inference	
3.	Statistical Theory	SM7241
4.	Statistical Techniques and Packages	
5 & 6.	Two of the following:	00000000
(a)	Actuarial Investigations — Statistical and Financial <sup>1</sup> (not available 1985-86)	SM7260
(b)	Actuarial Life Contingencies	
(c)	Statistical Demography	
(d)	Econometric Theory	
*(e)	Elements of Computer Science	SM7300
	(if not taken at Part I)	
0	Numerical and Symbolic Computing	SM7331
(g)	Operation Research Methods <sup>2</sup>	
(h)	Model Building In Operational Research	SM7347
(i)	Game Theory	
*(j)	Introduction to Analysis and Set Theory (if not taken at Part I)	SM7002
(k)	Further Analysis	SM7030
(1)	Topology and Convexity	SM7021
(m)	Computing Methods	SM7320
(n)	Decision Analysis <sup>3</sup>	SM7216
† <b>*</b> 7 & † <b>*</b> 8.	Two approved papers taught outside the Department of Statistical and Mathematical Sciences.	

B.Sc. (Econ.) Part II Special Subjects

#### XII. Computing

Paper Number	Paper Title	Study Guide Number
*1.	Computing Methods	SM7320
2.	Systems Analysis and Design	SM7322
3.	Application of Computers	SM7321
	Three of the following:	
(a)	Numerical and Symbolic Computing	SM7331
(b)	Operational Research Methods <sup>1</sup>	SM7345
(c)	Model Building in Operational Research	SM7347
(d)	Statistical Techniques for Management Sciences	SM7230
(e)	Elements of Accounting and Finance	Ac1000
Ó	Theory of Business Decisions	Ec1453
(g)	Economics of Industry	Ec1451
(h)	Economic Principles	Ec1425
*(i)	Elementary Statistical Theory	SM7201
(0)	(if not taken at Part I)	
*(j)	Elementary Mathematical Methods	SM7000
0)		
(k)	Probability, Distribution Theory and Inference	SM7220
(1)		SM7020
(m)	Statistical Theory (not to be taken with 4(d))	SM7241
(n)	Statistical Techniques and Packages (not to be taken with 4(d))	SM7240
(0)	Statistical Demography	Pn7126
(p)	Econometric Theory	Ec1575
(9)	Decision Analysis <sup>2</sup>	SM7216
(r)	An approved Mathematics Paper	
+*7 & +*8	. Two approved papers taught outside the Department	1

of Statistical and Mathematical Studies.

\*May be examined at the end of first year of Part II course. †See pages 240-244.

Normally taken in the first year of Part II by candidates who wish to take Model Building in Operational Research in the final year.

Perequisites for this course are Elementary Mathematical Methods and Elementary Statistical Theory.

<sup>\*</sup>May be examined at the end of first year of Part II course. †See pages 240-244.

Candidates are required to be familiar with the use of calculating machines and to use them at the examination of this paper.

Normally taken in the first part of Part II by candidates who wish to take Model Building in Operational Research in the final year.

Prerequisites for this course are Elementary Mathematical Methods and Elementary Statistical Methods.

### XIII. International Relations

Paper Number	Paper Title	Study Guide Number
1. 2. 3. *4. 5 & 6.	International History since 1914 International Politics Foreign Policy Analysis International Institutions Two of the following save that all candidates who have	Hy3506 IR3700 IR3702 IR3703
*(a)	not taken Public International Law at Part I and are not taking it under papers 7 & 8 must choose option (a): Public International Law (unless taken at Part I or under papers 7 & 8)	LL5131
(b) (c) (d)	The International Legal Order The Ethics of War The Politics of International Economic Relations	IR3750 IR3755 IR3752
(a) (e) (f)	Strategic Aspects of International Relations International History (Special Period) chosen from the following:	IR3754
	(i) Fascism and National Socialism in International Politics, 1919–1945	Hy3538
	(ii) Great Britain and the Peace Conference of 1919 (not available 1985-86)	Hy3559
	<ul> <li>(iii) The Manchurian Crisis, 1931–1933</li> <li>(iv) The League of Nations in Decline, March 1933– December 1937</li> </ul>	Hy3562 Hy3565
*(g) (h) (i) (j)	Theories and Problems of Nationalism (not available 1985-8 Problems of Foreign Policy (not available 1985-86) European Institutions  Any other subject approved by the candidate's teachers within the field of International Relations	6) So5883 IR3704 IR3771
*7 & 8.	Two approved papers taught outside the Department of International Relations	
	As an alternative to any one of papers 5, 6, 7 and 8, and always provided that the Public International Law requirement stipulated above is being fulfilled, a candidate may submit an essay of not more than 10,000 words to be written during the course of study on a subject to be approved by the candidate's Tutor and by the department teaching the subject concerned.	IR3799

## B.Sc. (Econ.) Part II Special Subjects

## XIV. Social Anthropology

Paper Number	Paper Title	Study Guide Number
*1. *2. 3. 4. 5. *6. One	Kinship, Sex and Gender Political and Economic Anthropology The Anthropology of Religion Advanced Theory of Social Anthropology Topics in Social Anthropology of the following:	An1220 An1222 An1302 An1300 An1334
(a) (b) (c) (d) (e)	General Economics Sociological Theory Demographic Description and Analysis	Ec1420 So5821 Pn7120 Ph5200
(f) (g)	Introduction to Scientific Method (unless taken at Part I) An approved paper in Psychology	Ph5210
7 & 8. (a)	Third World Demography Two of the following: Social Aspects of Political and Economic	Pn7123 An1330
(b)	Development (not available 1985-86)  An essay of not more than 10,000 words to be written during the course of study on an approved subject	An1397
(c) (d)	Further Topics in Social Anthropology	An1335

<sup>\*</sup>May be examined at the end of first year of Part II course.

<sup>\*</sup>May be examined at the end of first year of Part II course.

# XV. International History

Paper Numbe	Paper Title	Study Guide
37600000		Number
*1.	International History, 1494–1815	Hy3500
*2.	International History, 1815–1914	Hy3503
3.	International History since 1914	Hy3506
	One of the following:	1 11 11 11
	(a) The Habsburg Monarchy and the Revolutions of 1848	Hy3550
	(b) The Great Powers and the Balkans, 1908–1914	Hy3556
	(c) Great Britain and the Peace Conference of 1919 (not available 1985-86)	Hy3559
1 69	(d) The Manchurian Crisis, 1931–1933	Hy3562
	(e) The League of Nations in Decline, March 1933-	Hy3565
	December 1937	
5,6 & 7	7. Three of the following, not more than one from ar	ly one group
	(a) War and Society, 1600–1815	Hy3520
II (	(b) Revolution, Civil War and Intervention in the Iberian Peninsula, 1808–1854	Hy3523
	(b) British-American-Russian Relations, 1815-1914	Hy3526
III *(	(a) Fascism and National Socialism in International Politics, 1919–1945	Hy3538
*(	(b) International Economic Diplomacy in the Inter-war Period	Hy3539
	(c) The Reshaping of Europe, 1943–1957	Hy3540
IV *(	(a) English History, 1399–1603	Hy3423
*(	(b) British History, 1603–1760	Hy3429
*(	(c) British History, 1760–1914	Hy3432
*(	(d) The History of British Politics in the Twentieth Century	Gv3021
*(	(e) The History of Russia, 1682–1917	Hy3545
*	(f) Society and Economy of Early Modern England	EH1626
*(	(g) Economic and Social History of Britain from 1815	EH1630
	(h) Economic History of the United States of America from 1783	EH1641
*	(i) Latin America and the World Economy	EH1644
*	(j) A Comparative Study of Modern Economic	EH1643
	Development in Russia, Japan and India	
8.	An approved paper taught outside the Department of History.	

B.Sc. (Econ.) Part II Special Subjects

# XVI. Environment and Planning (Geography)

Paper Number	Paper Title	Study Guide Number
*1.	Man and His Physical Environment	Gy1808
*2. (a)	The Location of Economic Activity	Gy1824
or (b)	Social Geography: Spatial Change and Social Process	Gy1821
*3.	Urban and Regional Planning	Gy1926
4.	Resource and Environmental Management	Gy1943
5 & 6.	Two of the following:	
*(a)	The Location of Economic Activity (if not taken under 2)	Gy1824
*(b)	Social Geography: Spatial Change and Social Process	Gy1821
	(if not taken under 2)	150000
(c)	Spatial Aspects of Economic Development	Gy1920
(d)	Urban Change and Regional Development	Gy1935
(e)	Transport: Environment and Planning	Gy1942
(1)	Geography of Rural Development	Gy1922
(g)	Another approved paper in the field of Environment	1
,,,,	and Planning	
*7 & *8.	Two of the following:	
(a)	(i) Economic Principles	Ec1425
or	(ii) General Economics	Ec1420
(b)	Another approved paper in Economics	
(c)	An approved paper in Economic History	
(d)	Public Policy: Political and Economic Aspects	Gv3036
(e)	Public Administration	Gv3035
(1)	The Social Structure of Modern Britain	So5809
(g)	A further approved paper taught outside the Department	
10	of Geography	

<sup>\*</sup>May be examined at the end of first year of Part II course.

## XVII. Philosophy For candidates entering Part II in or after October 1985

Pap		Paper Title	Study Guide
Nu	mber		Number
*1.		Scientific Method	Ph5230
2.		History of Modern Philosophy, Bacon to Kant	Ph5300
3.	(a)	Logic (if Introduction to Mathematical Logic not already taken)	Ph5220
	or (b)	Mathematical Logic	Ph5221
	4.	Epistemology and Metaphysics	Ph5310
*5.	(a)	Social Philosophy	Ph5250
	or (b)	Theories of Probability	Ph5223
6.	*(a)	The Rise of Modern Science, Copernicus to Newton	Ph5240
	or (b)	An essay written during the course of study	Ph5398
	or (c)	An essay written under examination conditions	Ph5399
7.		of the following:	
	(a)	An essay written during the course of study (unless taken under 6)	Ph5398
	(b)	An essay written under examination conditions (unless taken under 6)	Ph5399
	(c)	Political Philosophy	Gv3121
	*(d)	Introduction to Social Anthropology	An1200
	(e)	An approved economics paper	7111200
	(1)	The History of European Ideas since 1700	Hy3406
	(g)	An approved Modern foreign language	1135100
	*(h)	Elementary Linguistics	Ln3810
	*(i)	Introduction to Individual and Social Psychology	Ps5400
	*(j)	An approved mathematics paper	1 35 400
	*(k)	Elementary Statistical Theory	SM7201
	*(1)	Any other approved paper taught outside the Department of Philosophy	SW1 / 201
8.		An approved paper taught outside the Department of Philosophy	

B.Sc. (Econ.) Part II Special Subjects

XVII. Philosophy
For candidates entering Part II in or before October 1984

Paper	Paper Title	Study Guide
Number		Number
*1.	Scientific Method	Ph5230
2.	History of Modern Philosophy, Bacon to Kant	Ph5300
*3.	Logic	Ph5220
4.	Epistemology and Metaphysics	Ph5310
5. *(a)	Social Philosophy	Ph5250
or (b)	Mathematical Logic	Ph5221
6. *(a)	The Rise of Modern Science, Copernicus to Newton	Ph5240
or (b)	An essay written during the course of study	Ph5398
or (c)	An essay written under examination conditions	Ph5399
7.	One of the following:	
(a)	An essay written during the course of study (unless	Ph5398
()	taken under 6)	
(b)	An essay written under examination conditions	Ph5399
100	(unless taken under 6)	
(c)	Political Philosophy	Gv3121
*(d)	Introduction to Social Anthropology	An1200
†(e)	An approved economics paper	U 100 -
*(1)	The History of European Ideas since 1700	Hy3406
(g)	An approved Modern foreign language	
*(h)	Elementary Linguistics	Ln3810
*(i)	Introduction to Individual and Social Pyschology	Ps5400
†*(j)	An approved mathematics paper	_
*(k)	Elementary Statistical Theory	SM7201
+*(1)	Any other approved paper taught outside the Department	
(0)	of Philosophy	
†*8.	An approved paper taught outside the Department of Philose	ophy —

\*May be examined at the end of first year of Part II course. †See pages 240-244.

<sup>\*</sup>May be examined at the end of first year of Part II course.

# XVIII. Government and History For candidates entering Part II in or after October 1984

Pap	0.0	Paper Title	Study Guide
Nu	mber		Number
A	Govern	nment	
1	. (a)	Political Thought	Gv3120
	or (b)	Political Philosophy	Gv3121
2.		of the following:	3,3121
	*(a)	Comparative Political Analysis	Gv3046
	or (b)	Comparative Political Institutions	Gv3047
	*(c)		Gv3026
	*(d)	Political Behaviour with Special Reference to the	Gv3027
	100	United Kingdom	G (302)
	*(e)	Cabinet Government and the National Policy Process	Gv3028
	*(1)	History of British Politics in the Twentieth Century	Gv3021
	*(g)	History of British Politics from the Seventeenth	Gv3020
	10	to the Twentieth Century	GV3020
	*(h)	British Constitutional Ideas since the 1880's	Gv3029
3.	()	Either one paper from papers 1 or 2 if not already	GV3029
		chosen or one of the following:	
	(a)	Political Thought (a selected text)	Gv3130-38
	(b)	Modern Political Thought: a Study of European	Gv3122
	(0)	Political Thought since 1770	GV3122
	*(c)	The Politics and Government of a Foreign Country	
	(0)	or Group of Countries	
		(i) France	C2000
		(ii) Germany	Gv3050
		(iii) U.S.A.	Gv3051
		(iv) Russia	Gv3053
		(v) Eastern Europe	Gv3052
			Gv3055
			Gv3056
	*(d)	(vii) Latin America	Gv3057
	1 /	Public Administration	Gv3035
	*(e)	Public Policy: Political and Economic Aspects	Gv3036
B :	History		
4 8	£ *5.	Two of the following:	
	(a)	English History, 1399–1603	Hv3423
	(b)	British History, 1603-1760 (this paper may not	Hy3429
	, , ,	be taken by candidates who have chosen 2(g) above)	,-
	(c)	British History, 1760–1914 (this paper may not	Hy3432
	1.7	be taken by candidates who have chosen 2(g) above)	11,5
	(d)	European History, 1600–1789	Hv3459
	(e)	(i) European History, 1789–1945 (not available if	Hy3462
	(-)	Political History was taken at Part I)	11y 5-402
	or	(ii) World History since 1890 (if not taken at Part I)	Hy3403
6.		of the following:	Hy3403
0.		War and Society, 1600–1815	Hy3520
	(4)	war and boolety, 1000–1015	Hy3320

\*May be examined at the end of first year of Part II course.

B.Sc. (Econ.) Part II Special Subjects

aper Iumber	Paper Title	Study Guide Number
	Revolution, Civil War, and Intervention in the	Hy3523
(b)	Iberian Peninsula, 1808–1854	Hy5525
(c)	British-America-Russian Relations, 1815-1914	Hy3526
(d)	International Economic Diplomacy in the Inter-War Period	Hy3539
*(e)	Fascism and National Socialism in International Politics, 1919–1945	Hy3538
*(1)	The Reshaping of Europe, 1943–1957	Hy3540
(g)	Economic History of the USA from 1783	EH1641
7 & 8.	Two approved papers from the following:	
(a)	One paper from papers 1, 2 or 3 if not already chosen	
(b)	One paper from paper 6 if not already chosen	
(c)	(i) The Habsburg Monarchy and the Revolutions of 1848	B Hy3550
	(ii) The Great Powers and the Balkans, 1908–1914	Hy3556
	(iii) Great Britain and the Peace Conference of 1919 (not available 1985–86)	Hy3559
	(iv) The Manchurian Crisis, 1931–1933	Hy3562
	(v) The League of Nations in Decline, March 1933- December 1937	Hy3565
(d)	An approved paper taught in another department	

<sup>\*</sup>May be examined at the end of first year of Part II course.

#### XIX. Economics and Economic History

Pap	er	Paper Title	Study Guide
Nu	mber		Number
*1.		Economic Principles	Ec1425
*2.	(a)	Introduction to Econometrics and Economic Statistics	Ec1430
1000	or (b)	Principles of Econometrics	Ec1561
*3.	(a)	Society and Economy of Early Modern England	EH1626
	or (b)	Economic and Social History of Britain from 1815	EH1630
*4.		of the following:	-
	(a)	Economic History of the U.S.A. from 1783	EH1641
	(b)	Latin America and the World Economy	EH1644
	(c)	A Comparative Study of Modern Economic	EH1643
	1-7	Development in Russia, India and Japan	1111
5.		Problems of Applied Economics	Ec1500
6.		Britain and the International Economy, 1919–1964	EH1740
7.	One	of the following:	
	(a)	History of Economic Thought	Ec1540
	(b)	Economic Development	Ec1521
	(c)	Labour Economics	Ec1452
	(d)	Principles of Monetary Economics	Ec1513
	(e)	International Economics	Ec1520
	0	Economics of Industry	Ec1451
8.	07	Problems in Quantitative Economic History	EH1750
		(This paper will be taught over two years; and will be examined by an essay of not more than 10,000 words.)	

B.Sc. (Econ.) Part II Special Subjects

#### XX. Philosophy and Economics

	dy Guide
Number	Number
*1. Scientific Method	Ph5230
2. History of Modern Philosophy	Ph5300
3. One of the following:	
(a) Social Philosophy	Ph5250
(b) Mathematical Logic	Ph5221
(c) Logic (if Introduction to Mathematical Logic not already taken)	Ph5220
(d) Theories of Probability	Ph5223
*4. Economic Principles	Ec1425
5. (a) Problems of Applied Economics	Ec1500
or *(b) Introduction to Economic Policy	Ec1450
6. (a) History of Economic Thought	Ec1540
or †(b) with the approval of the teachers concerned,	
another approved paper in Economics	_
*7. Introduction to Econometrics and Economic Statistics	Ec1430
8. Philosophy of Economics	Ph5320

<sup>\*</sup>May be examined at the end of first year of Part II course.

<sup>\*</sup>May be examined at the end of first year of Part II course. †See pages 240-244.

## XXII. Russian Government, History and Language

Paper Number	Paper Title	Study Guide Number
*1. (a)	Comparative Political Analysis	Gv3046
or (b)	Comparative Political Institutions	Gv3047
2.	The Politics and Government of Russia	Gv3052
*3. (a)	International History, 1815–1914	Hy3503
or (b)	International History since 1914	Hy3506
4.	The History of Russia, 1682–1917	Hy3545
5.	Russian Language	Ln3940
6. (a)	Aspects of Russian Literature and Society	Ln3941
or (b)		Gv3198
7 & 8.	Two of the following:	
(a)	Modern Political Thought: a Study of European Thought since 1770	Gv3122
(b)	International Communism	IR3770
*(c)	Geography of the Soviet Union	Gv1879
(d)	Soviet Economic Structure	Ec1548
(e)	British-American-Russian Relations, 1815-1914	Hv3526
*(1)	The Social Structure of the Soviet Union	So5860
(g)	A Comparative Study of Modern Economic	EH1643
	Development in Russia, Japan and India	
*(h)	Any other approved subject within the B.Sc. (Econ.) Part I	I

B.Sc. (Econ.) Part II Special Subjects

Note: Candidates who have not taken Basic Statistics or Elementary Statistical Theory at Part I are required to take one of these subjects or Methods of Social Investigation under papers 7 or 8.

	P Tial-	
Paper Number	Paper Title	Study Guide Number
*1	Social Administration	SA5620
1.	Social Policy	SA5720
2. 3 & 4.	Two of the following:	3A3720
	Educational Policy and Administration	SA5730
(a) (b)		SA5731
(c)	Housing and Urban Structure	SA5732
(d)	Health Policy and Administration	SA5733
(e)		SA5754
0	Sociology of Deviance and Control	SA5734
(g)		SA5735
(h)		SA5755
5. *(a)		So5809
or (b)		So5821
or	(ii) Social and Political Theory	SA5725
or (c)		So5830
	of the following:	505050
*(a)		Gv3026
(b)		Gv3122
(0)	Political Thought since 1770	
(c)	Political Philosophy	Gv3121
*(d)	Public Administration	Gv3035
*(e)		Gv3027
(e)	United Kingdom	013021
*(1)		Gv3028
	of the following:	0,0020
*(a)		Ec1420
*(b)		Ec1425
*(c)		Ec1450
*(d)		
*(e)		EH1600
(e)	U.S.A. 1850–1939 (unless taken at Part I)	Lillood
*(1)	Economic and Social History of Britain from 1815	EH1630
*(g)		SA5622
(8)	if Basic Statistics or Elementary Statistical Theory ha	
	been taken at Part I)	45
(h)		Pn7120
(i)	Statistical Techniques and Packages	SM7240
†*8.	An approved paper taught outside the Department	DIVITETO
0.	of Social Science and Administration	
	of Social Science and Administration	

<sup>\*</sup>May be examined at the end of first year of Part II course.

<sup>\*</sup>May be examined at the end of first year of Part II course. †See pages 240-244.

# XXIV. Population Studies

Paper	Paper Title	Study Guide
Number		Number
*1.	Demographic Description and Analysis	Pn7120
*2.	Applied Population Analysis	Pn7127
3 & 4.	Two of the following:	
*(a)	The Population History of England (not available 1985-86	) Pn7121
*(b)	The Demographic Transition and the Western World Today	Pn7122
(c)	Third World Demography	Pn7123
(d)	Migration	Pn7124
(e)	Family Composition in Developed and Developing Countries	Pn7125
*(1)	Statistical Demography	Pn7126
	(students taking this paper will be expected to have taken Elementary Mathematical Methods or Basic Mathematics for Economists)	
5,6,7 & 8.	Four of the following, including one from (i) or (j) if none of these papers was taken at Part I. A candidate who has taken one of the papers under (i) at Part I may take a paper under (j) at Part II and vice versa	
(a)	One paper from 3 and 4 above if not already chosen	
*(b)	(i) General Economics	Ec1420
or	(ii) Economic Principles	Ec1425
*(c)	The Social Structure of Modern Britain	So5809
*(d)	Social Policy	SA5720
*(e)	Kinship, Sex and Gender	An1220
*(1)	Economic and Social History of Britain from 1815	EH1630
*(g)	Methods in Geographical Analysis	Gy1816
*(h)	General Computing	SM7301
*(i)	(i) Elementary Statistical Theory	SM7201
or	(ii) Basic Statistics	SM7200
*(j)	(i) Elementary Mathematical Methods	SM7000
or	(ii) Basic Mathematics for Economists	Ec1415
*(k)	One or two other approved papers	

# XXV. Industrial Relations For candidates entering Part II in or after October 1985

	For candidates entering rait it in or after october 1905	
Paper	Paper Title	Study Guide Number
Number		Number
*1.	Industrial Relations	Id3220
2.	Selected Topics in Industrial Relations	Id3320
*3.	Elements of Labour Law	LL5062
4.	Industrial Sociology	So5917
5,6,7 & 8	. Four of the following:	
*(a)	(i) Labour Economics	Ec1452
or	(ii) The Economics of the Labour Market	100222
*(b)	Economic Principles	
*(c)	Introduction to Econometrics and Economics Statistics	Ec1430
*(d)	History of British Politics in the 20th Century	Gv3021
*(e)	Political Sociology	So5880
0	Organisation Theory and Practice	Id3221
*(g)	Economic and Social History of Britain from 1815	EH1630
(h)	Modern British Business in Historical Perspective 1900–1980	EH1660
(i)	Development of Modern Japanese Society	So5861
Ó	An essay of not more than 10,000 words on an approved topic (to be presented not later than	
	1 May in the candidate's third academic year)	Id3399
(k & l)	Two approved papers taught outside the Department of Industrial Relations.	-

<sup>\*</sup>May be examined at the end of first year of Part II course.

<sup>\*</sup>May be examined at the end of first year of Part II course.

### XXV. Industrial Relations For candidates entering Part II in or before October 1984

Paper	Paper Title	Study Guide
Number		Number
*1.	Industrial Relations	Id3220
2.	Selected Topics in Industrial Relations	Id3320
*3.	Elements of Labour Law	LL5062
4.	Industrial Sociology	So5917
5,6,7 & 8.	Four of the following:	
*(a)	Labour Economics	Ec1452
*(b)	Economic Principles	Ec1425
*(c)	Introduction to Econometrics and Economic	Ec1430
	Statistics	
*(d)	History of British Politics in the 20th Century	Gv3021
*(e)	Political Sociology	So5880
0	Organisation Theory and Practice	Id3221
*(g)	Economic and Social History of Britain from 1815	EH1630
(h)	Modern British Business in Historical Perspective	EH1660
	1900–1980	1 140
(i)	Development of Modern Japanese Society	So5861
+*(j)	Any other approved paper	-

\*May be examined at the end of first year of Part II course.

†See pages 240-244.

B.Sc. (Econ.) Part II Special Subjects

### XXVI. Mathematics and Economics

Paper	Paper Title	Study Guide
Number		Number
1.	Principles of Economics Treated Mathematically	Ec1426
2.	Topology and Convexity	SM7021
0.0	ne of the following:	01/7020
(a	The state of the s	SM7030
(b)		SM7001
(c		SM7201
(d		SM7220
1000	ne of the following:	
(a		Ec1452
(b)		Ec1451
(c		Ec1453
(d)	Principles of Econometrics	Ec1561
5.	Mathematical Economics	Ec1570
6. (a,	Measure, Probability and Integration <sup>1</sup>	SM7061
or (b)	Further Analysis (if not already taken)	SM7030
7 & 8.	Two of the following:	
(a)	Advanced Economic Analysis	Ec1506
(b)	Game Theory	SM7025
(c	History of Economic Thought	Ec1540
(d	Economics of Investment and Finance <sup>2</sup>	Ec1542
(e	Principles of Monetary Economics	Ec1513
(f	Problems of Applied Economics	Ec1500
(g		Ec1520
†(h		100 11 100 100
16.3	The state of the s	

\*May be examined at the end of first year of Part II course.

Only if \$(a) taken.

Students will normally be expected to have followed the lectures and classes for 4 (c).

<sup>†</sup>See pages 240-244.

# Part II Subjects Taught "Outside the Department"

The following subjects are available in Part II as "papers taught outside the Department" i.e. papers listed as paper 7 or 8 and marked † in the regulations for Special Subjects in the preceding pages.

Selection of subjects should be made by students under the guidance of their Tutors.

A subject taken at Part I may not be taken again in Part II.

Unless otherwise noted, all subjects are available to second and third year students, subject to timetabling constraints.

Title	Study Guide Number
Accounting	274071027
Elements of Accounting and Finance	Ac1000
Managerial Accounting	Ac1021
Financial Decision Analysis	Ac1123
Anthropology	
Introduction to Social Anthropology	An1200
Social Aspects of Political and Economic Development	An1330
(not available 1985-86)	AII1330
Kinship, Sex and Gender	An1220
The Anthropology of Religion (3rd-year course)	An1302
	AIII502
Economic History The Economic History of Great Britain and the U.S.A. 1850–1939	PT
A Comparative Study of Modern Economic	EH1600
Development in Russia, Japan and India	EH1643
Economic History of England 1216–1603	F111 (20
Society and Economy of Early Modern England	EH1620
Economic and Social History of Britain from 1815	EH1626
Economic History of the U.S.A. from 1783	EH1630
Latin America and the World Economy	EH1641
Britain and the International Economy 1919–1964	EH1644 EH1740
(3rd-year course)	En1740
Modern British Business in Historical Perspective 1900-1980	EH1660
Family and Community in Britain since 1830	EH1631
Economics	
Economics A1 (not available 1985–86)	Ec1400
Economics A2	Ec1406
Economics B	Ec1400
Introduction to Mathematical Economics	Ec1408
Basic Mathematics for Economists	Ec1415
General Economics	Ec1420
Economic Principles	Ec1425
Labour Economics	Ec1452
Principles of Economics Treated Mathematically	Ec1426
History of Economic Thought (3rd-year course)	Ec1540
Economics of Industry	Ec1451
Introduction to Economic Policy	Ec1450
Economic Institutions Compared	Ec1454
The Economics of the Welfare State (3rd-year course)	Ec1543
Economics and Geography of Transport	Ec1544
Principles of Econometrics	Ec1561

Title	Study Guide Number
Geography	
Geographical Perspectives on Modern Society	Gv1801
Methods in Geographical Analysis	Gy1816
The Location of Economic Activity	Gy1824
Urban Geography	Gy1822
Man and his Physical Environment	Gy1808
Historical Geography of the British Isles	Gy1829
Advanced Methods in Geographical Analysis An approved Regional Study:	Gy1857
9.1 British Isles	Gv1876
9.2 Europe	Gy1877
9.4 Soviet Union	Gy1878
	Gy1885
(not available 1985-86)	100000
Spatial Aspects of Economic Development (3rd-year course)	Gy1920
Advanced Economic Geography: Agriculture (3rd-year course)	Gy1921
Social Geography: Spatial Change and Social Process	Gv1821
Resource and Environmental Management (by permission only)	Gy1943
Government	
Modern Politics and Government with Special	Gv3010
Reference to Britain	
An Introduction to Political Thought: The Greeks	Gv3000
Public Policy: Political and Economic Aspects	Gv3036
Public Administration	Gv3035
Political Thought (two-year course)	Gv3120
	Gv3130-3138
Political Thought (a selected text) (3rd-year course)	
Political Philosophy (not available 1985–86)	Gv3121
Politics and Government of an approved foreign country:	G 2052
9.1 U.S.A.	Gv3053
9.2 Russia	Gv3052
9.3 Germany	Gv3051
9.4 France	Gv3050
9.6 Eastern Europe	Gv3055
9.7 Scandinavia	Gv3056
9.8 Latin America	Gv3057
History of British Politics from the 17th to the 20th Century	Gv3020
History of British Politics in the 20th Century	Gv3021
Comparative Political Institutions	Gv3047
Modern Political Thought: a Study of European Political Thought since 1770 (two-year course) (not available 196	Gv3122 85–86)
The Language of Politics	Gv3001
Political Ideas in the United Kingdom	Gv3026
Political Behaviour with Special Reference to	Gv3027
the United Kingdom	373027
Cabinet Government and the National Policy Process	Gv3028
Comparative Political Analysis	Gv3046
Industrial Relations	and the same of
Industrial Relations	Id3220
The Economics of the Labour Market (not available as an	Id3222
outside option to students in special subjects I-VI. May not be combined with Labour Economics Ec1452)	130 222

Title	Study Guide Number	Title	Study Guide Number
International History		Scientific Method	Ph5230
Political History 1789–1941	Hy3400	Social Philosophy	Ph5250
World History since 1890		Introduction to Mathematical Logic	Ph5201
The History of European Ideas since 1700	Hy3403	Introduction to Wathematical Logic	1110201
International History 1494–1815	Hy3406	Population Studies	
International History 1815–1914	Hy3500	Population, Economy and Society	Pn7100
International History since 1914	Hy3503	Demographic Description and Analysis	Pn7120
Fascism and National Socialism in International	Hy3506	The Population History of England (not available 1985–86)	Pn7121
Politics 1919–1945	Hy3538	The Demographic Transition and the Western World Today	Pn7122
	2012010		Pn7123
War and Society 1600–1815	Hy3520	Third World Demography	Pn7124
Non-specialists may choose any other paper offered by the	portal IV	Migration	Pn7125
Department, provided permission is obtained from the	1000	Family Composition in Developed and Developing Countries	Pn7126
teacher concerned.		Statistical Demography	
		Applied Population Analysis	Pn7127
International Relations		Social Psychology	
International Politics (two-year course)	IR3700	Introduction to Individual and Social Psychology	Ps5400
International Institutions	IR3703	Personality and Social Behaviour (Prerequisite Ps5400)	Ps5421
Foreign Policy Analysis (two-year course)	IR3702	Cognitive Psychology (Prerequisite Ps5400)	Ps5422
The Ethics of War (3rd-year course)	IR3755	Cognitive I sychology (I relequisite I 35400)	100122
The Politics of International Economic Relations (3rd-year course)	IR3752	Social Administration	
Strategic Aspects of International Relations (3rd-year course)	IR3754	Introduction to Social Policy	SA5600
The International Legal Order (3rd-year course)	IR3750	Social Administration	SA5620
European Institutions	IR3771	Social Policy (Prerequisite SA5600)	SA5720
	1K3//1	Sociology of Deviance and Control	SA5734
Language Studies	0.00	Educational Policy and Administration	SA5730
One of the following languages:	The state of the s	Personal Social Services	SA5731
1.1 French	Section 1	Housing and Urban Structure	SA5732
1.2 German two-year		Health Policy and Administration	SA5733
1.3 Russian courses		Race Relations and Ethnic Minority Groups	SA5754
1.4 Spanish	A STATE OF	(not available 1985–86)	5/15/54
Elementary Linguistics	Ln3810	Social Security Policy	SA5735
Language, Mind and Society (3rd-year course)	Ln3831	Social Security Policy	5/15/55
Literature and Society in Britain (i) 1830–1900	Ln3840	Sociology	
(not available 1985–86)	2000	Introduction to Sociology	So5800
Literature and Society in Britain (ii) 1900 Present Day	Ln3841	Social and Moral Philosophy	So5810
Law	Lilbori	The Social Structure of Modern Britain	So5809
	10000000	Comparative Social Structures I: Complex	So5820
Public International Law	LL5131	Pre-Industrial Societies	
English Legal Institutions	LL5020	Political Sociology (not available 1985–86)	So5880
Elements of Labour Law	LL5062	Sociological Theory	So5821
Commercial Law	LL5060	Sociology of Sex and Gender Roles: Women in Society	So5918
Women and the Law	LL5135	Comparative Social Structures II: Industrial Societies	So5830
Legislation (Essay)	LL5116	Urban Sociology	So5916
Basic Principles of the Soviet and Yugoslav	LL5134	Criminology	So5919
Legal Systems	1.500	Theories and Problems of Nationalism (not available 1985–86)	So5883
Legal and Social Change since 1750	LL5137	Industrialisation and Theories of Social Change	So5882
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		SA5734
Philosophy	Mary Carlot	Sociology of Deviance and Control	So5921
Introduction to Logic	Ph5200	Sociology of Religion	So5922
Introduction to Scientific Method	Ph5210	Sociology of Medicine	303922
The Rise of Modern Science: Copernicus to Newton	Ph5240	Non-specialists may choose any other paper offered by the	
Mathematical Logic	Ph5221	Department subject to the candidate having taken the	
History of Modern Philosophy (two-year course)	Ph5300	appropriate prerequisite (please see Study Guides).	

Title	Study Guide Number
Statistical and Mathematical Sciences	
Elementary Mathematical Methods	SM7000
Elementary Statistical Theory	SM7201
Basic Statistics	SM7200
Introduction to Analysis and Set Theory	SM7002
Topology and Convexity	SM7021
Mathematical Methods	SM7020
Introduction to Econometrics and Economic Statistics	Ec1430
Probability, Distribution Theory and Inference	SM7220
Elements of Computer Science	SM7300
General Computing	SM7300 SM7301
Actuarial Investigations (not available 1985-86)	
Marketing and Market Research	SM7260
Operational Research Methods	SM7231
Numerical and Symbolic Computing	SM7345
Game Theory	SM7331
Statistical Techniques for Management Sciences	SM7025
Decision Analysis	SM7230
Further Analysis	SM7216
Ideas in Mathematics and Science	SM7030
Further Algebra	SM7024
	SM7040
Elements of Management Mathematics	SM7340
Model Building in Operational Research (3rd-year course)	SM7347
Systems Analysis and Design	SM7322

# Course Unit Degrees

The School registers students for the B.Sc. and B.A. degrees by course units. A course unit is defined as one third of the amount of study which an adequately prepared student can reasonably be expected to complete in a year; that is to say one third of the total work load which every student who is capable of obtaining a degree at all should be able to manage. To obtain the degree candidates must complete, to the satisfaction of the School, courses valued at a minimum of nine course units and must satisfy the examiners in courses to the value of at least nine course units.

All students should read the full regulations for the degree: they may be obtained from the Registry at the School.

The following Main Fields of study within which candidates may qualify for Honours,

are available:	
B.Sc. Degree	B.A. Degree
Geography	Geography
Mathematics, Statistics, Computing and Actuarial Science	Social Anthropology
Management Sciences	
Mathematics and Philosophy	
Social Anthropology	
Social Policy and Administration	
Social Psychology	
Sociology	

Chemistry and Philosophy of Science (Candidates are registered at King's College and attend the LSE on an intercollegiate basis for courses in Philosophy).

# 1 Geography

## For candidates beginning in and after October 1984

Courses are given in the Joint School of Geography at King's College and LSE and teaching is provided by both Colleges.

- 1.1 Candidates for Honours will be expected to take subjects to the value of four course-units in each of the three years of the degree course.
- 1.2 First year subjects will be included in the assessment for Honours, though they will not have weight equal to second and third year subjects.

	didate is required to take the following subjects:	
Paper	Paper Title	Study Guide
Number		Number
First Year	Four-course units	
1.	Physical Geography	Gy1812
2.	Geographical Perspectives on Modern Society	Gy1801
2.	Methods in Geographical Analysis	Gy1816
	outside Geography (either from the list of LSE from outside LSE as approved)	
D	Town source suits at least two must be releated from	- 5 10
Second Yea	ir Four course-units, at least two must be selected from	1 3-10
Second Yea  5.	Four course-units, at least two must be selected from The Location of Economic Activity	Gy1824
	The Location of Economic Activity	
5.		Gy1824
5. 6.	The Location of Economic Activity Social Geography: Spatial Change and Social Process	Gy1824 Gy1821
5. 6. 7.	The Location of Economic Activity Social Geography: Spatial Change and Social Process Man and his Physical Environment	Gy1824 Gy1821 Gy1808

Paper Number	Paper Title Si	udy Guide Number
11.	Historical Geography	Gv1829
12.	Urban Geography	Gy1822
13.	Biogeography	Gy1842
14.	Meteorology and Climatology	Gy1843
15.	Techniques in Physical Geography	Post Charles and Charles
16.	An approved LSE subject outside Geography	Gy1817
17.	An approved inter-collegiate course	
Third Year	Four course-units which must include number 18. Not more course-units may be taken from 31-34 inclusive.	e than two
18.	Essay of not more than 7,500 words on an approved topic, to submitted not later than the first day of the Summer Term	o be
02	of the Third Year	Gy1998
19.	Spatial Aspects of Economic Development	Gy1920
20.	Transport: Environment and Planning	Gv1942
21.	Resource and Environmental Management	Gv1943
22.	Social Geography of Urban Change	Gy1929
23.	Comparative Studies in Spatial Policy	Gy1931
24.	Urban Politics: a Geographical Perspective	Gy1919
25.	Geography of Rural Development	Gy1922
26a.	Map Design and Evaluation	Gy1950
26b.	Advanced Cartography	Gy1951
27.	Geomorphology II (Paleogeomorphology)	Gy1966
28a.	Geomorphology III	Gy1961
28b.	Environmental Change	Gy1962
28c.	Soil Science	Gy1962 Gy1841
28d.	Elements of Hydrology	
29.	Third World (half-unit)	Gy1844
30.	British Isles	Gy1884
31.	Europe	Gy1876
32.	Soviet Union	Gy1877
32a.	Latin America I (half-unit)	Gy1886
32b.	Latin America II (half-unit)	Gy1882
33a.		Gy1883
33b.	North America I (half-unit) (not available 1985–86)	Gy1880
34.	North America II (half-unit) (not available 1985–86) A course from second year list 5-10 if not already taken	Gy1881
	(N.B. Pre-requisites for third year courses must be taken in the second year.)	-
35.	Courses to the value of one course-unit from LSE and outside Geography	
36.		
50.	Approved intercollegiate courses to the value of one course-un	it

For candidates beginning in or before October 1983

1.1 Courses are given in the Joint School of Geography at King's College and LSE and students are taught by teachers from both colleges.

1.2 Candidates for Honours will normally be required to take courses to the value of ten course units over three years; with permission this total may be extended.

1.3 Courses are normally examined at the end of the year in which they are studied, though a smaller number of second-year courses may be examined at the end of the third year.

4 Fieldwork: All students registered for B.A. and B.Sc. degrees in Geography by course units are required to attend a departmental field class during the first year of the course and to submit a written report. A number of second and third year course units require attendance at field classes and/or the carrying out of field work and information will be given to students choosing these options. A proportion of examination marks may be allocated for field work in these units.

In assessing a candidate for Honours, his achievement in second and third years

may be given more weight than that of the first year.

1.6 In certain cases students may be able to take courses at other colleges of the University. The permission of the convener is required.

1.7 A candidate is required to take the following courses:

Paper	Paper Title		Study Guide
Number		Value	Number
Third Ye	ar		
3 or 4 co	urse units to be chosen from:-		200000
	Advanced Economic Geography: Agriculture	$\frac{1}{2}$	Gy1921
	Spatial Aspects of Economic Development		Gy1920
	Urban and Regional Planning	1	Gy1926
	Historical Geography: Western and Central	-	
	Europe (*420/0485 or 420/0417)	1	- 1000
	Geomorphology II — Palaeogeomorphology (*420/1840)	1	Gy1966
	Geomorphology III (*420/1840)	$\frac{1}{2}$	Gy1961
	Climatic Change (*420/1843)	$\frac{1}{2}$	Gy1963
	Urban Climatology (*420/1843)	$\frac{1}{2}$	Gy1965
	Environmental Change (*420/1843)	1/2	Gy1962
	Microclimatology (*420/1843)	1212121212121212	Gy1964
	Elements of Hydrology	$\frac{1}{2}$	Gy1844
	Geography of Rural Settlement	$\frac{1}{2}$	4.75
	Resource and Environmental Management	1	Gy1943
	Transport: Environment and Planning	1	Gy1942
	Urban Politics: A Geographical Perspective	1	Gy1919
	Geography of Rural Development	1	Gy1922
	Advanced Social Geography I: Planning, Housing and Urban Change		
	(*420/0497; 420/1821)	$\frac{1}{2}$	Gy1924
	Advanced Social Geography II:		0.1025
	Spatial Inequalities (*420/0497; 420/1821)	2	Gy1925
	Map Design and Evaluation	2	Gy1950
	Soviet Union	$\frac{\frac{1}{2}}{\frac{1}{2}}$ $\frac{\frac{1}{2}}{\frac{1}{2}}$	Gy1878
	Latin America II (*420/1822)	2	Gy1883
	North America II (*420/1880) (not available 1985–86)	2	Gy1881
*Recomm	mended Preliminary Course		

Recommended Preliminary Course

A course or courses to the value of not more
1 unit from the second year list.

An independent essay of not more than 5,000
words on an approved topic in Geography.

Courses to the value of not more than 1 unit chosen
from the list of courses outside Geography

1

Courses outside Geography

For courses outside please see list on pages 258-261.

# 2 Mathematics, Statistics, Computing and Actuarial Science

2.1 Candidates will normally be expected to take courses to the value of four course units during each of the three years of study.

2.2 The field or fields in which honours are awarded depends on the courses chosen. The normal basic requirements for each field are listed below. The remaining courses are chosen under tutorial guidance.

Mathematics: Courses 1, 2, 10, 11 and two from 12-16 or 21, 22.

Statistics: Courses 3, 4, 17, 30, 31, 32. Courses 3, 5, 40, 41, 42, 45, 46. Computing: Actuarial

Science: Courses 3, 4, 6, 7(a)(ii), 17, 30, 34, 50, 51, 53. (If 6(b) is taken, 53 may be omitted.)

2.3 A student may also qualify for combined honours.

Mathematics/

Statistics: Courses 1, 2 or 3, 4, 10 or 11, 17, 30, one from 11-16, 31 or 32.

Statistics/ Computing:

Courses 3, 4, 5, 17, 30, one from 31-34, 40, or 41 or 46 and one

from 42 or 45.

Mathematics/ Computing:

Courses 1 or 2, 3, 5, 10 or 11, 17, 40 or 41 or 46, one from 42 or 45 and one further course from 10-16.

Actuarial

Science/ Statistics:

Courses 3, 4, 6, 17, 30, 34, 53 and two from 7(a)(ii), 50, 51. (If

6(b) is taken, 53 may be omitted.)

		o(b) is taken, 33 may be offitted.)		
Pap Nun		Paper Title	Unit	Study Guide Number
Firs	Yea	r	,	- Trumber
1.		Introduction to Analysis and Set Theory	1	SM7002
2.		Introduction to Algebra	1	SM7001
2.		Elementary Mathematical Methods	î	SM7000
4.		Elementary Statistical Theory	î	SM7201
4.		Elements of Computer Science	1	SM7300
6.		At most one course from:	1	SW17300
	(a)			
	1-2	(candidates will be expected to take A2)	1	Ec1400
	(b)	Economics B	1	Ec1403
	(c)		1	Ec1403
7.	1-7	At most one course from:	1	EC1408
	(a)		1	A = 1000
	or		1	Ac1000
		Actuarial Science (available to Actuarial Students		
		only)	40	4 1001
	(b)		1	Ac1001
	(c)		1	Ph5201
	(d)		1	Ps5400
	(4)	A course from the list of course units available	-	
		to non-specialists	1	
Secon	nd ar	d Third Years		

# Mathematics

10.	Further Analysis (to follow course 1)	1	SM7030
11.	Further Algebra (to follow course 2)	1	SM7040
12.	Topology and Convexity	1	SM7021

			249
Paper Number	Paper Title	Unit Value	Study Guide Number
13.	Infinite Abelian Groups (not available 1985-86)	1	SM7042
14.	Category Theory	1	SM7041
15.	Game Theory	1	SM7025
16.	Sets and Models (to follow course 7b)	1	SM7031
17.	Mathematical Methods (to follow course 3)	1	SM7020
18.	Incompleteness and Undecidability	1	Ph5222
19.	Ideas in Mathematics and Science	1	SM7024
20.	Philosophy of Mathematics (two-year course)	1	Ph5315
21.	Graphs and Combinatorics	1	SM7063
22.	Measure, Probability and Integration (to follow course 10)	1	SM7061
Statistics			
30.	Probability, Distribution Theory and Inference (to follow course 4)	1	SM7220
31.	Statistical Theory (3rd-year course)	1	SM7241
32.	Statistical Techniques and Packages (3rd-year course)	1	SM7240
33.	Statistical Techniques for Management	1	SM7230
	Sciences (not to be taken with 31, 32 or 34)		
34.	Statistical Methods for Actuarial Science	1	SM7250
	(3rd-year course; not to be taken with 31 or 33)		
35.	Statistical Demography	1	Pn7126
36.	Econometric Theory	1	Ec1575
37.	Decision Analysis (to follow courses 3 and 4)	1	SM7216
Computi	ng and Operational Research		
40.	Systems Analysis and Design (to follow course 5)	1	SM7322
41.	Applications of Computers	1	SM7321
42.	Numerical and Symbolic Computing	1	SM7331
45.	Operational Research Methods	1	SM7345
46	Computing Methods (to follow course 5)	1	SM7320

Compu	ting and Operational Research		
40.	Systems Analysis and Design (to follow course 5)	1	SM7322
41.	Applications of Computers	1	SM7321
42.	Numerical and Symbolic Computing	1	SM7331
45.	Operational Research Methods	1	SM7345
46.	Computing Methods (to follow course 5)	1	SM7320
47.	Model Building in Operational Research (to follow course 45)	1	SM7347

Acti	arial	Science and Economics		
50.		Actuarial Investigations: Statistical and Financial (not available 1985-86)	1	SM7260
51.		Actuarial Life Contingencies	1	SM7261
52.		Financial Decision Analysis (to follow course 7(a))	1	Ac1123
53.	(a)	Economic Principles (to follow course 6)	1	Ec1425
	(b)	Principles of Economics treated Mathematically (to follow course 6)	1	Ec1426
54.		Theory of Business Decisions (to follow course 6)	1	Ec1453
55.		Economics of Investment and Finance (to follow course 54)	1	Ec1542
56.		Economics of Industry	1	Ec1451
58.		Topics in Quantitative Economics	1	Ec1579

Paper Numbe	Paper Title	Unit Study Guid Value Number
- 10000	Courses s to the value of at most two course-units	
from:		
70.	A course in Social Psychology	1
72.	A Course or courses from the list of course units available to non-specialists (timetable permitting)	

Subject to departmental approval, students may also offer first year courses which they have not taken or, where practicable courses taught at other colleges of the University. (These courses sometimes occupy half a year and are valued at half a unit. Students should not offer an odd number of such half units.) Note that 13 and 14 are offered in alternate years.

# 3 Management Sciences

For candidates beginning in and after October 1985

3.1 Candidates will normally be expected to take courses to the value of four course units in each of the three years of the course of study.

3.2 In assessing candidates for Honours, achievement in Part B will be given more weight than in Part A.

3.3 A candidate is required to take the following courses:

Part A: Foundation courses to be completed in the first and second years.

Candidates with 'A' level mathematics or its equivalent normally take the five foundation courses 2 to 6 below. Four of them will be taken in the first year and one in the second year. The order in which they are taken must be agreed by the candidates' teachers. Candidates without 'A' level mathematics or its equivalent normally take all six foundation courses. The courses 1 to 4 will be taken in the first year and courses 5 and 6 in the second year.

Paper	Paper Title	Unit Study Guid
Number		Value Number
1.	Basic Mathematics for Economists	1 Ec1415
2.	Elements of Computer Science	SM7300
3. (a)	Economics A	1 Ec1400
	(candidates will be expected to take A2)	
or (b)	Economics B	1 Ec1403
or (c)	Introduction to Mathematical Economics	1 Ec1408
4.	Elements of Accounting and Finance	1 Ac1000
5.	Elementary Mathematical Methods	1 SM7000
6.	Elementary Statistical Theory	1 SM7201

Part B: Specialist courses to be taken in the second and third years.

All candidates are normally required to take the following courses (prerequisites in brackets):

brackets):			
7.	Operational Research Methods (5,6)	1	SM7345
8.	Statistical Techniques for Management Sciences (5,6)	1	SM7230
At least of	one paper from 9 to 19.		
9.	Systems Analysis and Design (2)	1	SM7322
10.	Applications of Computers (9a)	1	SM7321
11.	Computing Methods (2)	1	SM7320

Paper	Paper Title		Study Guide
Number		Value	Number
12.	Marketing and Market Research (6)	1	SM7231
13.	Model Building in Operational Research (7)	1	SM7347
14.	Applied Management Sciences (13)	1	SM7360
15.	Decision Analysis (5,6)	1	SM7216
16. (a)	Actuarial Investigations: Statistical		
101 (10)	and Financial (6) (not available 1985-86)	1	SM7260
or (b)	Actuarial Life Contingencies (5)	1	SM7261
17.	Mathematical Methods (5)	1	SM7020
18.	Game Theory (17), (20b)	1	SM7025
19.	Numerical and Symbolic Computing	1	SM7331
20.	Graphs and Combinatorics	1	SM7063
At least o	one paper from 21 to 29		
21. (a)	Economic Principles	1	Ec1425
or (b)		1	Ec1426
- 15X	Mathematically (3,5)		
22.	Theory of Business Decisions (3)	1	Ec1453
23.	Economics of Industry (3)	1	Ec1451
24.	Principles of Econometrics (5,6)	1	Ec1561
25.	Financial Decision Analysis (4)	1	Ac1123
26.	Organisation Theory and Practice	1	Id3221
27. (a)	Elements of Labour Law	1	LL5062
or (b)	Commercial Law	1	LL5060
28.	Introduction to Individual and Social Psychology	1	Ps5400
29.	Managerial Accounting	1	Ac1021
		as medical	

Subject to departmental approval, and provided that at least one paper is taken from 9 to 20 and one from 21 to 29, candidates may substitute for the papers 9 to 29 up to two other papers from those taught within the School or at other colleges of the University.

#### For candidates beginning in or before October 1984

3.1 Candidates will normally be expected to take courses to the value of four course units in each of the three years of the course of study.

3.2 All candidates are normally required to take courses 3-7 and courses to the value of one unit from 30-34 or 40-44. In addition, all candidates are required to select at least one of the fields Systems Analysis, Operational Research or Management Statistics as their core field of study. The normal course requirements for the core fields are as follows:

Systems Analysis: Courses 20, 23, 24(a) and 25. Operational Research: Courses 23, 25 and 28. Management Statistics: Courses 23, 25 and 26.

The remaining courses are chosen under tutorial guidance.

3.3 Course 3 is normally taken in the first year. Courses 4 and 5 are taken in the first year by students with 'A' level Mathematics. Other students take course 1 in the first year and courses 4 and 5 in the second year. Courses 1 and 2 may only be taken in the first year.

Paper Numbe	Paper Title	Unit Study Guide Value Number
First Y		1 Ec1415
2.	Basic Statistics	1 SM7200

Paper Number	Paper Title	Unit Value	Study Guide Number
3.	Elements of Computer Science	1	SM7300
4.		1	420000000000000000000000000000000000000
	Elementary Mathematical Methods	1	SM7000
5.	Elementary Statistical Theory	1	SM7201
6. (a)		1	Ec1400
	(candidates will be expected to take A2)		
or (b)		1	Ec1403
or (c)	Introduction to Mathematical Economics	1	Ec1408
7.	Elements of Accounting and Finance	1	Ac1000
8. (a)	Introduction to Individual and Social Psychology	1	Ps5400
or (b)	English Legal Institutions	1	LL5020
or (c)	Introduction to Sociology	1	So5800
or (d)			
	nd Third Year		
Systems	Analysis, Operational Research and Management Statis	stics	
20.	Systems Analysis and Design (3)	1	SM7322
23.	Operational Research Methods	1	SM7345
24. (a)		1	SM7321
or (b)		1	SM7360
25.	Statistical Techniques for Management	1	SM7300
20.	Sciences (4,5)	1	SIVI /230
26.	Marketing and Market Research	1	CM7221
27.	Computing Methods (3)	1	SM7231
28.	Model Building in Operational Research (23)	1	SM7320 SM7347
	es and Finance		SW17547
30. (a)	Economic Principles	1	Ec1425
or (b)	Principles of Economics treated Mathematically (4,6)	î	Ec1426
31.	Theory of Business Decisions (6)	1	Ec1453
32.	Economics of Investment and Finance (31)	1	Ec1542
33.	Economics of Industry (6)	1	Ec1451
34.	Managerial Accounting (7)	1	Ac1021
	ion and Industrial Relations		AC1021
40.	Organisation Theory and Practice	1	Id3221
41.	Public Administration	i	Gv3035
	Elements of Labour Law	200	
or (b)		1	LL5062
43.	Industrial Sociology (8c)	1	LL5060
44.	A course in Social Psychology	1	So5917
1000	The state of the s	1	
	ics and Statistics		
50.	Actuarial Investigations: Statistical and Financial (5) (not available 1985-86)	1	SM7260
51.	Actuarial Life Contingencies (4)	1	SM7261
52.	Mathematical Methods (4)	1	SM7020
53.	Game Theory	1	SM7025
54.	Numerical and Symbolic Computing (4)	1	SM7331
55.	Probability, Distribution Theory and Inference (5)	i	SM7220
56.	Introduction to Analysis and Set Theory (1)	1	SM7002
57.	Introduction to Algebra (1)	1	
58.	Decision Analysis	1	SM7001
50.	Decision Analysis	1	SM7216

Courses listed as available in the first year (other than 1 or 2) may also be offered in the second or third year (if not already taken) subject to departmental approval. Where practicable, students may also offer course units taught at other colleges of the University.

Note: that the numbers in parenthesis following the courses listed refer to those courses which are prerequisite or corequisite for the course in question.

# 4 Mathematics and Philosophy

- 4.1 Candidates will normally be expected to take courses to the value of four course units in each of the three years of the course of study.
- 4.2 All students take courses 1-6, 7 or 8, 18 and 19. The remaining courses are selected under tutorial guidance from the other courses listed. At least one of 5 and 6 and at least one of 7 and 8 must be taken in the second year.

at ic	east one of 7 and 6 must be taken in the second year.		
Paper	Paper Title	Unit Value	Study Guide Number
Number		ruine	Trumber
First Yea		1	SM7002
1.	Introduction to Analysis and Set Theory	1	SM7001
2.	Introduction to Algebra	1	
3.	Introduction to Mathematical Logic	1	Ph5201
4.	Introduction to Scientific Method	1	Ph5210
Second a	nd Third Years		
5.	Incompleteness and Undecidability	1	Ph5222
6.	Sets and Models	1	SM7031
7.	Further Analysis	1	SM7030
8.	Further Algebra	1	SM7040
9.	Topology and Convexity	1	SM7021
10.	Game Theory	1	SM7025
11.	Infinite Abelian Groups	1	SM7042
12.	Category Theory	1	SM7041
13.	Scientific Method	1	Ph5230
14.	The Rise of Modern Science, Copernicus to Newton	1	Ph5240
15.	Epistemology and Metaphysics	1	Ph5310
16.	Ideas in Mathematics and Science	1	SM7024
17.	An essay of 5,000-7,000 words written during the	1	Ph5398
4 (	course of study on an approved topic in Philosophy		
18.	History of Modern Philosophy, Bacon to Kant	1	Ph5300
	(two-year course)		
19.	Philosophy of Mathematics	1	Ph5315
20.	Theories of Probability	1	Ph5223
(Note that	at 11 and 12 are offered in alternate years.)		

# 5 Social Anthropology

- 5.1 Candidates for Honours are required to take courses to the value of ten course units during three years. They will normally be taken in the following sequences: three in the first year, three in the second year and four in the third year.
- 5.2 There will be no exemption from first year courses.
- 5.3 The level of Honours awarded to a candidate will be determined largely by the assessments and examinations of courses taken in the second and third years. Less weight will be given to performance in courses in the first year.
- 5.4 A candidate is required to take the following courses:

SA5799

Paper Number	Paper Title	Unit Value	Study Guid Number
First Yea	r		
1.	Introduction to Social Anthropology	1	An1200
2.	Ethnography and Theory: Selected Texts	1	An1204
3.	An approved course or courses to the value of one course-unit from the list of course units available to non-specialists.	1	1002
211111111111111111111111111111111111111			
Second Y	'ear		
4.	Political and Economic Anthropology	1	An1222
5.	Kinship, Sex and Gender	1	An1220
6.	A course or courses to the value of one course-unit selected from those listed under Topics in Social Anthropology below.	1	-
Third Ye	ar		
7.	Advanced Theory of Social Anthropology	1	An1300
8.	The Anthropology of Religion	i	An1302
9 & 10.	Courses to the value of two course-units selected from those listed under Topics in Social Anthropology below.	2	-

Topics in Social Anthropology

(The courses offered under this heading will vary from year to year. The courses listed below are the courses to be offered in 1985/86. The department will announce details of courses to be taught in the following session at the end of Lent Term each year.)

Paper Litte	Unit Value
Special Essay Paper in Social Anthropology	1
(if An1332, Linguistics and Anthropological	1
	1
Advanced Ethnography, Mediterranean	1
Linguistics and Anthropological Problems (if An1331, Anthropological Linguistics is not taken.)	1/2
Conflict, Violence and War	1
Urban Anthropology	1
A course or courses to the value of one course- unit on an approved subject.	$\frac{1}{2}$ or 1
	Anthropological Linguistics (if An1332, Linguistics and Anthropological Problems is not taken.) Advanced Ethnography, Latin America: Highlands Advanced Ethnography, Mediterranean Linguistics and Anthropological Problems (if An1331, Anthropological Linguistics is not taken.) Conflict, Violence and War Urban Anthropology A course or courses to the value of one course-

# 6 Social Policy and Administration

6.1 Candidates are required to take courses to the value of four course-units in each year. Courses will normally be examined at the end of the session in which they are taught.

6.2 The level of Honours awarded to a candidate will be determined largely by the assessments and examinations of courses taken in the second and third years. Less weight will be given to performance in courses in the first year.

0.3 A	candidate is required to take the following courses.		
Paper	Paper Title		Study Guide
Number		Value	Number
First Yes			
1.	History of Social Policy in the 19th and 20th Centuries	1	SA5612
2.	Sociology and Social Policy	1	SA5613
3.	Social Economics	1	SA5614
4.	An approved course or courses to the value of one		_
	course-unit outside Social Administration		
Second '	Year		
5.	Social Administration	1	SA5620
6.	Social Structure and Social Policy	1	SA5623
7.	Methods of Social Investigation	1	SA5622
8.	One of the following		
(a)	Educational Policy and Administration	1	SA5730
(b)		1	SA5731
(c)		1	SA5732
(d)		1	SA5733
(e)		1	SA5734
0		1	SA5735
(g)		1	So5918
(h)		1	SA5751
(i)		1	SA5754
(-)	(not available 1985–86)		
(j)		) 1	SA5753
(k)		1	SA5755
(-)	one course-unit outside Social Administration		
	(which may be taken in either the second or third		
	vear)		
701.1 A 37			
Third Y	The state of the s	1	SA5720
9.	Social Policy	1	SA5726

63 A candidate is required to take the following courses:

# 7 Social Psychology

10.

11,

12.

7.1 Candidates are normally required to take courses to the value of twelve course units during the three years of study.

A long essay on approved topic 1

A paper listed under paper 8 not already taken

7.2 In the final year each candidate is required to carry out a research project under the supervision of a member of staff.

7.3 The level of Honours awarded to a candidate will be determined largely by the assessments and examinations of courses taken in the second and third years. Less weight will be given to performance in courses in the first year.

4 A candidate is required to take the following courses:

Social and Political Theory

1.4 A C	andidate is required to take the following courses.		
Paper	Paper Title	Unit !	Study Guide
Number		Value	Number
First Yea	A STATE OF THE PARTY OF THE PAR		
1.	Introduction to Individual and Social Psychology	1	Ps5400
2.	Methods of Psychological Research I: General and	1	Ps5406
	Statistical		
3.	Developmental and Biological Aspects of Behaviour	1	Ps5405
4.	Course outside Psychology	1	

Pape Num		Paper Title	Unit Value	Study Guid Number
Secon	nd Y	'ear		
5.		Personality and Social Behaviour	1	Ps5421
6.		Cognitive Psychology	1	Ps5422
7.		Methods of Psychological Research II: Social and Statistical	1	Ps5420
8.		Course outside Psychology	1	
Third	Yes	ar		
9.		Advanced Study of Psychological Processes	1	Ps5501
10.		Social Change and Social Organisations (Not	1	Ps5502
		taught in 1985-86. Candidates must substitute		
		two half-unit papers, one selected from each list under papers 12 and 13)1		
11.		Methods of Psychological Research III: Project and Data Analysis	1-	Ps5500
12.		One half-unit paper selected from the following:		
	(a)	Cognitive Development	1	Ps5521
	(b)	Cognitive Structures	1/2	Ps5522
	(c)	Collective Psychologies	1/2	Ps5523
	(d)	Personality and Psychopathology	1/2	Ps5524
	(e)	Social Psychology of Health (not available in 1985-86)	$\frac{\overline{2}}{\frac{1}{2}}$	Ps5525
	(1)	with the approval of the department, a paper not already taken under paper 13		
13.		One half-unit course selected from the following:		
	(a)	Applied Development Psychology	1/2	Ps5526
	(b)	Life-Span Development	1 3	Ps5527
	(c)	Personality and Social Pathology	1 2	Ps5528
	(d)	Psychological Aspects of Legal Processes	1/2	Ps5529
	(e)	The Social Psychology of Conflict (not available in 1985–86)	$\frac{1}{2}$	Ps5530
	(1)	The Social Psychology of the Media	1	Ps5531
	(g)	Sociological Forms of Social Psychology	1/2	Ps5532
	(h)	with the approval of the department, a paper not already taken under paper 12	-	700000

# Courses outside Social Psychology — please see list on pages 258-261.

<sup>1</sup>Candidates in 1985-86 will therefore be required to take a total of four half-units, two from each of the lists under papers 12 and 13. With permission, candidates may choose one half-unit from one list and three from the other, but not more than three may be taken from any one list.

# 8 Sociology

- 8.1 Candidates are required to take courses to the value of twelve course units, with a minimum of four course units each year. Courses will normally be examined at the end of the session in which they are taught.
- 8.2 To qualify for Honours in Sociology a candidate is required to complete seven course units in Sociology, including the six compulsory courses and to pass in Sociology courses to the value of six course units.
- 8.3 In addition a candidate will be required to complete the course Methods of Statistical Analysis.
- 8.4 The compulsory course unit Issues and Methods of Social Research may be taken in any one of the three years.
- 8.5 A candidate may take up to five course units in courses outside Sociology.

- 8.6 A candidate will be required to submit a report of not more than 10,000 words on a sociological topic to be approved by the convener of the department of Sociology. The report (Unit Essay) must be presented not later than 1 May in the academic year of submission.
- 8.7 A candidate is required to take the following courses:

8.1 A Co	indidate is required to take the rollowing courses.		
Paper Number		Unit Value	Study Guide Number
First Year		1	So5800
1.	Introduction to Sociology	1	SM7215
2.	Methods of Statistical Analysis	1	51417215
3.	A course to the value of one unit from List B A course or courses to the value of not more than one unit from either List A or List B	i	_
Second Y	ear		5 1012
1.	Comparative Social Structures: I	1	So5820
2.	Sociological Theory	1	So5821
3 & 4.	Courses to the value of at least two units from List A and/or List B	2	_
Third Ye	ar		5-3600
1.	Comparative Social Structures: II	1	So5830
2.	Unit Essay	2	So5831
3 & 4.	Courses to the value of at least two units from List A and/or List B (Note: these must include Issues and Methods of Social Research unless already taken)		1

#### Optional Courses

Optional Courses			
List A: Courses in Sociology	Normally Taken in Year	Unit Value	Study Guide Number
Issues and Methods of Social Research	1,2 or 3	1	So5801
Social and Moral Philosophy	1,2 or 3	1	So5810
Social Philosophy	2 or 3	1	Ph5250
Contemporary Sociological Theory (not available 1985-86)	3	1	So5989
The Social Structure of Modern Britain	1,2 or 3	1	So5809
The Social Structure of the Soviet Union	2 or 3	1	So5860
The Development of Modern Japanese Society	2 or 3	1	So5861
Social Structure and Politics in Latin America (not available 1985–86)	2 or 3	1	So5862
Political Sociology (not available 1985-86)	2 or 3	1	So5880
Political Processes and Social Change	2 or 3	1	So5881
Industrial Sociology	2 or 3	1	So5917
Sociology of Religion	1,2 or 3	1	So5921
Sociology of Medicine	2 or 3	1	So5922
Urban Sociology	2 or 3	1	So5916
Industrialisation and Theories of Social Change	2 or 3	1	So5882
Criminology	2 or 3	1	So5919
Sociology of Deviance and Control	2 or 3	1	SA5734
Society and Literature	2 or 3	1	So5945
Sociology of Knowledge and Science	2 or 3	1	So5946

	Normally Taken in Year	Unit Value	Study Guide Number
Sociology of Sex and Gender Roles: Women in Society	2 or 3	1	So5918
Race Relations and Ethnic Minority Groups (not available 1985–86)	2 or 3	1	SA5754
Theories and Problems of Nationalism (not available 1985-86)	2 or 3	1	So5883
The Psychoanalytic Study of Society	1,2 or 3	1	So5960

List B: Courses outside Sociology — please see list below.

List of course units available for selection by non-specialists where the regulations for the Main Field of study permit, subject to the approval of their tutors and the teaching department and to the successful completion of prerequisites where necessary.

Course	Normally Taken in Year	Unit Value	Study Guide Number
Anthropology			
Introduction to Social Anthropology	any	1	An1200
Ethnography and Theory: Selected Texts	any	î	An1204
Kinship, Sex and Gender	2 or 3	1	An1220
Political and Economic Anthropology	2 or 3	1	An1222
The Anthropology of Religion	3	1	An1302
Economic History			
The Economic History of Great Britain and the U.S.A. 1850-1939	any	1	EH1600
Modern British Business in Historical Perspective, 1900–1980	2 or 3	1	EH1660
Economic History of the United States of America from 1783	2 or 3	1	EH1641
Economic and Social History of Britain from 1815	2 or 3	1	EH1630
Latin America and the World Economy	2 or 3	1	EH1644
Economics			
Economics A		1	Ec1400
General Economics	2 or 3	1	Ec1420
Economics and Geography of Transport	2 or 3	î	Ec1544
Geography			
Geographical Perspectives on Modern Society	any	1	Gy1801
Methods in Geographical Analysis	2 or 3	1	Gy1816
Location of Economic Activity	2 or 3	1	Gy1824
Urban and Regional Planning	2 or 3	1	Gy1926
Historical Geography of the British Isles	2 or 3	î	Gy1829
Urban Geography	2 or 3	1	Gy1822
Government			2000
Modern Politics and Government with Special Reference to Britain	any	1	Gv3010

Paper	Paper Title		Unit Value	Study Guide Number
Number			vaiue	Trumber
International History English History 1399–16	0.2	anv	1	Hy3423
English History 1399–100	0.5	any	1	Hy3429
British History 1603-176		any	1	Hy3432
British History 1760-191	5 1014	any		Hy3503
International History 181 International History since	5-1914	any 2 or 3	1	Hy3506
	2 1914	2 01 3	1	1195500
Industrial Relations		182 2		142220
Industrial Relations		1*2 or 3	1	Id3220
The Economics of the La		2 or 3	1	Id3222
Market (may not be co with Labour Economic				
International Relations				
The Structure of Internat	ional Society	1	1	IR3600
International Politics	and the second	two-year	1	IR3700
Language Studies				
Elementary Linguistics		any	1	Ln3810
Language, Mind and Soc	ietv	2 or 3	1	Ln3831
Literature and Society in		any	1	Ln3840
1830-1900 (not availa	ble 1985-86)			
Literature and Society in		any	1	Ln3841
to the present day				
French Part I		any	1	Ln3800
Law				Liibooo
English Legal Institutions	3	any	1	LL5020
Public International Law		any	1	LL5131
Introduction to the Anth		2 or 3	1	LL5138
Law				
Women and the Law		2 or 3	1	LL5135
Mathematics				
Basic Mathematics for E	conomists	any	1	Ec1415
Elementary Mathematica		any	1	SM7000
Introduction to Analysis		any	1	SM7002
General Computing	und bet Theory	any	1	SM7301
Graphs and Combinator	ics	2 or 3	1	SM7063
	103		10.0	0.20(2.05(2.5)
Philosophy Introduction to Scientific	Mathad	any	-1	Ph5210
	Method	any	1	Ph5200
Introduction to Logic		any 2 or 3	1	Ph5250
Social Philosophy		2 01 3	1	1 113230
Population Studies	4 20 100			D 7100
Population, Economy an		any	1	Pn7100
Demographic Description	n and Analysis	2 or 3	1	Pn7120
The Demographic Trans		2 or 3	1	Pn7122
Western World Today		2 2	13011	D-7100
Third World Demograph	iy	2 or 3	1	Pn7123
Migration	2006	2 or 3	1	Pn7124
Family Composition in I	Developed and	2 or 3	1	Pn7125
Developing Countries	(code)	2 - 2		Pn7127
Applied Population Ana		2 or 3	1	Pn/12/
(Students taking this of				
must have taken or ta				
concurrently course P	n/120)			

Paper Number	Title	Unit Value	Study Guide Number
Social Administration			
Introduction to Social Policy	any	001 900	\$45600
Social Administration		ATT STORY	SA5600
	2 or 3	TYP DATE	SA5620
Social Policy (Prerequisite SA5600)	2 or 3	DES CHARLES	SA5720
Sociology of Deviance and Control	2 or 3	conim-rouse	SA5734
Educational Policy and Administration		1	SA5730
Personal Social Services	2 or 3	1 33108	SA5731
Housing and Urban Structure	2 or 3	1 30	SA5732
Health Policy and Administration	2 or 3	1	SA5733
Race Relations and Ethnic Minority	2 or 3	1	SA5754
Groups (not available 1985-86)			
Social Security Policy	2 or 3	1	SA5735
Social Psychology			
Introduction to Individual and Social	0.001		D-5400
Psychology	any	1	Ps5400
	2 2		
Personality and Social Behaviour	2 or 3	1	Ps5421
(Prerequisite Ps5400)	Land State of the land of the		
Cognitive Psychology	2 or 3	1	Ps5422
(Prerequisite Ps5400)			
Sociology			
Introduction to Sociology			C-5000
Social and Moral Philosophy	any	1	So5800
The Secial Street Philosophy	any	1	So5810
The Social Structure of Modern Britain		1	So5809
Comparative Social Structures I	2 or 3	1 1000	So5820
(Complex Pre-industrial Societies)			
Political Sociology	2 or 3	1	So5880
(not available 1985-86)			
Sociological Theory	2 or 3	1	So5821
Sociology of Sex and Gender Roles:	2 or 3	1	So5918
Women in Society			
Comparative Social Structures II:	2 or 3	la l	So5830
(Industrial Societies)	The but	Survion II	303030
Urban Sociology	2 or 3	1 9 11111	So5916
Issues and Methods of Social Research		manife lang	So5801
Criminology	2 or 3	1	
Theories and Problems of Nationalism		1	So5919
(not available 1985–86)	2 or 3	Tales.	So5883
Industrialisation and Theories of Social	2 2	1	
	2 or 3	1. 700	So5882
Change			oth substance
Sociology of Deviant Behaviour	2 or 3	1	So5920
Sociology of Religion	2 or 3	1	So5921
Industrial Sociology	2 or 3	1	So5917
Contemporary Sociological Theory	2 or 3	1	So5989
(not available 1985-86)			
The Social Structure of the Soviet Unio	on 2 or 3	1	So5860
The Development of Modern Japanese	2 or 3	1	So5861
Society	1111112131301		505001
Political Processes and Social Change	2 or 3	1	So5881
Society and Literature	2 or 3	1	So5945
Sociology of Knowledge and Science	2 or 3	1	So5946
The Psychoanalytic Study of Society		0 1 4	
and a sychodinary the Study of Society	any	al al	So5960

Paper Number	Paper Title		Unit Value	Study Guide Number
tatistics Elementary Statistical Theoretision Analysis (Prerequision SM7201	y sites SM7000	any 2 or 3	1	SM7201 SM7216

# B.Sc. Chemistry and Philosophy of Science

Candidates for this combined field of study are registered at King's College and attend the L.S.E. on an intercollegiate basis for courses in Philosophy. The curriculum of individual candidates will be arranged by King's College, including such matters as the order in which courses are to be taken and the total number required of each candidate, though to be awarded Honours in Chemistry and Philosophy of Science it will be necessary for a candidate to have taken and passed courses in Philosophy at the L.S.E. with a total value of at least four course units. There will be no requirement on any candidate to take an examination in courses followed at the L.S.E. at the end of the second year of the three-year course. Courses in Philosophy available at the L.S.E. are as follows:

Pa	per Paper Title mber	Normally	Unit	Study Guid
IVU	mber	Taken in Year	Value	Number
1.	Introduction to Logic	1	1	Ph5200
2.	Introduction to Scientific Method	1	1	Ph5210
3.	History of Modern Philosophy, Bacon to Kant (two-year course)	2 or 3	1	Ph5300
4.	The Rise of Modern Science, Copernicus to Newton	2 and 3	1	Ph5240
5.	Epistemology and Metaphysics	2 and 3	1	Ph5310
6.	Scientific Method	2 and 3	1	Ph5230
7.	Logic	2	1	Ph5220
	or Incompleteness and Undecidability	2 and 3	i	Ph5222
8.	an Essay of 5,000-7,500 words written durin the course of study on a topic approved b the Philosophy Department	g	î	Ph5398
	or an Essay written under examination conditions on a Philosophical topic		1	Ph5399

# B.Sc. Social Science and Administration

(The last entry to this course was in October 1983. This has been replaced by B.Sc. Social Policy and Administration course unit degree see pages 254-255.

The full regulations for this degree may be obtained from the School Registry.

**Entrance Requirements** 

The entrance requires for the degree set out are in the table on page 176.

Course of Study

The course of study extends over three years.

Details of Examination

An examination of first-year courses will be conducted by the School at the beginning of the third term. The results of this examination will not count towards the classification for Honours.

	Study Guide Numbers
Subjects of Examination	
The First Year Examination will consist of the following:	
Introduction to Sociology	SA5610
2. Economics and Statistics	SA5611
3. History of Social Policy in the 19th and 20th Centuries	SA5612
Each of the subjects 1-8 below may be examined at the discretion of the University by:	
either (a) an unseen written paper to count for 75 per cent, and	

(a) an unseen written paper to count for 75 per cent, and an essay written in the candidate's own time to count for 25 per cent.

or

(b) an unseen written paper to count for 100 per cent. At any one examination in any one subject all candidates will be examined by the same method and that method will be determined by the University and announced before the beginning of the first session for Stage 1 and before the beginning of the second session for Stage 2. Under alternative (a) the unseen paper will be three hours and the candidate will be required to answer three questions. There will be a choice of questions. The essay should normally be of about 2,000 words and will be written on a topic from the field covered by the subject. There will be a choice of topics which will be published before the end of the preceding session. The essay must be handed in by 1 March in the second year of the course for subjects taken at Stage 1 and by 30 March in the third year of the course for subjects taken at Stage 2. A candidate who is examined under Scheme (a) above and who fails to satisfy the examiners in the subject as a whole will not be credited with a pass in either the unseen written element or the essay, and on re-entry to the examination, such a candidate will be required to sit the whole examination in the subject concerned.

Under alternative (b) the unseen paper will be three hours and the candidate will be required to answer four questions. There will be a choice of questions.

Examiners may test any candidate by means of oral questions.

Canto Caida

Paper Number	Paper Title	Study Guide Number
The Final	Examination will consist of the following:	1 Turnoer
1. (a)	Social Administration	SA5620
or (b)	Public Administration <sup>1</sup>	5715020
*2.	Social Economics	SA5660
*3.	Social Structures	SA5661
*4.	Social Investigation	SA5662
5.	Social Policy	SA5720
6.	Social and Political Theory	SA5725
7 & 8.	Two of the following, subject to the approval of the	0110120
	School and availability of the course concerned:	
(a)	Educational Policy and Administration	SA5730
(b)	Race Relations and Ethnic Minority Groups	SA5754
134	(not available 1985-86)	JA3734
(c)	Personal Social Services	SA5731
(d)	Social Policy of Developing Countries (not available 1985-86)	
(e)	Housing and Urban Structure	SA5732
0	Health Administration	SA5733
(g)	Law and Social Policy	SA3133
(h)	Social Theory and Social Policy 1870-1918	SA5751
(i)	General and Social Psychology (not available 1985-86)	SA5752
(j)	The Family in Law and in Society	3A3132
(k)	Political Sociology	
(1)	Values and Society	
(m)	Urban and Regional Economics	-
(n)	Parliament, Policy-making, and the Legislative Process	_
(0)	British Social History in the 19th and 20th Centuries	1
(p)	The Sociology of Medicine	
(9)	Sociology of Deviance and Control	SA5734
(r)	Population Studies	5/15/54
(s)	Sociology of Sex and Gender Roles: Women in Society	So5918
(t)	Social Security Policy	SA5735
9.	An essay of not more than 7,000 words to be submitted through	SA3133
	the candidate's School or Institution by 31 January in the final	
	year of the course. The topic of the essay must be approved by	
	the candidate's teachers.	

### Not available to students of the School.

# Degree of Bachelor of Laws

The School provides a three-year course leading to the LL.B. degree of the University of London. The University regulations are not, however, the same for all the London colleges, and the pattern of the course is unique to students of the School. Subjects which are not exclusively legal have been introduced into the new syllabus, and an attempt has been made to break down the arbitrary boundaries between legal subjects. In addition, instruction in each subject is not always limited in length to one academic year, thus making it possible to emphasise the inter-relationship between different branches of the law.

The subjects which most L.S.E. students take are taught, both in lectures and classes, at this School, but exceptionally, arrangements will be made for students to attend other colleges of the University for instruction in subjects not taught here.

The attention of students taking the LL.B. degree is drawn to the advantages and concessions granted in professional training (see page 278).

#### INTERMEDIATE EXAMINATION

A candidate is eligible to present himself for the Intermediate examination after having satisfactorily attended the prescribed course of study at the School extending over not less than one academic year. The Intermediate examination is normally held twice each year, in May or June and in September. A candidate offering himself for examination for the first time may not postpone his entry to the examination until September.

The examination consists of written papers in four subjects:

	Number
Public Law	LL5003
Law of Contract	LL5001
Law of Property I	LL5002
English Legal System	LL5000

A candidate who passes in three of the papers at an Intermediate examination and fails in the remaining paper may be referred in that paper; if he satisfies the examiners in the paper in which he has been referred at either of the two next following Intermediate examinations he is regarded as having passed the whole examination; otherwise he is required to take the whole of the Intermediate examination again.

In exceptional cases, with permission of the School, a candidate who fails to reach the minimum standard in two or more subjects in May or June, whether or not he has presented himself for all or part of the examination, may be permitted to re-enter for the whole examination in September of the same year.

#### PART I EXAMINATION

A candidate is eligible to present himself for the Part I examination after having satisfactorily attended the prescribed course of study extending over one year subsequent to passing the Intermediate examination. The Part I examination is normally held twice each year, in May or June and in September. A candidate offering himself for examination for the first time may not normally postpone his entry to the examination until September.

A candidate is required to satisfy the examiners in the following papers:

	Study Guide Number
Law of Tort	LL5041
and in Criminal Law	LL5040

<sup>\*</sup>The papers marked with an asterisk will be examined at the beginning of sixth term of the course.

and in other courses to the value of two subjects from the following lists:

(i)	Property II	LL5105
	Law of Evidence	LL5113
	Public International Law	LL5131
	Conflict of Laws	LL5114
	Mercantile Law	LL5110
	Labour Law	LL5112
	Domestic Relations	LL5118
	Law of Business Associations	LL5111
	Local Government Law (Essay)	LL5117
	International Protection of Human Rights	LL5132
	Basic Principles of the Soviet and Yugoslav Legal Systems	LL5134
	Legislation (Essay)	LL5116
	Introduction to the Anthropology of Law	LL5138
	Introduction to European Law	LL5133
	Legal and Social Change since 1750 (not available 1985-86)	LL5137
	Housing Law	LL5119
	Administrative Law	LL5115
	Economic Analysis of Law	LL5136
	Women and the Law	LL5135
	Law Relating to Civil Liberties	LL5130
	Land Development and Planning Law	LL5140
(ii)	Sentencing and Treatment of Offenders	LL5171
	Legal Services to the Community (Essay)	LL5176
	Social Security Law I	LL5172
	Social Security Law II	LL5173
	Law of Landlord and Tenant (not if Housing Law is taken)	LL5174
	Race, Nationality and the Law	LL5177
	Sociological Theory and the Idea of Law	LL5179
	Outlines of Modern Criminology	LL5170
	Public Law and Economic Policy (not available 1985–86)	LL5178
	Health Care and the Law	LL5175

Each course in list (i) counts as one subject, while each course in list (ii) counts as one half subject. A candidate may not select more than four courses from list (ii). All the courses in lists (i) and (ii) will not necessarily be available each year.

A candidate who selects courses to the value of three and a half subjects will be required to make up the remaining half subject by writing an essay of about 6,000-8,000 words on a legal topic approved by the School.

At the discretion of the School and with the permission of the other School concerned, a candidate may be permitted to offer, as one of the two subjects required under this regulation, a law course, taught at another School of the University of London and deemed to be of the value of one subject.

The Part I examination is conducted by written papers with the exception that a candidate who offers any course which is identified as being examinable by means of an essay will be required in that course to write an essay instead.

A candidate who passes courses to the value of three subjects and fails in the examination for the remaining courses may be referred in the paper(s) or essay(s) concerned: if he satisfies the examiners in the referred paper(s) or essay(s) at either of the two next following Part I examinations he is regarded as having passed the whole examination, otherwise he is required to take the whole of the Part I examination again.

A candidate who numbers an essay or essays amongst the courses in which he is referred will be permitted to re-submit the same essay or essays, after revision, at the next Part I examination.

A candidate who fails the Part I examination, including a failure in a course or courses examinable by means of an essay, will be permitted to re-submit the same essay or essays, after revision, at the next Part I examination.

A candidate who includes amongst the courses taken at the June Part I Examination a course or courses examinable by means of an essay and satisfies the Examiners in that course or courses yet fails the Examination as a whole, will be permitted to carry forward to the next Part I Examination the mark achieved in the course or courses concerned and will be required to be re-examined in the remaining courses.

An oral examination is compulsory for any candidate who offers an essay and questions put to him in the oral examination may extend to cover the wider background aspects of the essay.

In exceptional cases the School may permit a candidate who fails to reach the minimum standard in courses to the value of two or more subjects in June to re-enter for the whole examination in September of the same year.

## PART II EXAMINATION

A candidate is eligible to present himself for the Part II examination after having satisfactorily attended the prescribed course of study extending over not less than one academic year subsequent to pass the Part I examination.

The Part II examination is normally held once each year in May or June. A candidate is required to satisfy the examiners in:

	Study Guide Number
Jurisprudence	LL5100
is also required to satisfy the examiners in other	her courses to the value of three subjects
cted from the following lists:	

		Study Guid
		Number
(i)	Property II	LL5105
	Law of Evidence	LL5113
	Public International Law	LL5131
	Conflict of Laws	LL5114
	Mercantile Law	LL5110
	Labour Law	LL5112
	Domestic Relations	LL5118
	Law of Business Associations	LL5111
	Local Government Law (Essay)	LL5117
	International Protection of Human Rights	LL5132
	Basic Principles of the Soviet and Yugoslav Legal Systems	LL5134
	Legislation (Essay)	LL5116
	Introduction to the Anthropology of Law	LL5138
	Introduction to European Law	LL5133
	Legal and Social Change since 1750 (not available 1985-86)	LL5137
	Housing Law	LL5119
	Administrative Law	LL5115
	Economic Analysis of Law	LL5136
	Women and the Law	LL5135
	Law Relating to Civil Liberties	LL5130
	Land Development and Planning Law	LL5140
(ii)	Sentencing and Treatment of Offenders	LL5171
1/	Legal Services to the Community (Essay)	LL5176
	Social Security Law I	LL5172
	Social Security Law II	LL5173
	Law of Landlord and Tenant (not if Housing Law is taken)	LL5174

	Study Guide Number
Race, Nationality and the Law	LL5177
Sociological Theory and the Idea of Law	LL5179
Outlines of Modern Criminology	LL5170
Public Law and Economic Policy (not available 1985–86)	LL5178
Health Care and the Law	LL5175

Each course in list (i) counts as one subject, while each course in list (ii) counts as one half subject. A candidate may not select more than four courses from list (ii). All the courses in lists (i) and (ii) will not necessarily be available every year. A candidate may not offer a course which he has previously offered in the Part I examination.

A candidate who selects courses to the value of three and a half subjects will be required to make up the remaining half-subject by writing an essay on a legal topic approved by the School.

At the discretion of the School and with the permission of the other School concerned a candidate may be permitted to offer, as one of the three subjects required under this regulation, a Law course taught at another School of the University of London and deemed to be of the value of one subject.

The Part II examination is conducted by written papers with the exception that a candidate who offers any course which is identified as being examinable by means of an essay, will be required in that course, to write an essay instead. A candidate who offers an essay will not be permitted to offer the same essay at any succeeding examination.

The Examiners may, if they think fit, require any candidate at the Part II examination to present himself for an oral examination. An oral examination is compulsory for any candidate who offers an essay and questions put to him in the oral examination may extend to cover the wider background aspects of the essay.

# Degree of Bachelor of Laws with French Law

The degree is part of a collaborative agreement between the L.S.E. and the University of Strasbourg, where the third year of the course is taken.

The examination for the degree consists of two parts, namely Part I and Part II. In order to qualify for admission to the course leading to the Part II examination a candidate is required to pass the examination for the Diplome d'études juridiques de Strasbourg, hereinafter called the Diploma.

Candidates are required to enter for examinations at the School by applying to the Examinations Officer of the School. Candidates who are not registered as full-time or part-time students at the School are required to pay a fee on entry or re-entry to an examination. Details are available on request from the Examinations Office.

The examiners may require any candidate at the Intermediate, Part I and Part II Examinations to present himself for an oral examination, and an oral examination shall be compulsory for any candidate offering an essay.

#### INTERMEDIATE EXAMINATION

A candidate is eligible to present himself for the Intermediate Examination after having satisfactorily attended the prescribed course of study at the School extending over not less than one academic year.

The Intermediate Examination shall be held twice each year in the Summer Term and in September. A candidate will not normally be permitted by the School to make his first entry to the examination in September. The examination consists of four written papers in the following subjects:

		Study Guide
		Number
1	Public Law	LL5003
2.	Law of Contract	LL5001
3	Law of Property I	LL5002
4.	English Legal System	LL5000

In addition, each candidate is required to follow the first year of an approved course of instruction in French Language at the School.

A candidate who passes in three of the papers at an Intermediate Examination and fails in the remaining paper may be referred in that paper; if he satisfies the examiners in the paper in which he has been referred at either of the two next following Intermediate Examinations he is regarded as having passed the whole examination; otherwise he is required to take the whole of the Intermediate Examination again.

In exceptional cases the School may permit a candidate who fails to reach the minimum standard in two or more subjects in the examination in the Summer Term to re-enter for the whole examination in September of the same year.

A candidate who has passed the Intermediate Examination may be permitted by the School to transfer to the LLB. degree.

#### PART I EXAMINATION

A candidate is eligible to present himself for the Part I Examination after having satisfactorily attended the prescribed course of study extending over one year subsequent to passing the Intermediate Examination.

The Part I Examination shall be held each year, in the Summer Term and in September. A candidate will not normally be permitted by the School to make his first entry in September. The examination consists of four written papers:

	Study Guide
	Number
Law of Tort	LL5041
Criminal Law	LL5040

French Civil Law (at King's College) unless a candidate is given special exemption by the School, in which case he must select a further paper from those listed under 4 below.

A course to the value of one subject selected from lists (i) and (ii)

under Part I of the LL.B degree

or An approved subject in French Government or History

A candidate who passes in three of the papers at the Part I Examination and fails in the remaining paper may be referred in that paper; if he satisfies the examiners in the paper in which he has been referred at either of the two next following Part I Examinations he is regarded as having passed the whole examination; otherwise he is required to take the whole of the Part I Examination again.

In exceptional cases the School may permit a candidate who fails to reach the minimum standard in two or more subjects in the examination in the Summer Term to

re-enter for the whole examination in September of the same year.

In addition to the papers in regulation 13, each candidate will be required to follow the second year of the approved course of instruction in the French Language at the School and to achieve a satisfactory standard in the examination of the subject. A candidate who fails to achieve a satisfactory standard in the examination of French language yet passes the Part I Examination may be permitted by the School to transfer to the LL.B. degree, entering the third and final year of the course in the following session.

#### DIPLOMA

A candidate is eligible to present himself for the examination of the Diploma after having satisfactorily attended the prescribed course of study at the University of Strasbourg. The examination consists of courses to the value of three and a half subjects drawn from the following lists, which may be amended from time to time. Each candidate is required to follow the Introduction à L'étude du droit à Droit Civil (Personnes, Familles, Capacité), whether or not the candidate elects to take this course.

#### WHOLE SUBJECT COURSES

Introduction à L'étude du droit à Droit Civil (Personnes, Familles, Capacité)

Droit Civil (Obligations, Biens et Propriété)

Droit Constitutional et Institutions Politiques

Droit Administratif

Droit Commercial

#### HALF-SUBJECT COURSES

Droit Institutionnel Communautaire (this course may not be taken by a candidate who has followed the course of Introduction to European Law in Part I)

Histoire des Idées Politiques jusqu'en 1789

Libertés Publiques

Histoire du Droit (Droit Privé ou Droit de Travail, Famille, Obligations)

Droit Privé Allemand

Introduction au Droit Comparé

A candidate who does not take or fails to pass the examination for the Diploma in circumstances certified by the authorities of the University of Strasbourg and regarded by the School as being equivalent to those which would have qualified him for the award of an Aegrotat on a degree course at the University of London, may be permitted by the School to continue his course for the LL.B. with French Law. Any other candidate who does not take or fails the examination will not be allowed to continue his course but may be permitted to transfer to the LL.B. degree and enter the final year of study and examination. In such a case the marks obtained by the candidate in the Part I Examination shall be made available to the examiners for the LL.B. degree.

### PART II EXAMINATION

A candidate is eligible to present himself for the Part II Examination after having satisfactorily attended the prescribed course of study extending over not less than one academic year subsequent to passing the Part I Examination and the Diplome d'Etudes. The Part II Examination is normally held once each year in May or June.

The examination consists of Jurisprudence and courses to the value of three subjects selected from the list of subjects available at Part II of the LL.B. degree, as amended from time to time. A candidate may not select more than four half-subject courses. A candidate who has followed the half-subject course Droit Institutionnel Communautaire for the Diploma may not select Introduction to European Law.

Successful candidates are awarded either (a) First Class Honours, or (b) Second Class Honours, or (c) Third Class Honours, or (d) a Pass Degree. The Second Class Honours list is divided into an Upper and a Lower Division. The names appear on the Pass List in alphabetical order in each division.

# Degree of Bachelor of Laws with German Law

The degree is part of a collaborative agreement between the L.S.E. and the University of Marburg, where the third year course is taken.

The examination for the degree consists of two parts, namely Part I and Part II. In order to qualify for admission to the course leading to the Part II examination a candidate is required to pass the certifying examination conducted by the University of Marburg (hereinafter called the Certifying Examination).

Candidates are required to enter the examinations at the School by applying to the Examinations Office of the School. Candidates who are not registered as full-time or part-time students at the School are required to pay a fee on entry or re-entry to an examination. Details are available on request from the Examinations Office.

The examiners may require any candidate at the Intermediate, Part I and Part II Examinations to present himself for an oral examination, and an oral examination shall be compulsory for any candidate offering an essay.

#### INTERMEDIATE EXAMINATION

A candidate is eligible to present himself for the Intermediate Examination after having satisfactorily attended the prescribed course of study at the School extending over not less than one academic year.

The Intermediate Examination shall be held twice each year in the Summer Term and in September. A candidate will not normally be permitted by the School to make his first entry to the examination in September. The examination consists of four written papers in the following subjects.

Paper	•	Paper Title	Study Guide
Numb			Number
1.	Public Law		LL5003
2.	Law of Contract		LL5001
3.	Law of Property I		LL5002
4.	English Legal System		LL5000

In addition, each candidate is required to follow the first year of an approved course of instruction in the German Language at the School.

A candidate who passes in three of the papers at an Intermediate Examination and fails in the remaining paper may be referred in that paper; if he satisfies the examiners in the paper in which he has been referred at either of the two next following Intermediate Examinations he is regarded as having passed the whole examination; otherwise he is required to take the whole of the Intermediate Examination again.

In exceptional cases the School may permit a candidate who fails to reach the minimum standard in two or more subjects in the examination in the Summer Term to re-enter for the whole examination in September of the same year.

A candidate who has passed the Intermediate Examination may be permitted by the School to transfer to the LL.B. Degree.

## PART I EXAMINATION

A candidate is eligible to present himself for the Part I Examination after having satisfactorily attended the prescribed course of study extending over one year subsequent to passing the Intermediate Examination.

The Part I Examination shall be held each year, in the Summer Term and in September. A candidate will not normally be permitted by the School to make his first entry in September. The examination shall consist of four written papers:

Paper		Paper Title	Study Guide
Number			Number
1.	Law of Tort		LL5041
2.	Criminal Law		LL5040

Paper Title

 German Civil Law unless a candidate is given special exemption by the School, in which case he must select a further paper from those listed under 4 below.

4. A course to the value of one subject selected from lists (i) and (ii) under Part I of the LL.B. degree

or An approved subject in German Government or History

A candidate who passes in three of the papers at the Part I Examination and fails in the remaining paper may be referred in that paper; if he satisfies the examiners in the paper in which he has been referred at either of the two next following Part I Examinations he is regarded as having passed the whole examination; otherwise he is required to take the whole of the Part I Examination again.

In exceptional cases the School may permit a candidate who fails to reach the minimum standard in two or more subjects in the examination in the Summer Term to re-enter for the whole examination in September of the same year.

In addition to the papers in regulation 13, each candidate will be required to follow the second year of the approved course of instruction in the German Language at the School and to achieve a satisfactory standard in the examination of the subject. A candidate who fails to achieve a satisfactory standard in the examination of German language yet passes the Part I Examination may be permitted by the School to transfer to the LL.B. degree, entering the third and final year of the course in the following session.

#### CERTIFYING EXAMINATION

A candidate will pass the Certifying Examination by presenting written work and undergoing oral examination to the required standard in the Courses and by presenting written work to the required standard in the Exercises.

In each semester the student shall take Courses and Exercises in the following lists to the value of at least 12 hours per week.

Courses
General Part of the Civil Code
Law of Obligation II
Constitutional Law I
Such other courses as may be
approved by the Law Faculty,
University of Marburg

Exercises
Introductory Exercises in Civil Law
(Propadeutische Übungen in
Bürgerlichen Rechts)
Civil Code Exercises (Part I)
Essay on a subject in German Law

A candidate who does not take or fails to pass the Certifying Examination in circumstances certified by the authorities of the University of Marburg and regarded by the School as being equivalent to those which would have qualified him for the award of an Aegrotat on a degree course at the University of London, may be permitted by the School to continue his course for the LL.B. with German Law. Any other candidate who does not take or fails his examination will not be allowed to continue his course may be permitted to transfer to the LL.B. degree and enter the final year of study and examination. In such a case the marks obtained by the candidate in the Part I Examination shall be made available to the examiners for the LL.B. degree.

#### PART II EXAMINATION

A candidate is eligible to present himself for the Part II Examination after having satisfactorily attended the prescribed course of study extending over not less than one academic year subsequent to passing the Part I Examination and the Certifying Examination. The Part II Examination is normally held once each year in May or June.

The examination consists of Jurisprudence and courses to the value of three subjects selected from the list of subjects available at Part II of the LL.B. degree, as amended from time to time. A candidate may not select more than four half-subject courses.

Successful candidates are awarded either (a) First Class Honours, or (b) Second Class Honours, or (c) Third Class Honours, or (d) a Pass Degree. The Second Class Honours list is divided into an Upper and a Lower Division. The names appear on the Pass List in alphabetical order in each division.

# B.A. Honours in History (Branch II: Mediaeval and Modern)

This is a University-based course, taught and examined inter-collegiately. School candidates for the degree belong to the Department of International History, a considerable part of whose teaching is directed towards the degree.

The following is only a summary: full details are given in the list of Syllabuses and Courses approved by the Board of Studies in History (the White Pamphlet), a copy of

which is given to each student for the degree annually.

The examination will consist of eight papers, up to three of which may be taken in the penultimate session of the candidate's course of study with the permission of the School. Honours classes will be awarded on a range of nine marks, comprising the marks obtained in the eight papers together with the ninth mark in the form of a Departmental Assessment which will reflect the Department's estimate of a candidate's performance in the last two years of his course.

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Number
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Hy3420
Hy3426
1195420
Hy3435
Hy3450
Hy3453
Hy3456
Hy3465
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C

- Section (a) will be further divided:
- (i) questions related to the recommended texts;
- (ii) questions on the relations of European political ideas to their historical context.

Candidates must attempt at least one question from each of the subsections(a) (i) and (a) (ii).

The following papers may be selected only subject to the approval of the School:

C2. Any one of the papers A1-A3 in Branch 1B, or of the first three papers in one of the Branches III, IV, V and VII or of papers A1-A4 in Branch VI, or of the first two papers in Branch VIII

- C3. History of the U.S.A. since 1783
- C4. History of Latin America from the middle of the 18th century
- C5. History of the British Empire and Commonwealth. The paper will be divided into three sections at 1783 and 1880. Candidates may select questions from any two or from all three sections.
- C6. History of Europe Overseas, 1492-1900
- C7. World History from the end of the 19th century
- An Optional Subject: the School offers teaching only for those Hy3510
  papers indicated; teaching for the remainder is available in other
  Schools and Colleges of the University
- 7 & 8. A Special Subject: the School offers teaching only EH1770, Hy3580 for those papers indicated; teaching for the remainder Hy3583, Hy3586 is available in other Schools and Colleges of the University

Special subjects will be examined by one three-hour paper normally including passages for comment prescribed texts and either by another three-hour paper or by an essay not exceeding 5,000 words or two essays of not more than 2,500 words each. Such essays which shall refer to tests and be fully documented, are to be on a topic or topics selected by the candidate and approved by his special subject supervisor and shall be submitted through the School by 31 March in the year a candidate completes his Final examination. Such essays should normally be typewritten. The method of examination to be adopted for any particular subject in any year will be subject to approval by the University.

In addition to the above papers there is a language requirement. The School has to certify either that the candidate has taken a language test in one or more foreign languages or that the candidate has taken a course in a foreign language. This year it has been decided that all students at the School will be required to take a language course, further details of which will be given in the first week of the Michaelmas term (see also the White Pamphlet).

# Advantages and Concessions in Professional Training Granted to Holders of First Degrees ACCOUNTANCY

## Institute of Chartered Accountants in England and Wales

In order to qualify as a chartered accountant, a three-year period under a training contract with a firm of chartered accountants is necessary. Graduates who have taken an 'approved degree' are entitled also to exemption from the Institute's foundation examination. At the School, the course leading to the 'approved degree' is the course for the B.Sc. (Econ.) with the special subject Accounting and Finance (provided economics is taken at Part I). Partial exemption may be given to graduates who have taken other courses which include law, economics or statistics.

Further information may be obtained from the Secretary, Institute of Chartered Accountants in England and Wales, P.O. Box 433, Chartered Accountants' Hall, Moorgate Place, London, EC2P 2BJ.

## Institute of Chartered Accountants of Scotland

The 'approved degree' (see above) is recognised by the Institute of Chartered Accountants of Scotland as a preliminary qualification under their requirements.

Further information may be obtained from the Institute of Chartered Accountants of Scotland, 27 Queen Street, Edinburgh, EH2 1LA.

#### Institute of Chartered Accountants in Ireland

Certain exemptions are granted by the Institute to graduates.

Further information may be obtained from the Director of Education of the Institute, 7 Fitzwilliam Place, Dublin 2.

#### Association of Certified Accountants

Students of the Association are not obliged to serve under a training contract, but may as an alternative obtain experience of an approved accounting nature in the finance or accounting department of a commercial or industrial company, in one of the nationalised industries, in national or local government or in the office of a practising accountant. The period of approved training for graduates is three years and may be undertaken before, after or at the same time as study for the professional examinations. Various exemptions are given from the Association's examinations to those who have taken the approved degree' (see above) or relevant subjects in other degrees.

Further information may be obtained from the Academic Services Department of the Association, 29 Lincoln's Inn Fields, London, WC2A 3EE.

## Institute of Cost Management Accountants

Students obtain their practical training in industry. Various exemptions are given from the Institute's examinations to those who have taken the 'approved degree' (see above) or relevant subjects in other degrees.

Further information may be obtained from the Technical Director — Education and Training, The Institute of Cost and Management Accountants, 63 Portland Place, London, W1N 4AB.

## The Chartered Institute of Public Finance and Accountancy

Students obtain their practical training in public service or enterprise. Graduates may be granted various exemptions from the Institute's examinations on the basis of papers taken at degree examinations.

Further information may be obtained from the Secretary, The Chartered Institute of Public Finance and Accountancy, 1 Buckingham Place, London, SW1E 6HS.

Further information on all of the above is given in the pamphlet Approved Courses for Accountancy Education, obtainable from the Board of Accreditation of Educational Courses, 399 Silbury Blvd., Witan Gate East, Central Milton Keynes, MK9 2HL and

also from the Assistant Registrar (Registry and Undergraduate Admissions) at the School.

## LAW

#### The Bar

The Council of Legal Education will normally grant to a student who has obtained a second class degree in law from The London School of Economics, exemption from entering for the whole of Part I of the examination for call to the Bar. The conditions concerning such exemptions are set out in the Consolidated Regulations of the Honourable Societies of Lincoln's Inn, the Inner Temple, the Middle Temple, and Gray's Inn. A candidate seeking admission to the Bar must take the Bar Part II. A person who holds a degree in a subject other than law will have to take a one year course for the Common Professional Examination. Full details may be obtained from the Council of Legal Education, Gray's Inn Place, London, WC1R 5DX. Seel also the pamphlet published annually by the Law Department on prospects in the profession and elsewhere for law graduates and on methods of qualification.

#### The Profession of Solicitor

Candidates seeking to qualify as solicitors must serve under articles of clerkship to a practising solicitor and pass the Law Society's examinations. The period of articles for candidates who have taken a degree at an approved university is two years. Any first degree of the University of London qualifies for this purpose.

In most cases law graduates are wholly exempt from Part I of the Law Society's qualifying examination (now called the Common Professional Examination) and may sit for Part II of the qualifying examination (now called the New Final) before entering into articles. Holders of degrees in subjects other than law may sit for both Parts of the Law Society's qualifying examination before entering into articles. Further details may be obtained from The Law Society, 113 Chancery Lane, London, WC2A IPL. See also the pamphlet published annually by the Law Department on prospects in the profession and elsewhere for law graduates and on methods of qualification.

# ACTUARIAL PROFESSION

The School provides teaching over the full range of topics involved in academic preparation for an actuarial career, viz. mathematics, statistics and economics, accounting and finance as well as professional actuarial subjects. Students can be in touch with the Institute of Actuaries (whose offices are only a short walk from the School) during their course and can gain exemptions from the A level examinations of the Institute by performing sufficiently well in the corresponding degree examinations.

All six examinations at the first level (the A-examinations) of the Institute are covered by students taking the main field Actuarial Science in the B.Sc. degree. Within the B.Sc. (Econ.) complete coverage may be obtained by a suitable choice of options within the Special Subject Statistics. Further information may be obtained from the School or from the Institute of Actuaries, Staple Inn Hall, High Holborn, London, WC1V 7QJ.

# The Graduate School and Regulations for Diplomas and Higher Degrees

General Note: The School prepares students for degrees of the University of London. It has no power to award its own degrees.

In its inception the London School of Economics was dedicated to research and advanced studies; and throughout its existence, the Graduate School, which is one of the largest of its kind in the country, has constituted a major division of its activities.

In the session 1984/85, about 1900 students were registered in the Graduate School either for systematic work for different higher degrees, or for shorter visits and special enquiries. The greater number of registered graduates work for the higher degrees of London University or for Diplomas, but qualified applicants are admitted to do research under supervision without working for a degree.

At the present time the work of the Graduate School falls into two parts — advanced training and research.

For advanced training, the School provides lectures, classes, seminars and individual supervision for students who wish to take a University of London Master's degree by examination or a Diploma (see below). Such training is specifically designed to carry further specialisations commenced during work for a first degree, and to provide professional competence in the subject in which it is given.

For research, unique facilities are provided by the close proximity of the School to the centres of government, business and law, and by its ease of access to the British Museum which, with the School's own large library, comprise perhaps the richest depository in the world of material relating to the social sciences.

Graduate students wishing to register for the University of London's research degrees will be expected as a general rule to have attained the level of competence required by the one-year Master's degree. At this stage they have the opportunity of proceeding, according to their competence, either to the M.Phil., which involves a relatively short dissertation, or to the Ph.D., which involves a dissertation of more substantial dimensions. Students who are thus registered are attached to individual supervisors, who at all stages will be responsible for advising them on the planning and execution of their

A separate handbook, *The Graduate School*, issued each session, is available. It contains a fuller description of facilities at the School for graduate students.

Postal enquiries about admission to the Graduate School should be addressed to the Secretary of the Graduate School. Applicants enquiring in person should call at the Graduate School Admissions Office. Applications for admission must reach the School on the prescribed form. As preliminary correspondence is often necessary, applicants are advised to make first enquiries well in advance.

#### Degrees

The degrees of the University of London for which graduate students may register at the London School of Economics are as follows:

- (a) Doctor of Philosophy (Ph.D.)
- (b) Master of Philosophy (M.Phil.)
- (c) Masters' Degrees:

Master of Arts (M.A.)
Master of Science (M.Sc.)
Master of Laws (LL.M.)

#### Diplomas

Students are registered in the Graduate School for all Diplomas awarded by the School, and for the University of London Diplomas in Law and in International Law.

#### Research Fee Registration

As indicated earlier the School accepts for registration students wishing to visit the School for short periods to undertake research or studies not leading to the award of a School or University qualification. Such students carry out their research under the guidance of a supervisor and may attend relevant lectures and seminars recommended by their supervisor. They may be allowed to take examinations, the results of which may be made available; certificates of attendance are available on request. Admission will depend upon the applicants' possessing academic qualifications which, in the opinion of the Graduate School Committee, are adequate for the course of study or research proposed; it will also depend upon places being available. Unless some other period is specified in the School's letter of acceptance, registrations under the Research Fee are valid for one session only and students so registered should apply to the Graduate School Office before the end of the session if they wish to be considered for re-registration for all or part of the following session.

#### The Higher Doctorates

The School does *not* register candidates for higher doctorates. Only London graduates are eligible to apply for these doctorates and all candidates interested should communicate directly with the Academic Registrar at the University of London, Senate House, London WC1E 7HU.

#### External Higher Degrees

All arrangements for external degrees are made through the External Department, Senate House, Malet Street, London WC1E 7HU. Occasionally arrangements may be made for External research degree students to register at the School under the Research Fee arrangement (see above) in the same manner as students preparing for research degrees of other universities. Candidates so accepted must conform to the appropriate School and University Regulations and, while registered at the School must pay the same tuition fees as candidates registered for internal degrees.

The School reserves the right at all times to withdraw or alter particular courses or course syllabuses.

# Regulations for Higher Degrees of the University of London

The principal provisions of the University's Regulations, as they most commonly affect students at the School, are described below. In general, students deal with the University through the Graduate School (except in matters to do with the detailed arrangements for examinations for the University's degrees). However, it is the responsibility of all students registered for a degree of the University of London to acquaint themselves with the relevant Regulations of the University, a copy of which may be obtained from the Graduate School Office or from the University.

# Qualifications for Admission to the Graduate School

The minimum qualifications required to establish eligibility for admisison to a Diploma course are described in the Regulations for each Diploma (below).

The University of London lays down the following minimum entrance requirements for admission to its higher degrees:

(a) A Second Class Honours degree of a UK university of the C.N.A.A. 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 professional qualification obtained by written examination and approved by the University as an appropriate entrance qualification for the Master's degree course in question.

The School may consider for registration candidates who possess a degree, or overseas qualification of 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 and who, although they do not meet the normal entry standard defined in (a) above, yet by evidence of their background and experience satisfy the School as to their fitness to follow the course. Where such candidates cannot present evidence that they possess the necessary background and experience they may be considered by the School for registration provided that the School so determines and provided also that they pursue the course for a period at least one year longer than the minimum period prescribed in the individual course regulations in order that they may, in the initial stages of that longer period attain the standard normally expected for registration.

The School may apply to the University for special consideration to be given to an applicant without the minimum qualifications who offers instead other qualifications obtained by written examination (this may be done in cases where the applicant has, for example, considerable work experience relevant to the proposed area of study).

N.B. There are many more applications than places available, and the School usually specifies conditions of admission over and above the minimum requirements. Possession of the minimum qualifications as defined above is not in itself accepted as evidence that applicants possess sufficient knowledge and training to study the subject at the standard proposed. Every application is considered on its merits, and applicants may be required to attend an additional course and/or to pass a qualifying examination before or during the course.

# Registration, Attendance and Course of Study

1. It is essential that all students while pursuing a course of study as internal students should be prepared to attend personally for study at the School during the ordinary terms at such time or times as their supervising teachers may require. All graduate students are therefore required to be resident within normal daily travelling distance of central London during term time.

2. If students do not register at the beginning of the session, serious administrative difficulties may be caused. If a candidate who has been offered admission for October fails to register at the School by 30 October, without adequate reasons and without informing the School in advance of his inability to register in time, the offer of admission will be automatically cancelled.

3. Students accepted by the School must be registered with the University as soon as they start their courses at the School. As part of this process, students must complete a registration form and return it to the Graduate School Office, where they must also show satisfactory official evidence of their qualifications.

4. The School must register students with the University not later than three months after the date on which the course is begun. Retrospective registration may be allowed in some circumstances, particularly where the student has already been registered in the Graduate School. There is no provision for retrospective registration for a taught Master's degree. Only in exceptional circumstances may retrospective registration towards another degree be allowed for any period spent on a taught Master's degree.

5. Part-time registration at the School is intended for those who, by reason of outside employment or other duties, must spread their course over a longer than normal period in order to be able to attend the relevant teaching and to complete the minimum course of study.

Before students are permitted to register part-time, they must supply adequate evidence as to the nature and hours of their employment or other outside commitments,

which should normally amount to at least 15-20 hours per week in the London area, in term-time. It is not normally possible for overseas students to obtain admisson to Britain to study on a part-time basis.

**6.** Full-time students may be permitted by the School, on the recommendation of their supervisors, to undertake a limited amount of paid employment relevant to their studies. It must be made clear, however, that continued registration at the School depends on satisfactory attendance and progress, and that full-time students should be primarily committed to their studies. If other commitments seriously affect their studies, their continued registration at the School might be jeopardized.

Grant-awarding bodies may have their own rules as to the amount of paid employment which may be undertaken by students holding their awards; the School will not permit award-holders to undertake paid employment in contravention of such rules

7. A qualifying or preliminary examination may be imposed after registration, as a condition of being allowed to enter for the degree examination. Students upon whom such a condition has been imposed will normally be required to sit the qualifying examination at least one year before they enter for a degree examination (or submit a thesis). Students failing to pass this qualifying examination will not be permitted to reenter for it without the permission of the School.

# Diploma Courses

The School offers tuition for a number of Diplomas, mostly awarded by the School (except those in Law and International Law, which are awarded by the University of London) for persons holding a university degree or other qualification approved by the School. School Diplomas are normally examined in June by means of formal written examination papers: these may be supplemented by essays, and examiners may test any candidates by means of oral questions. The University Diplomas in Law and International Law are examined by means of a dissertation; and the Diploma in International Law may also be examined in August/September by means of three formal written examination papers.

#### The Course of Study

The course of study will, according to subject, extend over not less than one academic year for full-time students, or two academic years for part-time students. Occasionally, students may be asked to attend for a preliminary year's preparation and to pass a qualifying examination before being allowed to proceed to the Diploma course. Students will not normally be accepted for a Diploma course which is deemed to be substantially similar in content to one which they have already taken at the School.

Details of the various courses offered at the School for a Diploma are contained in the following pages. N.B. Where the Regulations for a course indicate that special permission is required for a student to take a particular subject or combination of subjects, such permission must be sought at the beginning of the course of study.

A candidate who fails in the examination will not normally be re-admitted to the School, but may re-enter the examinations once more without being registered at the School. Special arrangements apply to candidates for the Diplomas in Social Policy and Administration and in Social Planning in Developing Countries, and to those candidates for the University Diplomas in Law and International Law who are examined by means of a dissertation.

#### **Examination Arrangements**

### Entry for Examination

The arrangements for examination entry are described in the section "Dates of Examinations". Forms for re-entry to examinations will not be issued automatically; candidates must ask for them in late January. Candidates are bound by the Regulations in force at the time of their re-entry to the examination. Candidates re-entering for examinations will be required to enter for the same examinations as they entered for previously, unless they have satisfactorily completed courses for different examinations.

## Withdrawal from Examination and Illness at the Examinations

Full instructions on the procedure to be followed if a candidate wishes to withdraw, or is prevented by illness or other good cause from attending the examination, are supplied with the examination entry form. Generally speaking, candidates should, in their own interests, inform the Graduate School Office as early as possible and ask for advice as to their position.

#### Appointment of Examiners for School Diplomas

The examination shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not be again eligible for appointment.

#### Notification of Results

After the examiners have reached a decision, every candidate for a School Diploma will be notified of the result by the Secretary of the Graduate School. For some Diplomas, grades of Distinction, Merit and Credit are awarded, and are also published for the individual components of the examination; in others, the only grade awarded is a mark of Distinction to candidates showing exceptional merit in the examination, and for these Diplomas results are not published for the individual components of the examination. A Diploma bearing the seal of the School and indicating any grade awarded is sent to every candidate awarded a School Diploma,

N.B. The School reserves the right to withhold, or to ask the University to withhold the award of a Diploma to a candidate owing fees to the School.

### Study Guides

In the regulations which follow a Study Guide number is printed opposite each examination paper. The Study Guides are printed in detail in Part III of the Calendar, with a general explanation on page 342. Students should first read the regulations for their particular Diploma, to see the rules governing their choice of examination subjects. They should then refer to the Study Guides, which in turn refer to the lecture and seminar series listed in the Sessional Timetable (published separately).

### Diploma in Accounting and Finance

The examination shall comprise the following five papers:

Paper Number	Paper Title	Study Guide Number
1 & 2. Two of	the following:	
(a)	(i) Elements of Accounting and Finance	Ac1000
01	(ii) Financial Accounting	Ac1122
(b)	Managerial Accounting	Ac1021
(c)	Financial Decision Analysis	Ac1123
3,4 & 5. Three	of the following:	355555
(a)	(i) Economics A (candidates will be expected to take A2)	Ec1400
01		Ec1425
or	(iii) Economics of Industry	Ec1451
or	(iv) Monetary Systems	Ec1514
(b)	(i) Basic Statistics	SM7200
or	(ii) Introduction to Econometric and Economic Statistics	Ec1430
(c)	(i) Basic Mathematics for Economists	Ec1415
or		SM7340
(d)	Commercial Law	LL5060
(e)	(i) Industrial Relations	Id3220
or	(ii) Organizational Theory and Practice	Id3221
(1)	(i) General Computing	SM7301
or	7115	SM7300
(g)	Modern British Business in Historical Perspective 1900-1980	
(h)	Any other paper approved by the Convener of the	
1.0	Department of Accounting and Finance	

The choice of options is subject to the approval of the Convener, who may also permit alternative papers to be offered where the candidate is already proficient in one or more of the above subjects.

Part-time students may take two or three papers at the end of the first year of their course and the remainder at the end of the final year of their course.

### Diploma in Business Studies

#### Fxamination

The examination shall consist of four papers from the following:

Paper Number	Paper Title S	tudy Guide Number
1 & 2 & 3 Thre	ee of the following:	
(a)	(i) Elements of Accounting and Finance	Ac1000
	(ii) Managerial Accounting	Ac1021
	(iii) Financial Decision Analysis	Ac1123
(b)	(i) Economics A2	Ec1400
	(ii) Economic Principles	Ec1425
	(iii) Economics of Industry	Ec1451
(c)	Commercial Law	LL5060
(d)	(i) Organisation Theory and Practice	Id3221
	(ii) Industrial Relations	Id3220
4. One of the fo		
	(i) Basic Statistics	SM7200
(a)	(ii) Elements of Management Mathematics	SM7340
	(m) G 1.0	SM7301
or		SM7300
or	(iv) Elements of Computer Science (v) Another approved paper from the Department of	01111000
or	Statistical and Mathematical Sciences	
2.1	Statistical and Mathematical Sciences	0 EH1660
(b)	Modern British Business in Historical Perspective 1900-198	O LITTOOO
(c)	Any other paper approved by the candidate's teachers	
and		Id4250
II. An essay	of not more than 5,000 words on an approved topic	104230
		The state of the s

The choice of options is subject to the approval of the School, which may also permit alternative papers to be offered where the candidate is already proficient in one or more of the above subjects.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of the course.

### Diploma in Criminal Justice

The examinations will comprise three papers as follows:

Paper	Paper Title	Study Guide
Number		Number
I. Criminology		LL5185
2. Sentencing and the Penal Process		LL5186
3. English Criminal Law		LL5187

Exceptionally, with the approval of the School, candidates may be permitted to substitute for one of the papers listed above, a paper on Comparative Criminal Law and Procedure, or any other appropriate paper for which teaching is offered at the School. A student may also, with the approval of his supervisor and at the discretion of the examiners, substitute an essay of not more than 10,000 words, which must be submitted by 15 May, for one of the above papers.

Part-time students may take one or two papers at the end of the first year of their course and the remainder (including the essay) at the end of the second year.

### Diploma in Econometrics

The examination shall comprise four papers as listed below, options being selected with the approval of the candidate's supervisors. Candidates would normally be required to take papers 3(a) and 4(a) as listed below unless a course of study in these subjects had already been satisfactorily completed.

Papa Nun		Paper Title Stu	udy Guide Number
1. 2. 3.	(a) or (b)	Econometric Theory Topics in Quantitative Economics Principles of Economics Treated Mathematically Any other approved paper	Ec1575 Ec1579 Ec1426
4.	(a) (b) (c) (d)	of the following: Probability, Distribution Theory and Inference Mathematical Methods Any other approved paper With the approval of the teachers concerned, a course of study examinable by means of a project	SM7220 SM7020 Ec1598

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

### Diploma in Economics

The examinations shall comprise four papers selected with the approval of the candidate's supervisor from the list below.

Note: Candidates who wish subsequently to be considered for the M.Sc. in Economics at the School will normally be expected to choose the following options under 2, 3 and 4 below (in addition to Paper 1): one of the mathematics papers listed in (a), one of the statistics papers listed in (b), and one of (c), (f), (g), (h), (i), (m) or (p). (This requirement may be waived where candidates can satisfy their supervisors that they have already reached the required standard in a particular paper or papers.)

Paper Number	Paper Title	Study Guide Number
1. (a)	Economic Principles	Ec1425
or (b)		Ec1426
or (c)	Advanced Economic Analysis	Ec1506
2, 3 & 4. Thr	ee of the following:	Leiboo
(a)	(i) Basic Mathematics for Economists	Ec1415
0	r (ii) Elementary Mathematical Methods	SM7000
0	r (iii) Elements of Management Mathematics	SM7340
(b)	(i) Basic Statistics	SM7200
0	r (ii) Introduction to Econometric and Economic Statistics	Ec1430
0	r (iii) Elementary Statistical Theory	SM7201
0	r (iv) Principles of Econometrics	Ec1561
(c)	Introduction to Economic Policy	Ec1450
(d)	Problems of Applied Economics	Ec1500
(e)	Public Finance	Ec1507
0	Monetary Systems	Ec1514
(g)	Principles of Monetary Economics	Ec1513

(h)	Labour Economics	Ec1452
(i)	Economics of Industry	Ec1451
(j)	Elements of Accounting and Finance	Ac1000
(i) (j) (k)	Theory of Business Decisions	Ec1453
(1)	History of Economic Thought	Ec2425
(m)	Economic Development	Ec1521
(n)	Economic Institutions Compared	Ec1454
(0)	Planning	Ec1527
(p)	International Economics	Ec1520
(9)	Game Theory	SM7025
(r)	An approved paper in Economic History	-
(s)	Any other paper inside or outside the Department of	
	Economics approved by the candidate's teachers	

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of the course.

### Diplomas in Geography

The examination shall comprise papers on four subjects selected with the approval of the department from the list below. Candidates for the Diploma in Economic Geography are required to include at least *two* papers in that field (marked (E) in the list below): candidates for the Diploma in Urban and Social Geography are required to include at least *two* papers from the fields of urban and social geography (marked (U) in the list below).

Paper	r	Paper Title	Study Guide
Numi	ber		Number
I.	One	of the following:	
	(a)	Methods in Geographical Analysis	Gy1816
	(b)	Basic Economic Geography (E)	3.5
	(c)	Urban Geography (U)	Gy1822
	(d)	Social Geography: Spatial Change and Social Process (U)	Gy1821
	(e)	Man and his Physical Environment (E)	Gy1808
2,3	& 4.	Three of the following:	
	(a)	A further paper from (1) above	127.022
	(b)	Comparative Studies in Spatial Policy (U)	Gy1931
	(c)	Social Geography of Urban Change (U)	Gy1929
	(d)	Spatial Aspects of Economic Development (E)	Gy1920
	(e)	Advanced Economic Geography: Agriculture (E)	Gy1921
	0	Economics and Geography of Transport (E)	Ec1544
	(g)	Urban and Regional Planning (U)	Gy1926
	(h)	Resource and Environmental Management (E)	Gy1943
	(i)	Transport: Planning and Environment (E)	Gy1942
	(j)	An approved regional study	Gy1875
	(k)	Any other subject approved by the candidate's teachers	

Part-time students may take one or two papers at the end of the first year of the course and the remainder at the end of the second year.

### Diploma in Housing

The course shall last for two years, and shall include examinations comprising the following:

Pape	er	Paper Title	Study Guide
Num	ber		Number
I	A	t the end of the first year, four written papers as follows:	
	1	Social Policy and Social Structure	SA6771
	2	Legal Framework of Housing Studies	SA6772
	3	Housing Economics and Housing Finance	SA6773
	4	Housing Policy and Administration	SA6770
II	A	t the end of the second year, three written papers and an essa	
	5	Management Studies and Environmental Psychology	SA6780
	6	Building Studies	SA6781
	7	Housing Planning and Urban Development	SA6782
	8	An essay of not more than 5,000 words on an approved topic	
an	d III	Satisfactory completion of 16 weeks' fieldwork during the fi year's work as a housing trainee in an appropriate agency year, and of related coursework as directed by the course	irst year, of a in the second

Candidates are normally required to pass Part I before proceeding to the final year of the course. If a candidate fails in one Part I paper but reaches the prescribed standard in each other paper, the examiners may, at their discretion and if they do not consider the failure to be serious, declare the candidate to be referred in that paper. An examination for candidates so referred will normally be held in the following August, but the examiners may allow the candidate to carry forward the referred paper to the Part II examinations. Candidates may offer a referred paper on one occasion only. Any candidate who fails more than one Part I paper will be required to take all four Part I papers in the following June. Candidates who fail any component of the Part II examinations (including a Part I paper in which they may have been referred) will be allowed to repeat the whole Part II examination on one occasion only.

### Diploma in International and Comparative Politics

The examination shall consist of four papers as follows:

Paper	Paper Title	Study Guide
Number		Number
1.	World Politics	IR4700
2,3 & 4 7	Three of the following:	
(a)	The Politics of International Economic Relations	IR3784
(b)	Strategic Aspects of International Relations	IR3782
(c)	Foreign Policy Analysis	IR3781
(d)	International Institutions	IR3783
(e)	Modern Political Thought: A Study of	Gv3122
	European Political Thought since 1770	
(f)	History of British Politics in the Twentieth Century	Gv3021
(g)	The Politics and Government of a Foreign	Gv3050-57
-	Country (one of USA, USSR, France, Germany,	
	African States)	
(h)	Any other subject approved by the candidate's teachers	

Part-time students may take two papers on completion of their first year and the remainder on completion of their final year.

### Diploma in International Law

The University of London awards a Diploma in International Law.

- The course of study is open to:
  - (a) graduates of this or another university whose undergraduate courses and/ or previous experience have included a substantial preliminary training in
  - (b) those who, although not graduates, have satisfied the University that their previous education in law qualifies them to rank on the same level as graduates admissible under the preceding paragraph.

Students are required to attend a course of study approved for the purpose by the University extending over not less than one session.

- 2. The examination will take place once in each year, beginning on or after 25 August.

  Every candidate entering for an examination must submit a completed entry form not later than 1 May.
- 3. A candidate may obtain the Diploma in International Law,
- A. by passing an examination consisting of three papers in:
  - I. Public International Law and/or Conflict of Laws
  - II. three of the International Law subjects which, for the time being, can be offered for the Master of Laws Examination. (There shall be one paper in each subject)
- III. with the permission of the University, one of the International Law subjects which, for the time being can be offered for the Master of Laws Examination.
- B. by submitting a dissertation, which must be written in English and must afford evidence of serious study by the candidate and of his ability to discuss a difficult problem critically.

Note: The subjects referred to under A. II and A. III above are, at present, the following:

- (a) Comparative Conflict of Laws
- (b) History of International Law
- (c) Law of International Institutions
- (d) Law of European Institutions
- (e) Air and Space Law I
- (f) Air and Space Law II
- (g) International Law of the Sea
- (h) The International Law of Armed Conflict and the Use of Force
- (i) International Economic Law
- (j) Legal Aspects of Defence Studies
- (k) Law of Treaties
- (1) Methods and Sources of International Law
- (m) European Community Law
- (n) Comparative Approaches to International Law
- (o) International Business Transactions
- (p) The International Protection of Human Rights
- 4. The subject of the dissertation must be submitted for the approval of the University not later than 15 April in the year in which the course of study is completed.

If the examiners consider that the dissertation submitted by the candidate, though inadequate is of sufficient merit to justify such action, they may, after examining the candidate as prescribed above, determine that he be permitted to re-present this dissertation in a revised form within one calendar year.

Candidates must forward two copies of the dissertation typewritten or printed and bound in the prescribed fashion and a short abstract (2 copies) of the dissertation comprising not more than 300 words. Candidates must submit their dissertations within one year of completing the course of study, together with an entry-form which must be duly filled in with the certificate of course of study thereon attested in accordance with the General Regulations for Approved Courses of Study.

5. Statutes and other Documents in the Examination Room: Candidates will be permitted to take into the examination room and use such statutes and other documents as may from time to time be prescribed by the Board of Examiners. The Board will prescribe.

(a) the papers for which statutes and other documents may be taken in and used, and

(b) the statutes and other documents that may be taken in and used.

Candidates should note that personal annotation on statutes or other material permitted to be taken into the examination is forbidden.

A list of candidates who have satisfied the examiners at the written examination arranged in alphabetical order, will be published by the Academic Registrar on 5 November.

A candidate who does not, at the first entry, successfully complete the written examination may re-enter the examination on one occasion, normally at the next following examination.

6. A certificate to be called the 'Diploma in International Law', under the seal of the University, will be delivered to each successful candidate.

### Diploma in Law

The University of London awards a Diploma in Law.

- 1. The course of study is open to:
- (a) graduates of this or another university whose undergraduate courses and/or previous experience have included a substantial preliminary training in Law
- (b) those who, although not graduates, have satisfied the School that their previous education in law qualifies them to rank on the same level as graduates admissible under the preceding paragraph.

Students are required to attend a course of study for the purpose by the University extending over not less than one session.

2. A candidate is required to submit a dissertation, which must be written in English and must afford evidence of serious study by the candidate and of his ability to discuss a difficult problem critically.

The subject of the dissertation must be submitted for the approval of the University not later than 15 April in the year in which the course of study is completed.

If the examiners consider that the dissertation submitted by the candidate, though inadequate is of sufficient merit to justify such action, they may, after examining the candidate as prescribed above, determine that he be permitted to re-present this dissertation in a revised form within one calendar year.

Candidates must forward two copies of the dissertation typewritten or printed and bound in the prescribed fashion and a short abstract (2 copies) of the dissertation comprising not more than 300 words. Candidates must submit their dissertations within one year of completing the course of study, together with an entry-form which must be duly filled in with the certificate of course of study thereon attested in accordance with the General Regulations for Approved Courses of Study.

3. A list of candidates who have satisfied the examiners, arranged in alphabetical order, will be published by the Academic Registrar on 5 November.

A certificate to be called the 'Diploma in Law', under the seal of the University, will be delivered to each successful candidate.

### Diploma in Logic and Scientific Method

The examination shall comprise three of the following papers. (Candidates will normally be required to take papers (a) and (b).)

Paper Number	Paper Title	Study Guide Number
(a) Advanced Scientific Method (b) (i) Logic or (ii) Mathematical Logic (c) Advanced Mathematical Logic (d) History of the Philosophy of Science (e) Metaphysics and Epistemology (f) Philosophy of Mathematics (g) Growth of Modern Science (h) Philosophy of the Social Sciences (i) Theories of Probability		Ph6200 Ph6201 Ph6202 Ph6203 Ph6204 Ph6205 Ph6206 Ph6207 Ph6208 Ph6210

The choice of options is subject to the approval of the School.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year.

### Diploma in the Management of Information Systems

The examination shall comprise three papers as follows to be taken in June.

į.	Systems Analysis and Design	SM7322
2	(i) Elements of Computer Science	SM7300
or	(ii) Computing Methods	SM7320
3	Information Systems in Developing Countries	SM8306
	and a 10,000 word project to be submitted by 15 September.	SM8301

### Diploma in Management Sciences

The examination shall comprise four papers, selected with the approval of the candidate's supervisor, drawn from at least three of the following groups:

Paper Number	Paper Title	Study Guide Number
Group I (a) (b)	Operational Research Methods Model Building in Operational Research (not to be taken unless (a) is also taken)	SM7345 SM7347

Group II		
(a)	Systems Analysis and Design	SM7322
(b)	Elements of Computer Science	SM7300
or (c)	Computing Methods	SM7320
Group II	I	2000
(a)	Statistical Techniques for Management Sciences	SM7230
(b)	Marketing and Market Research	SM7231
(c)	Basic Statistics	SM7200
or (d)	Elementary Statistical Theory	SM7201
Group IV		
(a)	Basic Mathematics for Economists	Ec1415
or (b)	Elementary Mathematical Methods	SM7000
or (c)	Mathematical Methods	SM7020
Group V		
(a)	Elements of Accounting and Finance	Ac1000
or (b)	Economics A	Ec1400
	(candidates will be expected to take A2)	
or (c)	Economics B	Ec1403
or (d)	Introduction to Mathematical Economics	Ec1408
or (e)	Organization Theory and Practice	Id3221
0	Computer Project	SM7321
70	(only to be taken if papers II(a) and (b) are also taken)	

The choice of options is subject to the approval of the Convener, who may also permit alternative papers to be offered where the candidate is already proficient in one or more of the above subjects. A candidate may not offer a paper in which he or she has been examined at first degree level or its equivalent. A candidate who wishes to go on to an M,Sc. in the Department will be expected to follow an appropriate course of study in the Diploma. For example, candidates for the M.Sc. in Analysis, Design and Management of Information Systems will normally be expected to offer papers  $\Pi(a)$ ,  $\Pi(b)$  and V(f).

These conditions may be waived where the candidate's supervisor is satisfied that the candidate has already reached the required standard in a particular paper or papers

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

### Diploma in Operational Research

The examination shall comprise the following four papers:

Paper Number	Paper Title	Study Guide Number
1.	Operational Research Methods	SM7345
2.	Model Building in Operational Research Two of the following:	SM7347
(a)		SM7201
	or (ii) Statistical Techniques for Management Sciences	SM7230
(b)		SM7000
	or (ii) Mathematical Methods	SM7020

(c) (i) Elements of Computer Science	SM7300
or (ii) Numerical and Symbolic Computing	SM7331
or (iii) Computing Methods	SM7320
(d) Game Theory	SM7025
(e) Any other paper approved by the candidate's teach	ers

The choice of options is subject to the approval of the Convener, who may also permit alternative papers to be offered where the candidate is already proficient in one or more of the above subjects. A candidate may not offer a paper in which he or she has been examined at first degree level of its equivalent. A candidate who wishes subsequently to be considered for the M.Sc. in Operational Research will normally be expected to include papers (a) and (b) under 3 and 4 above in his or her selection. This condition may be waived where the candidate's supervisor is satisfied that the candidate has already reached the required standard in a particular paper or papers.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

### Diploma in Social Philosophy

The examination shall comprise the following:

Paper Number	Paper Title	Study Guide Number
1.	Social Philosophy Philosophy of the Social Sciences	Ph6250 Ph6208
(a) (b) (c) (d) (e)	of the following: Logic History of the Philosophy of Science Metaphysics and Epistemology An approved paper in Social Anthropology An approved paper in Sociology Any other paper approved by the candidate's teachers	Ph6201 Ph6204 Ph6205

The choice of options is subject to the approval of the School. Candidates may be permitted to substitute for paper 2 a further paper listed under 3 above.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year.

### Diploma in Social Planning in Developing Countries

The examination will comprise three papers as follows:

Paper Number	Paper Title	Study Guide Number
1.	Social Philosophy and Planning in Developing Countries	SA6740
(a) (b) (c) (d)	of the following: Problems of Health and Disease Planning of Welfare Services Rural Development Social and Economic Aspects of the Housing	SA6741 SA6742 SA6743 SA6744
(e)	System Social Implications of Education	SA6745

In assessing a candidate's performance the examiners shall have regard to the essays or other work written by the candidate during the course.

Candidates who reach the prescribed standard in each of two subjects only of the examination may, at the discretion of the examiners, be referred in the third subject and resit the examination on not more than two subsequent occasions. If they are then successful they shall be awarded the Diploma.

Candidates who are unsuccessful in the examination as a whole shall receive a certificate of attendance, on which shall be recorded those subjects in the examination, if any, in which they have passed.

A candidate who is absent from some or all of the examinations or fails to satisfy the examiners may be a candidate for the whole examination on one further occasion. Further examination will be at the discretion of the examiners.

The examiners may recommend for an aegrotat a candidate who:-

- (i) has completed the full period of study and any field work or practical work required by the regulations;
- (ii) has been absent through illness or other sufficient cause from the whole or part of the examination for the Diploma;
- (iii) has made application, supported where appropriate by a medical certificate, to the Secretary for an aegrotat award.

Having considered the work which the candidate has submitted in such part of the examination as he or she has attended if any, records of the candidate's performance during the course, and assessments provided by the candidate's teachers, the examiners will determine whether evidence has been shown to their satisfaction that, had he or she completed the examination, the candidate would clearly have reached a standard which would have qualified him for the award of the Diploma. The recommendation of the examiners shall be considered by the Academic Board.

### Diploma in Social Policy and Administration

The examination shall comprise the following papers:

Paper Number	Paper Title	Study Guide Number
<ol> <li>Social</li> <li>Social</li> <li>Social</li> <li>Assess candidate v field work r of the cours</li> </ol>	s, an essay and assessment of field work as follows: Policy and Economics Structure and Psychology Policy and Administration (5,000 word essay) ment of field work based on supervisor's reports: a will be required to undertake twelve weeks' full-time formally in Britain during vacations as an integral part se. In the case of students resident in Britain six weeks normally be undertaken before the beginning of the tudy.	\$A6600 \$A6601 \$A6611
Ontion II	23. <b>4</b> 3	

#### Option II

Three papers and either an essay or assessment of fieldwork as follows:

2000	per mber	Paper Title	Study Guide Number
1.	Social Policy		SA6610
2.	The Development of Bri	tish Social Policy	SA6615
3.	Social Structure and Brt		SA6616
4.	An essay as under 3 in	Option I	
0	r Assessment of field work under 4 in Option I	based on supervisor's reports	as

In order to satisfy the examiners in the examination a candidate shall be required to reach in each paper a standard prescribed by them; provided that if a candidate fails in one paper but reaches the prescribed standard in each other paper, the examiners may, at their discretion and if they do not consider the failure to be serious, declare the candidate to be referred in that paper.

An examination for candidates so referred may be held either in the following August or at any subsequent Diploma examination.

Candidates may offer on not more than two subsequent occasions a paper in which they have been referred, of which the first occasion shall not normally be more than two, nor the second normally more than four academic years later than the occasion of the candidate's referral. If on one of these occasions they are successful in attaining the prescribed standard in that paper they shall be treated as having then satisfied the examiners in the whole examination.

The examiners may recommend for an aegrotat a candidate who

- (i) has completed the full period of study and any field work or practical work required
- (ii) has been absent through illness or other sufficient cause from the whole or part of the examination for the Diploma
- (iii) has made application, supported where appropriate by a medical certificate to the Secretary for an aegrotat award.

Having considered the work which the candidate has submitted in such part of the examination as has been attended if any, records of the candidate's performance during the course, and assessments provided by the candidate's teachers, the examiners will determine whether evidence has been shown to their satisfaction that, had he or she completed the examination, the candidate would clearly have reached a standard which would have qualified him or her for the award of the Diploma. The recommendation of the examiners shall be considered by the Academic Board.

Candidates who complete the course of study for the Diploma, but for reasons which, in the opinion of the Convener of the department, are sufficient, fail to present themselves for examination, or who present themselves, but fail to satisfy the examiners in the examination and who are not referred in any paper, may be candidates for the whole examination on two, but not more than two subsequent occasions, of which the first shall not normally be more than two or the second normally more than four academic years later than the occasion of their failure. If they are on either of those occasions referred in one paper, the regulation above relating to referral shall apply to them.

Candidates who re-enter for the Diploma examination may not re-submit an essay which they have previously submitted for examination.

Candidates for the Diploma taking Option I (or if taking Option II electing to take fieldwork) shall be required to submit to the Convener of the department before the date on which they satisfy the examiners in the examination, or not later than two calendar years (or such further period as the Convener of the department may in any particular case permit) after that date, evidence to the satisfaction of the Convener of the department of their having completed field work of such nature and such duration as may be prescribed by the Convener of the department.

### Diploma in Social Psychology

The examination will comprise the following:

Students are required to be examined to a total of four units. All courses are of wholeunit value except those under 3 which are of half-unit value; the examination for each whole-unit will normally be by means of a 3-hour examination, and for each half-unit will normally be by means of a 2-hour unseen examination.

Paper Numbe	Paper Title	Study Guide Number
1.	Methods of Psychological Research II: Social and Statistical	Ps5420
2	One of the following:	
	(a) Cognitive Psychology	Ps5422
	(b) Personality and Social Behaviour	Ps5421
	(c) Advanced Study of Psychological Processes	Ps5501
3.	Two of the following:	
	(d) Cognitive Development	Ps5521
	(e) Cognitive Structures	Ps5522
	(f) Collective Psychologies	Ps5523
	(g) Personality and Psychopathology	Ps5524
	(h) Social Psychology of Health (not available 1985/86)	Ps5525
	(i) Applied Developmental Psychology	Ps5526
	(j) Life-Span Development	Ps5527
	(k) Personality and Social Pathology	Ps5528
	(1) Psychological Aspects of Legal Processes	Ps5529
	(m) The Social Psychology of Conflict (not available 1985/86	
	(n) The Social Psychology of the Media	Ps5531
4.	An essay or research report (not exceeding 5,000 words) or a paper approved by the Convener.	Ps5599

The choice of papers is subject to the approval of the Convener, who may also permit alternative papers to be offered.

Note: Not all the papers listed under 2 and 3 above will necessarily be available every year.

Part-time students may take examinations to a value of between one and two units at the end of the first year and the remainder at the end of the second year.

### Diploma in Sociology

The examination shall consist of four papers, as follows:

Paper Numi		Study Guide Number
1.	Methods of Social Investigation Sociological Theory	So6960 So6961
3.	Comparative Social Structures I: (Complex Pre-Industrial Societies)	So6962
4.	Comparative Social Structures II: (Industrial Societies)	So6963

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

A candidate may, at the discretion of the examiners, substitute an essay of not more than 10,000 words, which must be submitted by 15 May, for the paper Comparative Social Structures I.

A candidate wishing to proceed to the M.Sc in Sociology will normally be expected to obtain a mark of Distinction in order to be allowed to do so.

### Diploma in Statistics

The examination shall comprise four papers selected with the approval of the candidate's supervisor from the following list:

Paper Number	Paper Title	Study Guide Number
(a) (b) (c) or (d) (e) (f) (g) or (h)	Probability, Distribution Theory and Inference Statistical Theory (i) Elementary Mathematical Methods (ii) Mathematical Methods Social Statistics and Survey Methodology Statistical Demography Operational Research Methods (i) Econometric Theory (ii) Principles of Econometrics (j) Elements of Computer Science	SM7220 SM7241 SM7000 SM7020 SM8260 SM7126 SM7345 Ec1575 Ec1561 SM7300
or	(ii) Numerical and Symbolic Computing	SM7331
or	(iii) Any other paper approved by the candidate's teachers	

Candidates may not offer a paper in which they have been examined at first degree level or its equivalent.

Candidates will normally be expected to include papers (a) and (c) in their selection, and if they wish subsequently to be considered for the M.Sc. in Statistics at the School, they will normally include paper (b) also. These restrictions may be waived where candidates can satisfy their supervisors that they have already reached the required standard in a particular paper or papers.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

### The Master's Degrees — M.Sc., LL.M., M.A.

The University of London Master's degree is intended for award mainly on the result of written examinations after a course of study beyond first-degree level. In addition to written papers, students are required in some subjects to submit essays or reports on practical work written during the course of study.

The Course of Study

The course of study for a full-time student will extend over not less than *one* academic or *one* calendar year, according to subject; but students whose initial qualifications in the field of study they wish to pursue are held by the School to be insufficient may be required to extend the course over *two* years and to pass a qualifying examination not less than one year before entering for the degree examination. If they fail to pass this qualifying examination they will not be allowed to re-enter for it without the permission of the School. No candidate will be admitted to the School to follow the course of study for a taught Master's degree except at the beginning of the session, i.e. in October.

A student who has been admitted to the School as a part-time student will be required to extend the course over two academic or two calendar years or longer if necessary.

Details of the various courses offered at the School for the University of London's Master's degrees are contained in the following pages. N.B. Where the regulations for a course indicate that special permission is required for a student to take a particular subject or combination of subjects, such permission must be sought at the beginning of the course of study, and the Graduate School Office must be informed if permission is given.

A student registered for a taught Master's degree may, with the permission and recommendation of the supervisor, apply to proceed to a research degree instead. On registering for the research degree the Master's degree registration will lapse. Only in exceptional circumstances may any period of time spent on the Master's degree count towards the prescribed period of registration for the research degree.

A candidate who fails in the examination will not normally be re-admitted to the School but, under University regulations, may re-enter for the examination once more without being registered at the School.

### **Examination Arrangements**

Entry for Examination

Examination entry forms should be collected from the Graduate School Office at the appropriate time. They should be completed according to the instructions supplied and returned to the Graduate School Office promptly by 12 January for June examinations (this also applies to candidates for September examinations who are to sit papers examined in June) and by 12 April for September examinations, so that the forms can be sent on to the University by the closing date (1 February and 1 May respectively).

Entry forms for re-entry to examinations will not be issued to candidates no longer registered at the School unless they ask for them at the appropriate time (mid-December for June examinations, late March for September examinations). Candidates are bound by the Regulations in force at the time of their re-entry to the examination. Candidates re-entering for examinations will be required to enter for the same examinations as they entered for previously, unless they have satisfactorily completed courses for different examinations.

### Withdrawal from Examinations

Students who have entered for an examination and who wish to withdraw should inform the Graduate School Office as soon as possible, and should ask for advice as to their position if they should wish at some later date to re-enter for the examination. Generally speaking, students should notify the University of withdrawal from an examination at least a week before it begins, if that entry is not to be counted for the purposes of calculating liability for fees on re-entry and the number of occasions on which the student may re-enter. University Regulations also require students to have satisfied the examiners within two years of completion of the course, if they are to be awarded the degree; however, this period may be extended at the School's discretion.

### Illness at the Examination

Candidates who are prevented owing to illness or other cause judged sufficient by the Academic Council of the University (such as death of a near relative) from completing at the normal time the examination for which they have entered may

(a) enter the examination on the next occasion when the examination is held, or at the discretion of the examiners

(b) be set a special examination in those elements of the examination missed as soon as possible after that date and be permitted to submit any work prescribed (e.g. report) at a date to be specified by the University.

Applications on behalf of such candidates must be made by the School, be accompanied by a medical certificate and must reach the Academic Registrar at the University within seven days from the last day of the examination. Such applicants should, therefore, contact the Secretary of the Graduate School *immediately* if they are prevented from sitting any examination paper(s).

#### Notification of Results

After the examiners have reached a decision, every candidate will be notified by the Academic Registrar of the University of the result of the examination.

The result of the examination is given for the examination as a whole. Results are not published for the individual components of an examination, and no marks or grades are awarded, other than a mark of Distinction to candidates showing exceptional merit in the examination.

A Diploma under the Seal of the University shall be subsequently delivered to each candidate who has been awarded a degree.

N.B. The School reserves the right to ask the University to withhold the award of a degree to a candidate owing fees to the School.

In the regulations which follow a Study Guide number is printed opposite each examination paper. The Study Guides are printed in detail in Part III of the Calendar, with a general explanation on page 342. Students should first read the regulations for their particular degree, to see the rules governing the choice of examination subjects. They should then refer to Study Guides which in turn refer to the lecture and seminar series listed in the Sessional Timetable (published separately).

### M.Sc. in the Faculty of Economics

### Accounting and Finance

Duration of Course of Study

Full-time: One academic year (or one calendar year if an option examined in

September is chosen).

Part-time: At least two academic years (or two calendar years if an option examined

in September is chosen).

Examination

Students will be examined on four courses or three courses and an essay or report as listed below. The examination for courses marked with an asterisk comprises two two-hour papers.

Paper Number	Paper Title	Study Guide Number
1. 2. 3 & 4.	Advanced Accounting and Finance I Advanced Accounting and Finance II Two of the following selected with the approval of the candidate's teachers: (a) Advanced Accounting and Finance III*	Ac2000 Ac2001
	<ul> <li>(a) Advanced Accounting and Finance III*</li> <li>(b) Advanced Accounting and Finance IV*</li> <li>(c) Economics of Industry</li> <li>(d) Public Finance</li> <li>(e) (i) Operational Research Techniques and Applications or (ii) Advanced Mathematical Programming</li> </ul>	Ac2003 Ec2436 Ec2435
	<ul> <li>(f) (i) Computing and Data Processing         or (ii) Advanced Systems Analysis</li> <li>(g) Industrial Organization</li> <li>(h) A paper from another course for the M.Sc. in the Faculty of Economics</li> </ul>	SM8300 SM8304 Id4202
	(i) An essay or report of not more than 10,000 words	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will consist of the papers for two courses, taken after completion of those courses. The second part will consist of the remaining paper(s)

and the essay or report, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

#### Dates of Examination

Written papers June (except that a paper taken under (h) above will be examined

at the time that course is examined).

Essay/report 1 June.

# Analysis, Design and Management of Information Systems

### Duration of Course of Study

Full-time: One or two calendar years, depending on the candidate's entry qualifications.

Part-time: At least two calendar years, depending on the candidate's entry qualifications.

#### Examination

I Three written papers as follows:

Paper		Study Guide
Numb	per	Number
1.	Advanced Systems Analysis	SM8304
2.	Computers in Information Processing systems	SM8302
3.	One of the following selected with the approval of the	
	candidate's teachers:	
	(a) Advanced Econometric Theory I	Ec2560
	(b) Operational Research Techniques and Applications	SM8342
	(c) Industrial Organization	Id4203
	(d) Financial Reporting and Management	Ac2150
	(e) Management Mathematics	SM8350
	(f) Manpower Policy	Id4223
	(g) Information Systems in Developing Countries	SM8306
	(h) Any other subject approved by the candidate's teachers	
and	A ST CONTRACTOR OF STATE OF ST	

II A report of not more than 10,000 words on a project selected with approval of the candidate's teachers.

Part-time students may with the approval of the School take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the report and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part of the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

#### Date of Examination

Written papers June
Dissertation 15 September

### Demography

### Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

#### Examination

Paper Number	Paper Title	Study Guide Number
I Three 1. 2. 3.	written papers as follows: Analytic Demography Applied Demography Social and Economic Demography	Pn8100 Pn8101 Pn8102
sel (a)	is paper will include a special study of a topic to be ected from  Third World Demography The Demographic Transition and the Modern Western World	Pn7123 Pn7122
(c) (d) (e)	The Population History of England Family Composition, Kin and the Life Cycle	Pn7121 Pn7125 Pn7124

II A dissertation of not more than 10,000 words on a

topic approved by the candidate's teachers.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the dissertation, and will be taken in the final year of the course. Students following the part-time course who fail the first part of the examination may be permitted by the School to re-enter the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole

#### Date of Examination

examination.

Date Of	Lammanon		
Written	papers	Jui	ne
Report	SACTORING I	15	September

#### Economics

#### Duration of Course of Study

Full-time: One academic year. Part-time: At least two academic years.

Examinati Paper Number	on Paper Title	Study Guide Number
1. (a) or (b)	ten papers as follows: Macro-Economics I Macro-Economics II Micro-Economics I Micro-Economics II Methods of Economic Investigation I Methods of Economic Investigation II	Ec2402 Ec2403 Ec2404 Ec2405 Ec2410

1.	One o	of the following:	
	(a)	Advanced Economic Theory: Dynamic Economics	Ec2420
	(b)	Theory of Investment Planning	-
	(c)	History of Economic Thought	Ec2425
	(d)	International Economics	Ec2426
	(e)	Economics of Investment and Finance	Ec1542
	0	Labour Economics	Ec2429
	(g)	Monetary Economics	Ec2430
	(h)	Economics of Transport	Ec2432
	(i)	Public Finance	Ec2435
	(j)	Economics of Industry	Ec2436
	(k)	The Economics of Less Developed Countries and of	Ec2440
		their Development	
	(1)	Soviet Economic Development	Ec2441
	(m)	Theory and Implementation of Detailed Planning	Ec2442
	(n)	Marx, Walras and Keynes in the Light of Contemporary	Ec2455
		Economic Analysis	
	(0)	Economic Inequality	Ec2465
	(p)	The Economics of Technological Change and	Ec2470
		Long-Term Growth	
	(9)	Game Theory	SM7025
	(r)	Capital Markets, the Corporation and Taxation	Ec2437
	(s)	Any other field of Economics approved by the	
		candidate's teachers	

In exceptional circumstances, a candidate may, subject to the approval of his teachers, substitute for one of the papers under 1, 2 or 3 a second paper selected under 4 or a paper in a second subject under 4.

Students following the part-time course may, with the approval of the School take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining papers and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter the first part and to enter for the second part at the same examination and if on that occasion the examination is failed, to make one further attempt at the whole examination.

### Dates of Examination

Written papers June

#### Preliminary Year

Some students may be asked to take the Preliminary Year Programme, and, before being allowed to proceed in their final year to the M.Sc. as described above, to pass in four examinations as follows:

1.	Preliminary Year Macroeconomics	Ec2590
2.	Preliminary Year Microeconomics	Ec2591
3.	One of the following:	
	Basic Mathematics for Economists	Ec1415
	Elementary Mathematical Methods	SM7000
	Elements of Management Mathematics	SM7340
4.	One of the following:	
	Basic Statistics	SM7200
	Economic Statistics	Ec1430
	Elementary Statistical Theory	SM7201
	Principles of Econometrics	Ec1561

### **Econometrics and Mathematical Economics**

### Duration of Course of Study

Full-time: One academic year. Part-time: At least two academic years.

#### Examination

Four written papers or, subject to the approval of the candidate's teachers, three written papers and an essay or report as follows:

Paper Number	Paper Title	Study Guide Number
1. (a)	Advanced Quantitative Economics I	Ec2550
or (b)		Ec2551
	Three of the following selected with the approval of the candidate's teachers:	
(a)	Advanced Quantitative Economics I (if not taken under I)	Ec2550
(b)	Advanced Quantitative Economics II (if not taken under II)	Ec2551
(c)	Advanced Econometric Theory I	Ec2560
(d)	Advanced Econometric Theory II (only available to candidates selecting paper Advanced Econometric Theory	Ec2561
(e)	Advanced Mathematical Economics I	Ec2570
(1)	Advanced Mathematical Economics II	Ec2571
(g)	(i) Advanced Mathematical Programming	SM8351
or	(ii) Applied Abstract Analysis	SM7060
(h)	Game Theory	SM7025
(i)	Microeconomics II	Ec2405
(i)	Any other subject approved by the candidate's teachers	

(k) An essay or report of not more than 10,000 words

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining papers, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and if on that occasion the examination is failed to make one further attempt at the whole examination.

#### Dates of Examination

Written papers June Essay/Report 1 June

#### Preliminary Year

Some students may be asked to take the Preliminary Year Programme and to pass two examinations, in econometric theory and mathematical economics, before being allowed to proceed in their final year to the M.Sc. as described above. The Preliminary Year Programme will include additional studies and seminars in economic theory, mathematics, statistics, economics and econometrics. Details may be found in Study Guide numbers Ec1570 and Ec1575.

### Economic History

#### Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

### Option A Examination

I. Three written papers selected with the approval of the candidate's teachers as

Paper Number	Paper Title	Study Guide Number
	Sources and Historiography of Economic History in f the following:	
(a)	England 1350-1500	EH2600
(b)	England in the Seventeenth Century	EH2605
(c)	Britain from the later Eighteenth Century	EH2610
(d)		EH2615
2 & 3. T	wo of the following:	
(a)	A second paper under 1 (above)	_
(b)	A paper on a specified period in the Economic	_
	History of Great Britain or the U.S.A.	
(c)	(i) Evolution of Early Technology to c. 1650	-
or	(ii) The Emergence of Modern Technology c. 1650-1850	-
or	(iii) Technology in the Modern Era	
(d)	History of Economic Thought	Ec2425
(e)	The Regulation of the Economy by Government in the U.S.A.	Gv4130
(1)	British Labour History	EH2700
(g)	The Population of the United States of America from Colonial Times to the Present	EH2710
(h)	Aspects of Latin American Economic History since Independence (a reading knowledge of Spanish or Portuguese is desirable)	EH2715
(i)	The History of Transport from the Turnpike to the Motorway	EH2701
<i>(j)</i>	In exceptional circumstances and subject to the approval of the department, a second paper under 2 and 3(b) above, provided that one of the two papers is on the Economic History of the U.S.A.  Any other paper approved by the candidate's teachers	
(k)	Any other paper approved by the candidate's teachers	
and		

II. A report of about 10,000 words on a topic approved by the candidate's teachers relating to the period chosen under 1

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the report and will be in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

### Dates of Examination

September (except that papers 2 and 3(c), (e), (f), (h), and (i), Written papers will be taken in June) 1 September Report

### Option B

Examination

I. Three written papers selected with the approval of the candidate's teachers as

Paper Number	Paper Title	Study Guide Number
1.	Growth, Poverty and Policy in the Third World since 1850 wo of the following:	EH2790
(a)	The Latin American Experience of "Economic Imperialism"	EH2780
(b)	(i) Economic History of the U.S.A. 1873-1939	EH2660
	r (ii) Britain and the International Economy 1919-1964	EH2655
(c)	The Economics of Less-Developed Countries and of their Development	Ec2440
(d)	Sociology of Development	So6831

II. A report of about 10,000 words on a topic approved by the candidate's teachers relating to paper 1 above

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining papers, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and if on that occasion the examination is failed to make one further attempt at the whole examination.

Written papers	September (except that papers 2 and 3(a), (c), and (d), will be
written papers	taken in June)
Report	1 September

### **European Studies**

Additional Entry Qualifications

Applicants should possess a knowledge of at least one European language other than English.

Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

### Examination

Paper Numl	Paper Title	Study Guide Number
I. 1&2.	the written papers as follows: of the following: European History since 1945 The Politics of Western European Institutions The Economic Organisation of the European Economic Community	Hy4540 IR4751 Ec2516

One of the following:

(a)	A paper from 1 and 2 not already taken	
(b)	The Politics and Government of an Approved	Gv4090, Gv4100.
30.6	European Country	Gv4110
(c)	The International Politics of Western Europe	IR4750
(d)	The Law of European Economic and Monetary	LL6050
	Transactions	
(e)	The Law of Western European Institutions	LL6051
0	Comparative European Social Structures	So6969
(g)	Public Policy in Italy and France	Gv4165
(h)	Any other paper approved by the candidate's	

and

An essay of not more than 10,000 words on an approved topic falling within the field of one of the candidate's chosen papers.

teachers and examined in June

### Dates of Examination

Written papers June Essav 15 September

All students admitted for this course are required to take a test at the beginning of January to check on their progress. According to the results of this test, they may be advised, in extreme cases, to withdraw from the course, or, possibly, to take two years over the course. Candidates are not expected to 'pass' the test as if it were an end-ofcourse examination, but are advised to be aware of the fact that the test is regarded as an indication of progress.

### Geography

**Duration of Course of Study** 

Full-time: One calendar year. Part-time: Two calendar years.

#### Examination

Paper Numb		Paper Title	Study Guide Number
I.	Thre	ee written papers as follows:	
1.		Geographical Methodologies and Research Techniques	Gy2802
2&3.	Two	of the following:	
	(a)	Social Change and Urban Growth	Gy2820
	(b)	Regional Policy and Planning	Gy2821
	(c)	Natural Resources Management and	Gy2822
		Environmental Planning	
	(d)	Spatial Aspects of Change in Economic Activity	Gy2823
	(e)	Geography of Transport Planning	Gy2824
	0	Cartographic Communication	Gy2825
	(g)	Any other subject of comparable range in the field	
		of Geography, or one related thereto, approved by	
		the candidate's teachers	
	(h)	A subject offered for an M.Sc. in a related	
		discipline (with the approval of the department and of the teachers concerned)	

A report of not more than 10,000 words on an approved topic.

Assessment of written work submitted during the course.

Candidates will also be required to show satisfactory evidence of acquaintance with field and other practical research techniques.

Part-time students may with the approval of the School take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the report and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

### Dates of Examination

Written papers June

Report

15 September

### **Industrial Relations and Personnel Management**

Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

#### Examination

Paper	Paper Title	Study Guide Number
Number		
	Three written papers as listed below:  a) Industrial Relations and Personnel Management: Institutions and Processes	Id4200
an (	1 C Custome	Id4201
or (l		
	wo of the following:  a) A paper from 1 not already taken	
	The second secon	Id4202
		Id4220
		Id4221
1	d) Industrial Sociology e) Labour Law	LL6112
		Id4224
	Control of the Contro	Id4222
	g) Labour History	Id4223
	h) Manpower Policy	Ac2150
	i) Financial Reporting and Management	Ec2436
	Economics of Industry	SM8303
	k) Systems Analysis	Director
	(i) Any other paper approved by the candidate's teachers	
and		et Id4399
	A report of not more than 10,000 words on an approved subject	104377
and		
	Assessment of essays written during the course.	
Studen	ts following the part-time course may, with the approval of the S	chool, take the

examination in two parts. The first part will consist of two papers, and will be taken after the completion of the appropriate courses. The second part will consist of the remaining paper and the report will be taken in the final year of the course. N.B. Students wishing to seek exemption from the examinations of the Institute of Personnel Management are expected to take papers 1(a), 1(b) and 2 & 3(h), and a special supplementary programme of work.

#### Dates of Examination

Written papers

June

Report

1 September

### International History

Additional Entry Qualifications

A knowledge of at least one European language in addition to English is advised and, for some courses, is essential.

#### Curriculum

- One of the following general periods, including a knowledge of its sources and historiography:
  - (a) 1815-1870
  - (b) 1870-1914
  - (c) 1914-1946
- Diplomatic theory and practice in one of the following periods, to be selected with the appropriate period under section 1:
  - (a) 1815-1919
  - (b) 1919-1946
- 3. A special aspect to be studied with the appropriate period under section 1. Candidates will be expected to show knowledge of set printed sources and relevant monographs and articles. This aspect will be selected from those available to candidates for the M.A. in International History and approved by the candidate's teachers

Courses by special arrangement

Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

#### Examination

- Three written papers and
- An essay of not more than 10,000 words as a topic within the field of the period selected.

#### Dates of Examination

Written papers

Essay

Not later than 30 September

### International Relations

Duration of Course of Study

Full-time: One academic year. Part-time: At least two academic years.

#### Examination

Paper Number	Pap	per Title	Study Guide Number
1. 2 & 3. Tw	written papers as follows: International Politics o of the following, to be chosen wi	th the approval	IR4600
of th (a) (b) (c)	re candidate's teachers: Foreign Policy Analysis International Institutions European Institutions The Politics of International Economic The International Legal Order Strategic Studies International Politics: The Western International Politics: The Communiternational Politics: Asia and the International Politics: Africa and International Business in the International Relation Concepts and Methods in International International Law and Organization America and the Caribbean	omic Relations  n Powers unist Powers e Pacific the Middle East national System ons tional Relations ons in Latin	IR4610 IR4630 IR4631 IR4640 IR4632 IR4650 IR4661 IR4662 IR4663 IR4641 IR4622 IR4621 IR4633
(o) (p) (q)	Nationalism	range in the field related thereto	So6850
II. An top	essay of not more than 10,000 wo	ords on an approved	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the essay, and will be taken in the final year of the course.

#### Dates of Examination

June Written papers 1 June Essay

All students admitted for this course will be required to take a test at the beginning of October, to help their tutors advise them on course work and reading, especially in International Politics.

### Logic and Scientific Method

Duration of Course of Study

Full-time: One academic year or one calendar year depending on the Scheme of Examination.

Part-time: Two academic or two calendar years depending on the Scheme of Examination.

#### Examination

I. Three written papers selected with the approval of the candidate's teachers as follows (candidates are normally required to take papers (a) and (b):

Paper Number	Paper Title	Study Guide Number
<ul> <li>(a) Advanced Scientific Method</li> <li>(b) (i) Logic</li> <li>or (ii) Mathematical Logic</li> <li>or (iii) Elements of Logic</li> <li>(c) Advanced Mathematical Logic</li> <li>(d) History of the Philosophy of Sc</li> <li>(e) Metaphysics and Epistemology</li> <li>(f) Philosophy of Mathematics</li> <li>(g) Growth of Modern Science</li> <li>(h) Philosophy of the Social Science</li> <li>(i) Theories of Probability</li> </ul>	es	Ph6200 Ph6201 Ph6202 Ph5200 Ph6203 Ph6204 Ph6205 Ph6206 Ph6207 Ph6208 Ph6210
II. An essay of not more than 10, within the field of any of the p	,000 words on a topic falli	ng

Exceptionally candidates may be examined by four written papers selected with the approval of their teachers from the list given above (candidates will normally be required to take papers (a) and (b)).

#### Dates of Examination

Written papers	June
Essay	15 September

### Operational Research

#### Additional Entry Qualifications

A knowledge of mathematics and statistics to the level of Elementary Mathematical Methods and Elementary Statistical Theory in Part I or the B.Sc. (Econ.). A student who applies without previous study of one or more of these subjects may be required to pass a qualifying examination before admission.

### Duration of Course of Study

Full-time: One academic year. Part-time: At least two academic years.

### Examination

Students are required to be examined on courses to a total of four units, as detailed below. All courses are half-units unless specified to the contrary. The examination for each half-unit will normally be by means of a two-hour unseen examination paper, or for each whole unit, a three-hour unseen examination paper. (Courses I.2, I.3, II.6 and II.10 are

examined by means of essays and project reports.) In addition, coursework may also

Paper Number	Paper Title	Study Guide Number
I. Tach	niques of Operational Research	SM8343
1. Tech	ications of Operational Research	SM8344
3. The II. Cours be from s	Context of Operational Research and Simulation es totalling five half-units, of which at least one must subjects II.1 to II.7 and at least three must be from	SM8345
	II.1 to II.14.	SM8354
1.	Mathematical Programming 1 Mathematical Programming 2 (if II.1 is also taken)	SM8355
2.	Combinatorial Optimisation	SM8346
3.	Advanced Operational Research Techniques	SM8347
4.	Stochastic Processes	SM8203
5.	Further Simulation	SM8348
6.	Decision Analysis in Theory and Practice	SM8204
7.	Transport Models	SM8356
8.	Urban Models	SM8357
9. 10.	Workshop on Urban and Transport Models (if II.8 and/or II.9 is also taken)	SM8358
11.	Models of Social Processes (if II.5 is also taken)	SM8213
12.	Statistical and Economic Aspects of Educational Plan	ning SM8214
13 & 14		SA0032
15.	Systems Analysis I	SM8305
16 & 17		SM8304
18 & 19		nit) SM8302
20.	Statistical Sources, Packages and Data Analysis	SM8234
21.	(i) Basic Time Series and Forecasting: Robust Methods and Non-parametrics	SM8256
	or (ii) Statistical Techniques for Operational Research	SM8253
22.	Game Theory I	SIV18002
23.	Game Theory II (if II.22 is also taken)	SM8003
24 & 25		ers

Not all the courses listed in Part II will necessarily be available every year. Students who have already covered material comparable to that in I.1 will be required to replace it with a half-unit from courses II.1 to II.14. A report on an agreed subject may be submitted to count as one unit provided that the minimum number of half-units from II.1 to II.14 is also taken, and that at least six hours of unseen written examinations are taken.

Part-time students may with the approval of the School take the examination in two parts. The first part will consist of the three compulsory subjects I.1 to I.3 and will be taken after the completion of courses for those subjects. The second part will consist of the remaining requirements of the examination and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination, and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

### Dates of Examination

Day	cs of Laaninat	1011
Writ	tten papers	June
Ren		June

### Politics 1 — History of Political Thought

### Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

#### Examination

Pap Nui	per mber	Paper Title	Study Guide Number
1.	r written papers: Nature and Scope of Intellectual		Gv4000
2.	Critical Problems in the History Set Text (Candidates will choose	of Political Thought	Gv4001 Gv4010-18
4.	specified authors) Essay paper		37 1010 10

### Dates of Examination

Written papers September

### Politics 2 — The Politics and Government of the U.K.

#### Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

#### Examination

Either Four written papers

or	Thre	Three written papers and an essay written during the course		
A	Paper Paper Title Number			
1, 2 8	& 3.Thre	ee of the following:		
	(a)	The State in Britain	Gv4025	
	(b)	Interpretations of the Constitution	Gv4026	
	(c)	The History of British Politics in the Twentieth Century	7	
	(d)	Modern British Political Ideas	Gv4028	
4.	(a)	An essay to be written under examination conditions; candidates will be given a choice of essay titles drawn from work covered during the course of study		
	or (b)	(by arrangement) An essay of not more than 10,000 words, written on any approved topic during the course of study		

Candidates may, subject to the approval of their teachers, substitute any other paper which is offered for the M.Sc., LL.M., or M.A., for one of the papers listed under 1, 2 and 3 above. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to

enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

### Dates of Examination

Written papers Essay

15 September

### Politics 3 — Political Sociology

### Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

#### Examination

Pape Num		Paper Title	Study Guide Number
I. 1. 2. 3.	Three written papers Theories and Concepts of Polit Revolutions and Social Movem The Study of Political Behavio	ents	Gv4040 Gv4041 Gv4042

An essay of about 15,000 words written on an approved topic during the course

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed above any other paper which is offered for the M.Sc., LL.M., or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

### Dates of Examination

September Written papers 1 August Essay

## Politics 4a — The Politics and Government of Russia

### Additional Entry Qualifications

An ability to read political texts in Russian. If this is lacking a two-year course, involving intensive study of the Russian language in the first year, will be necessary.

### Duration of Course of Study

Full-time: At least one calendar year, depending on the student's knowledge of Russian.

Part-time: At least two calendar years, depending on the student's knowledge of Russian.

#### Examination

Paper Number	Paper Title	Study Guide Number
1, 2 & 3.Thr	ee of the following:	
(a) (b) (c) (d)	Russian Political Institutions — 1861-1917 Russian Political Thought — 1815-1980 The Development of the Soviet Polity Soviet Political Institutions	Gv4051 Gv4052 Gv4053 Gv4054
and		917004
4.	An essay of not more than 10,000 words written on an approved topic during the course of study	

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

### Daies of Examination

Written papers	September	
Essay	15 September	

## Politics 4b — The Politics and Government of Russia (without Russian Language)

#### Curriculum

Set texts will be studied in translation

### Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

#### Examination

Paper Number		Paper Title	Study Guide Number
1, 2 & 3.	Three of the follo	wing:	
		litical Institutions — 1861-1917	Gv4051
		litical Thought — 1815-1980	Gv4052
	(c) The Develo	pment of the Soviet Polity	Gv4053
	(d) Soviet Polit	ical Institutions	Gv4054
and			
4.	An essay of on an appro	f not more than 10,000 words writt oved topic during the course of stud	ten dy,
n			

Part-time students may, with the approval of the School, take the examination in two parts. The first will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

#### Dates of Examination

Dates of astronomy	The second second		
Written papers	September		
Essay	15 September		

### Politics 5 — Comparative Government

### Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

#### Examination

Paper Number	Paper Title	Study Guide Number
1.	Comparative Government	Gv4065
2 & 3. Two (a)	of the following papers: Government and Politics of the U.S.S.R.	Gv4050
(b)	The Government and Politics of France	Gv4090
(c)	The Government and Politics of Germany	Gv4100
(d)	Government and Politics of a selected African country	Gv4120
(e)	The Regulation of the Economy by Government in the U.S.A.	Gv4130
0	Government and Politics of Scandinavia	Gv4110
(g)	Government and Politics of Eastern Europe	Gv4060
(h)	Government and Politics of Latin America	Gv4140

 An essay of not more than 10,000 words written on an approved topic during the course of study.

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed above any other paper which is offered for the M.Sc., LL.M., or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

### Dates of Examination

Written papers	September (June for papers 2 & 3(b), (c), (d), (e), (f), (g) and (h) and, if appropriate, the substituted paper referred to above)
Fssav	15 September

## Politics 6 — Public Administration and Public Policy

### Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

IR4750

#### Examination

Pape Num		Paper Title Sta	udy Guide Number
I.	Thre	e written papers	
1.		Comparative Administrative Systems	Gv4160
2.		Public Policy and Planning	Gv4161
3.	One	of the following:	
	(a)	Comparative Local Government	Gv4162
	(b)	Comparative Public Enterprise	Gv4163
	(c)	Administration and Government in New and Emergent States	Gv4122
	(d)	Administration in Regional and Urban Planning	Gv4164
	(e)	Regulation of the Economy by Government in the U.S.A.	Gv4130
	(1)	Public Policy in Italy and France	Gv4165
and		A character of the state of the	
II.		essay of not more than 10,000 words written on an oved topic during the course of study	

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed in section 3 above any other paper which is offered for the M.Sc., LL.M. or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

In exceptional circumstances, a candidate may be allowed, subject to the supervisor's approval, to substitute a second optional paper from 3 above, or from the M.Sc. in Social Policy and Planning or from any other paper which is offered for the M.Sc. in Politics, for one of the papers 1 or 2 above.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

#### Dates of Examination

Written papers		June	
Essay		1 September	

### Politics 7 — The Politics and Government of Western Europe

### Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

#### Examination

Pap Nur	er nber	Paper Title	Study Guide Number
I.	Thre	ee written papers	
1.	. The Politics and Government of Western Europe		Gv4071
2.	One	of the following:	
	(a)	The Government and Politics of Germany	Gv4100
	(b)	The Government and Politics of France	Gv4090
	(c)	Government and Politics of Scandinavia	Gv4110

12	Fith	er another paper from 2 above of one of the following.	
٥.		European Multiparty Systems	Gv4072
	(a)		Gv4165
	(b)	Public Policy in Italy and France	So6969
	(c)	Comparative European Social Structures	17 GCGCGA
	(d)	European History Since 1945	Hy4540
	(4)	The Bolitics of Western European Institutions	IR4751

a 1 ... of the followings

An essay of not more than 10,000 words written on an approved topic during the course of study

The Politics of Western European Institutions

The International Politics of Western Europe

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed in section 3 above any other paper which is offered for the M.Sc., LL.M. or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

### Dates of Examination

Dates of Laurinian		
Written papers	June	
Essay	15 September	

### Politics 8 - Politics and Government in Africa

(This course is not currently offered)

### Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

#### Examination

Paper Number	Paper Title	Study Guide Number
1. Afri	e written papers an Government and Politics national Politics in Africa rnment and Politics of a Selected African State	Gv4121 IR4755 Gv4120
II. An appr	ssay of not more than 10,000 words written on an oved topic during the course of study.	o o o o o o o o o o o o o o o o o o o

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed above any other paper which is offered for the M.Sc., LL.M. or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter the first and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

#### Dates of Examination

Written papers

June

Essay

15 September

### Politics 9 — Political Philosophy

### Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

#### Examination

Paper Number

Paper Title

Study Guide Number

Gv4005

Either Three written papers and an essay written during the course or Four written papers

Greek Political Philosophy: The Concept of Justice
 Modern Political Philosophy: Freedom and Equality
 Set Text (candidates will choose from one of a list of

Gv4006 Gv4010-18

specified authors)
4. An essay of not more than 10,000 words, written on an approved topic during the course of study.

Candidates may, subject to the approval of their supervisors, substitute for paper 3 above or for the essay any other paper which is offered for the M.Sc., LL.M. or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates for the course under which it is listed.

### Dates of Examination

Written papers Essav September 15 September

### Politics of the World Economy

### Duration of Course of Study

Full-time: One academic year. Part-time: Two academic years.

### Examination

Paper	Paper Title	Study Guide
Number		Number
I. Th	ree written papers as follows:	Tumber
1.	International Political Economy	IR4639
2 & 3.Tw	o of the following chosen with the approval of the	0014557
can	didate's teachers	
(a)		IR4642
<i>(b)</i>	International Business in the International System	IR4641
(c)	The Politics of International Trade	IR4643
(d)	The Economic Organization of the EEC	Ec2516
(e)	Economic Development	Ec1521
0	International Political Economy of Natural Resources	IR4644

An essay of not more than 10,000 words written on an approved topic during the course of study

Candidates may, subject to the approval of their teachers substitute for one of the papers under 2 and 3 above any other paper which is offered for the M.Sc., LL.M., or M.A.

### Dates of Examination

Written papers Essay June June

### Regional and Urban Planning Studies

### Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

#### Examination

Pap Nun	er Paper Title nber	Study Guide Number
L	Three written papers as follows:	
î	The Economics of Regional and Urban Planning	Ec2510
2	Administration in Regional and Urban Planning	Gv4164
3.	Geographical Aspects of Regional and Urban Planning	Gy2860

and

Either 1. An essay of not more than 10,000 words on an approved topic

or 2. A report of not more than 10,000 words on practical exercises carried out during the course

and

I. Candidates must also satisfy the examiners that they have achieved a sufficient level of attainment in statistics

### Dates of Examination

Written papers Essay/report June 14 September

Sea-Use Law, Economics and Policy-Making

### Duration of Course of Study

Full-time: One calendar year.

4					
100	am	112	21	in	m
100	CHARLES	***	aı	10	

Paper	Paper Title	Study Guid
Number		Number
I. Thre	e written papers as follows:	
	ine Science, Resources and Technology	
	papers from:	
(a)	International Law of the Sea	LL6060
(b)	National and International Problems in Sea-Use	SU4550
3.00	Policy-Making	
(c)	Economics	Ec2520
(d)	Financial Reporting and Management	Ac2150

and

II. An essay of not more than 10,000 words on an approved topic.

### Dates of Examination

Written papers June Essay September

All students on this course will be required to spend two weeks at the University Marine Biology Research Laboratory.

### Social Administration and Social Work Studies

### 1. Social Policy and Planning

### Duration of Course of Study

Full-time: One academic year. Part-time: Two academic years.

#### Examination

Paper	Paper Title	Study Guide
Number		Number
I. Thr	ee written papers as follows:	
1. (a)	Social Planning	SA6631
or (b)	Social Policy and Administration	SA6630
2 & 3.Two	of the following:	0.10000
(a)	A paper from 1 not already taken	
(b)	Planning of Health Services	SA6640
(c)	Income Maintenance and Social Security Policies	SA6641
(d)	Planning of Personal Social Services	SA6642
(e)	Housing and Urban Planning	SA6643
0	Education Policies and Administration	SA6644
(g)	Sociology of Deviant Behaviour	So6881
(h)	(With the consent of the candidate's teachers)	500001
	a paper from any other M.Sc. course in the Faculty	
	of Economics	

#### and

 A report of not more than 10,000 words on a topic approved by the candidate's teachers

Part-time students may with the approval of the School take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the report and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

### Dates of Examination

Written papers June Report 20 June

### 2. Social Work Studies

### Additional Entry Qualifications

Field work experience in a social work agency; candidates must also satisfy the selectors as to their personal suitability for social work.

### Duration of Course of Study

Full-time: One calendar year.

### Examination

Paper	Paper Title	Study Guide Number
Number	C 11	Trantoer
I. Three written paper		0.0000
Social Work Studi	es	SA6700
2. Social Problems a	nd Social Services	SA6701
Human Growth a	nd Behaviour	SA6702

#### and

Assessment of field work based on supervisors' report and an essay dealing with an aspect of this work approved by the candidate's teachers.

In order to be awarded the degree, a candidate must satisfy the examiners in all elements of the examination. A candidate who fails the examination and wishes to re-enter will be required to complete a further period of social work practice as required by the School, unless the examiners determine otherwise.

#### Dates of Examination

Dates of Examination	
Written papers	June
Essay	1 September

### 3. Social Policy and Social Work Studies

### Duration of Course of Study

Full-time: Two calendar years.

#### Examination

Paper Number	Paper Title	Study Guide Number
2. Psychology, Hui	pers as follows: actice of Social Work nan Growth and Behaviour d Administration	SA6680 SA6681 SA6630

#### and

Assessment of fieldwork based on supervisors' reports and a report of not more than 10,000 words dealing with an aspect of this work approved by the candidate's teachers

In order to be awarded the degree, a candidate must satisfy the examiners in all elements of the examination. A candidate who fails the examination and wishes to re-enter will be required to complete a further period of social work practice as directed by the School, unless the examiners determine otherwise.

#### Dates of Examination

Written papers	June
Report	1 September

### Social Anthropology

### Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

#### Examination

Pap Nun	nber	Paper Title	Study Guide
I.	Three written papers as fo	ollows:	Number
1.	General Principles of Soci	al and Cultural Anthropology	An2210
2.	Political and Economic In	stitutions	
3.	Magic and Religion		An2211 An2212
			AllZZ1Z

### and

An essay of not more than 10,000 words on an approved topic within one of the following fields:

Ethnography of a Region with Special Reference to Selected Peoples (any region indicated for the B.A. degree in Anthropology examination, or Latin America, or the Mediterranean, may be offered)

Applied Social Anthropology

Social Change in Developing Societies

(d) Social Anthropological Studies of Sectors of Complex Modern Societies

Anthropological Linguistics

Primitive Technology

(2) Primitive Art

(h) Islamic Societies and Cultures

Any other topic approved by the candidate's teachers.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of two papers taken after completion of courses for those papers. The second part will consist of the remaining paper and the essay, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

### Dates of Examination

Written papers

Essay 15 September

### Social Philosophy

### Duration of Course of Study

Full-time: One academic or calendar year, depending on the Scheme

of Examination.

Part-time: Two academic or calendar years, depending on the Scheme

of Examination.

### Examination

Pap	per mber	Paper Title	Study Guide
I.	under 3 below are not ava	ed with the approval of the ows (Papers (d), (e) and (f) clable to candidates who do not ilosophy or equivalent training	Number
1.	Social Philosophy		Ph6250
2.	Philosophy of the So	cial Sciences	Ph6208

One of the following:

(a)	Logic	Ph6201
(b)	History of the Philosophy of Science	Ph6204
(c)	Metaphysics and Epistemology	Ph6205

A paper in Social Anthropology An approved paper in Sociology

An approved paper from any other course for the M.Sc. in the Faculty of Economics normally taken in June

An essay of not more than 10,000 words, normally on a topic falling within the field of papers 1 and 2

Candidates may be permitted to substitute for paper 2 a further paper listed under 3 above. Exceptionally, candidates may be permitted to substitute for the essay a further paper listed under 3 above.

#### Dates of Examination

Written papers June

15 September

### Social Planning in Developing Countries

#### Additional Entry Qualification

Several years' practical experience in relevant work.

### Duration of Course of Study

Full-time: One calendar year.

### Examination

Paper	Paper Title	Study Guide
Number		Number
I. Thre	e written papers as follows:	
1.	Social Policy and Planning in Developing Countries	SA6760
2 & 3.Two	of the following:	
(a)	Planning Health Development	_
(b)	Planning Welfare Services and Social Security	SA6762
(c)	Social and Economic Aspects of Urbanization	SA6763
(d)	Rural Development	SA6764
(e)	Social Implications of Education and Manpower	SA6765
0	An approved paper from another branch of M.Sc. study	

An essay of not more than 10,000 words on an approved

#### Dates of Examination

Written papers Third week of June Essay The last Friday in August

### Social Psychology

Courses relevant to four papers, as given below, and a report of not more than 10,000 words on an approved topic. In addition, the curriculum will include Methods of

Research in Social Psychology which will comprise two sections: (a) research assignments and designs, together with a formally assessed course on methods of research, and (b) weekly exercises in statistics and computing, together with a statistics test.

### Duration of Course of Study

Full-time: One academic year. Part-time: At least two academic years.

#### Examination

Students are required to be examined on elements to a total of four units, as detailed below. All elements other than "Contemporary Social Psychology" and "Methods o Research in Social Psychology" are half-units. The examination for each half-unit, other than the Report, will be by means of a two-hour unseen examination paper and an essa written during the year. Paper I, "Contemporary Social Psychology", will be examin by means of a three-hour unseen examination paper and two essays written during the

ye	ar.		
	aper Paper Title		Study Guide
Nı	umber		Number
I	Contemporary Social Psychology		Ps6423
II	Three of the following, selected with the approval		1 30443
	of the candidate's teachers:		
	(a) Applied Developmental Psychology		Ps6414
	(b) Personality and Social Pathology		
	(c) Sociological Forms of Social Psychology		Ps6415
	(d) The Social Psychology of the Media		Ps6422
	(e) Psychological Aspects of Legal Processes		Ps6416
	(f) Life-Span Development		Ps6417
	(g) Decision Making and Decision Support System		Ps6418
		ns	Ps6419
	(h) People and Organisations		Ps6420
	<ul> <li>(i) The Social Psychology of Conflict (not availate</li> <li>(j) An approved paper from any other course for</li> </ul>	ble 1985-86)	Ps6421
	the M.Sc. in the Faculty of Economics		
	Options will not all necessarily be available in any		
	one year.		
III		ject	Ps6499
IV	Methods of Research in Social Psychology		Ps6498
	Assessment of course work in the form of research		PS0490
	assignments and designs, formal assessments in met	thode	
	of research and in statistics, weekly exercises in	illous	
	statistics and computing, and a statistics test.		
	Candidates allowed to take a three-hour written paper	per under	
	II (2) 20 L		

Section II. Students following a part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of assessment of those parts of the course work already completed, and either Paper I or two papers under II. It will be taken after completion of the appropriate courses. The second part will consist of the remaining elements of the examination, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

II (j) will be required to take only one other paper under

### Dates of Examinations

Written papers June

30 June, or two weeks after the Report date of the last written paper whichever is the later.

### Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

### Examination

Sociology

Paper Number	Paper Title	Study Guide Number
I. Three papers as follows:		
1. Methods of Sociolog	ical Study	So6800
2 & 3. Two of the following		
(a) Social Structure of In	idustrial Societies	So6830
(b) Sociology of Develop	oment	So6831
(c) Sociology of Deviant	Behaviour	So6881
(d) Sociology of Religion		So6880
(e) Industrial Sociology		Id4221
(f) (i) Theories of Politi	cal Sociology	So6853
or (ii) Political Stability	and Change	So6852
(g) Medical Sociology	100000000000000000000000000000000000000	So6882
(h) Sociological Theory		So6815
(i) Nationalism		So6850
(j) The Political Sociolo	gy of Latin America	So6854
and		
II. An essay of not more tha	n 10,000 words on an	
1 4 2 3		

in exceptional circumstances, and subject to the approval of their teachers, candidates may substitute for paper 1 a further paper from 2 and 3 above. A paper from any other course for the M.Sc. in the Faculty of Economics may, with the approval of the teachers concerned, be substituted for one paper taken under 2 and 3. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which the paper is listed.

Students following a part-time course may, with the approval of the School, take the xamination in two parts. The first part will consist of two papers. The second part will onsist of the remaining paper and the essay, and will be taken in the final year of the

Part-time students who fail the first paper of the examination may be permitted by he School to re-enter for the first part and to enter for the second part at the same examination, and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

#### Dates of Examination

June

Essay 1 September

### Sociology and Statistics

#### Additional Entry Qualifications

A candidate who wishes to take a combination of subjects for which, given the candidate's previous qualifications, one year's work is likely, in view of the teachers oncerned, to be inadequate, may be permitted to take the course over two years, the first year of which would be devoted wholly or partly to preliminary courses in appropriate subjects, followed by a qualifying examination before admission to the second year.

### Duration of Course of Study

Full-time: One calendar year or two calendar years (see above).

Part-time: Two calendar years (or longer if required — see above)

#### Examination

I. Candidates will be examined on courses to the value of three whole units selected with the approval of the candidate's teachers. Unless otherwise specified, all courses in the list below have a value of one whole unit and are examined by means of a three-hour paper. Half-units are examined by means of a two-hour paper.

Pape		Paper Title	Study Guide Number
1 &	2. P	apers to the value of two whole units selected from the	ATMINIST
	foll	lowing:	
	(a)		Chicone
	(b)	Stochastic Processes (½ unit)	SM8254
	(c)	Sampling Theory and Multivariate Methods (½ unit)	SM8203
	(d)	Rasic Time Series and Foregasting, Debut Mathed	SM8255
		and Nonparametrics (\frac{1}{2} unit)	SM8256
	(e)	Multivariate Analysis and Linear Models (1/2 unit)	SM8257
	0	Survey and Market Research Methods (1 unit)	SM8261
	(g)	Models of Social Processes (\frac{1}{2} unit)	SM8213
	(h)	Statistical Techniques	SM8258
3.	(i)	In exceptional cases, a course examined by a three-hour paper from another M.Sc. course in the faculty of Economics	
3.	(-)	One of the following	
	(a)		So6830
	(b)	Sociology of Development	So6831
	(c)	Sociology of Deviant Behaviour	So6881
	(d)	Sociology of Religion	So6880
	(e)	Industrial Sociology	Id4221
	0	Race Relations	So6851
	(g)	(i) Theories and Concepts of Politial Sociology (ii) Political Stability and Change	So6853 So6852
	(h)	Sociological Theory	So6815
	(i)	Nationalism	So6850
and	1.57	2/25 W	300000
II.	appr	eport of not more than 10,000 words on a subject to be roved by the candidate's teachers falling within the range prions in pager 3 but excluding the field observe for the	

II. A report of not more than 10,000 words on a subject to be approved by the candidate's teachers falling within the range of options in paper 3 but excluding the field chosen for the written paper. The report must demonstrate the candidate's ability to apply quantitative methods to an appropriate field within Sociology.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of papers to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the report and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and enter for the second part at the same examination, and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

#### Dates of Examination

Written papers June

Report 1 September

### Statistics

#### Duration of Course of Study

Full-time: One academic year. Part-time: At least two academic years.

#### Examination

Students are required to be examined on courses to a total of four whole units. All courses detailed below are half-units unless specified to the contrary. The examination for each half-unit will normally be by means of a two-hour unseen written examination paper. For each whole unit the examination will normally be by means of a three-hour unseen written examination. In addition course work may also be assessed.

Paper Numb		Title	Study Guide Number
THUT			Trumber
I.		4.2	2012
I.	Statistical Sources, Packages and Data A	nalysis	SM8254
2.	Stochastic Processes		SM8203
3.	Sampling Theory and Multivariate Metho		SM8255
4.	Basic Time Series and Forecasting; Robus Nonparametrics	st Methods and	SM8256
II. Co	urses totalling four half-units II.1 to II.13		
1.	Multivariate Analysis and Linear Models		SM8257
2.	Time Series		SM8259
3.	Survey and Market Research Methods		SM8261
4.	Models of Social Processes		SM8213
5.	Statistical and Economic Aspects of Educ	ational Planning	SM8214
6.	Advanced Econometrics (whole unit)		Ec2562
7.	Mathematical Programming 1		SM8354
8.	Computer Modelling for Operational Rese	arch	SM8349
9.	Demographic Techniques and Analysis (w	hole unit)	SM8110
10.	Mathematics (by special arrangement only		51110110

(by special arrangement only) (whole unit) 12 & 13. Any other subject(s) approved by the student's teachers

Not all the courses listed in Part II will necessarily be available every year.

A project on some topic approved by the student's teachers

Part-time students will usually take the examination in two parts. The first part will consist of four half-units at least two of which are from I.1 to I.4, and will be taken after the completion of the courses for those papers. The second part will consist of the remaining requirements of the examination and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination, and if on that occasion the examination is failed to make one further attempt at the whole examination.

### Dates of Examination

Written	papers	June
Report		1 June

### M.Sc. in the Faculty of Science

### Mathematics

### Additional Entry Qualifications

A candidate for registration will normally be expected to have obtained a B.Sc. with First or Second Class honours of the University of London, or an equivalent qualification, with Mathematics (or an appropriate branch of Mathematics) as a main field of study. In certain cases, qualifications in other subjects may be acceptable, for example, a First or Second Class Honours degree in Physics or Astronomy.

#### Curriculum

- 1. Candidates are required to follow a number of lecture courses and to work on a project. The project shall be approved by the student's Head of Department on behalf of the University. It need not be connected with any of the courses taken.
- 2. The combination of courses to be offered by a student for examination must be approved by the University through the student's Head of Department. The courses may not overlap in any important respect and together must form a coherent curriculum.
- 3. A candiate may enter for the examination only in examinable courses listed in the booklets entitled 'Advanced and Postgraduate Lectures in Pure Mathematics', and 'Advanced and Postgraduate lectures in Applied Mathematics' (a copy of which may be obtained from the Secretary of the Graduate School). The School's contribution is chiefly in the areas of Mathematical Logic and Operational Research.
- 4. The detailed regulations on the numbers of courses to be taken are available for inspection in the Graduate School Office.

### Duration of Course of Study

For a suitably qualified student, not less than one calendar year of full-time study or not less than two years of part-time study. If a qualifying examination is prescribed, the prescribed period of study for the M.Sc. will only commence after the student has satisfied the qualifying conditions. In some cases candidates may be registered for a course of two calendar years of full-time study with a qualifying examination of the standard described above at the end of the first year.

#### Examination

Each course is examined separately and the examination is normally by a written paper. Candidates are required to submit a report based on their project. The examiners may hold an oral examination.

A student following a part-time course may either (a) on completion of his course enter for the examination or (b) enter on two occasions (at the end of appropriate academic years) for examination on any of the approved courses completed, provided that the total number of courses examined is the same as is required for the whole examination. Under (b) the first examination shall consist of at most 2 course-units, including at least  $\frac{1}{2}$  course-unit at the postgraduate level.

#### Dates of Examination

Course examinations: the last week of May and the month of June. Report: by 10 September.

### M.A. in the Faculty of Arts International History

The course will extend over one academic year, or in the case of part-time students over two academic years.

The Examination will consist of three papers and a dissertation.

Examiners may also take into account any seminar papers prepared by a candidate during the course.

Candidates will not be permitted to submit the dissertation unless they have satisfied the examiners in the three written papers.

A knowledge of at least one European language in addition to English is advisable, and for certain courses, will be essential. The requisite language or choice of languages

is listed in brackets after every to Paper	Paper Title	Study Guide Number
Number		
1. One of the following general	periods, including a knowledg	ge
of its sources and historiogra	phy:	** 4400
(a) 1815-1870		Hy4409
(b) 1870-1914		Hy4412
(c) 1914-1946		Hy4415
2 Diplomatic theory and pract	ice in one of the following	

periods, to be selected with the appropriate period under
Paper 1:

(a) 1815-1919

Hy4428

Hy4431

(b) 1919-1946
A special aspect, to be studied with the appropriate period under Paper 1. Candidates will be expected to show knowledge of set printed sources and relevant monographs and articles:

(a) The Polish Question in International Relations, 1815-1864 (French, German or Polish required)

(b) Anglo-American Relations, 1815-1872

(c) The Habsburg Empire 1815-1853, with special reference to the Revolutions of 1848 (German advised)

(d) The Mehemet Ali Crises, 1833-1841 (French required)

(e) Cobden, Free Trade and Europe 1846-1880 (French advised)

(f) The Coming of War, 1913-1914 (French or German advised)
(g) The Powers and the West Pacific, 1911-1941 (French advised)

(h) The Peace Settlement of 1919-1921 (French advised)

(i) The Foreign Policy of the Weimar Republic, 1919-1933 (German required)

(j) The Military Policies of the Great Powers, 1919-1939 (French or German advised)

(k) The Comintern and its Enemies, 1919-1943 (French, German or Russian advised)

(1) The Period of 'Appeasement', 1937-1939 (French, German or Italian required)
(m) The European Settlement, 1944-1946 (French advised)

4. Dissertation, of not more than 10,000 words.

Dates of
Examination
Written papers
Dissertation

By 30 September of the same year

Examination
Full-time
June of the final year
By 30 September of the same year

### Area Studies

The School co-operates in the teaching for certain branches of the M.A. Area Studies degree offered by the University of London.

Duration of Course of Study

Full-time:

One academic year for candidates offering four written papers. One calendar year for candidates offering three written papers and a dissertation.

Part-time:

Two academic years for candidates offering four written papers, Two calendar years for candidates offering three written papers and a dissertation.

#### Examination

For all programmes other than European Community Studies (1) either two papers or one paper and a dissertation of 10,000 words on a major subject and (2) either two papers on a minor subject or one paper in each of two minor subjects. For the Africa and Far East programmes the examination will also include an assessment of course work.

For the programme in European Community Studies: three written papers and a dissertation of 10,000 words.

Candidates registered for the part-time course will be required to pass in all written papers taken in any one year before proceeding.

All candidates who fail the written papers will normally be required to be accepted for and to complete a further course of study before re-entering the examination.

Candidates offering a dissertation will not be permitted to proceed to its submission unless they have satisfied the examiners in the three written papers.

Dates of Examination Written papers	Full-time June	Part-time June of the year in which each major and minor
Dissertation	Before 30 September of the same year	subject has been taken Before 20 September of the final year

### LL.M. in the Faculty of Laws

### Additional Entry Qualifications

A first degree with a substantial law content.

### Duration of Course of Study

Full-time: A period of twelve months commencing October.

Part-time: A period of twenty-four months commencing in October.

### Curriculum

Candidates must offer four of the full subjects (or three of the full subjects and two of the half-subjects) listed below, or with the leave of the School, three of the full subjects (or two of the full subjects and two of the half-subjects) listed below and an essay written during the course of study on an approved legal topic.

In place of one of the full subjects listed below a candidate may exceptionally be permitted (with the permission of the School) to select a complementary subject of equivalent level examined by means of written papers from any other Master's course in the University. Any subject so selected must be submitted for approval to the University, normally early in the first term of the session in which the candidate is first registered. The examination in the substituted subject will take place at the time specified in the regulations for the course under which that paper is listed.

#### Examination

Either written papers on each of the subjects\* selected, or with the leave of the School

I a written paper on each of the subjects\* selected:

2 an essay of not more than 15,000 words on a legal topic approved by the School and notified to the University. The essay 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 for examination. The essay must be submitted in duplicate in typescript;

3 an oral examination (unless the examiners otherwise 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 accordance with the following regulations:

candidates are permitted to take into the examination

 a Queen's Printers copy of any statute which the Board of Examiners for the time being has prescribed

 a copy of any other materials which the Board of Examiners for the time being has prescribed.

Personal annotation on statutes and other materials permitted to be taken into the examination is forbidden.

Part-time students may take the examination in two parts; further information is available from the Graduate School Office.

Dates of Examination	Full-time	Part-time
Written	Between 25 August and	Between 25 August and
	15 September	15 September
Essav	1 July	1 July of final year

#### Subjects of Study

Seminars marked with an asterisk in the list below are given by teachers of the School. Those not so marked are given at other Colleges of the University. Students registered at this School must choose at least two subjects marked with an asterisk.

Paper Number	Paper Title	Study Guide Number
2. Law and Soci. 3. Modern Legal 4. Legal History 5. Administrative 6. Public Interest 7. Comparative 8. Comparative 9. Comparative 9. Comparative	History Law	LL6003 LL6156 LL6150
11. Evidence and		ELOOTO
21. Company Lav 22. Insurance		LL6076
<ul><li>23. Marine Insura</li><li>24. Carriage of G</li><li>25. Maritime Law</li></ul>	oods by Sea*	LL6142 LL6140
26. Law of Person 27. Law of Busine 28. Law of Credit	nal Taxation* ess Taxation*	LL6101 LL6100
*Pro-18	11 17 17 1 2 1 and Contain There are seen as	CO 000 words asset he submitted in addition

\*Except for paper 1, Jurisprudence and Legal Theory and paper 2, Law and Social Theory, an essay of 8,000 words must be submitted in addition to the formal examination.

29. 30. 31. 32.	Commercial Arbitration Legal Responsibilities of Banks (half-subject) Corporate Insolvency (half-subject) Corporate Securities Regulations (half-subject)	
41. 42. 43. 44.	Industrial and Intellectual Property*  Modern Information Law (half-subject)  Franchising Law (half-subject)  Aspects of Technology Transfer (half-subject)	LL60
45.	Law of Management and Labour Relations*	LL61
46.	Individual Employment Law*	LL61
47.	Monopoly, Competition and the Law* (Candidates offering this subject may not offer the special subject (b) Community Law relating to Competition in subject 66, European Community Law, nor subject 67 European Community Competition Law)	LL60.
49.	Economic Analysis of Law* International and Comparative Labour Law	LL60.
51. 52. 53. 54. 55.	The Law of Property Development The Law of Charities and Voluntary Organizations The Law of Landlord and Tenant Planning and Environmental Control Law of Estate Planning	
56. 57.	The Law of Restitution* Housing Law: Public Provision and Standards	LL608
61. 62.	Comparative Law of Contract in Roman and English Law Comparative European Law (Candidates taking the Soviet Law option for this subject may not take subject 107, Soviet, East European and Mongolian Law)	
63. 64.	Comparative Criminal Law and Procedure* Comparative Family Law* (Candidates taking this subject may not take Special Subject (h) of 107, Soviet, East European and Mongolian Law. Candidates taking option (4) for this paper – The Law of the Overseas Chinese Communities in Singapore and Hong Kong – may not offer subject 105, Chinese Customary Law)	LL612 LL601
65.	Comparative Conflict of Laws	
66,	European Community Law* (Candidates offering special subject (b) Community Law relating to Competition may not offer subject 47, Monopoly, Competition and the Law, nor subject 67, European Community Competition Law)	LL601
67.	European Community Competition Law* (Candidates offering this subject may not offer the special subject (b) Community Law relating to Competition in Subject 66, European Community Law, nor subject 47, Monopoly, Competition and the Law)	LL603
68. 69.	Comparative Commercial Law of the Middle East Legal Framework of East-West Trade (half-subject; candidates offering this half-subject may not offer the Special Subject (m) in subject 107)	
71.	History of International Law	
72	Methods and Sources of International Law	

Methods and Sources of International Law

73.	Comparative Approaches to International Law	
74.	Law of International Institutions*	LL6048
75.	Law of European Institutions*	LL6049
76.	Air and Space Law I	
77.	Air and Space Law II	
78.	International Law of the Sea*	LL6060
79. 80.	International Economic Law*	LL6054
80.	International Law of Armed Conflict and the Use of Force	
81.	Legal Aspects of Defence Studies	
182.	International Business Transactions*	LL6033
83.	International Law of Natural Resources*	LL6057
84.	Multinational Enterprises and the Law*	LL6061
85.	Legal Aspects of International Finance	
91.	Law of Treaties	
92.	International Protection of Human Rights*	LL6052
101.		
102.		
103.		
104.		
105.	A PROPERTY OF A STATE OF THE ST	
100.		LL6176
10/,	(Candidates taking Special Subject (h) of this subject may not take	LLUITO
	subject 64, Comparative Family Law. (Candidates taking Special	
	Subject (m) of this subject may not take half-subject 69.) Candida	tes
	taking any part of this subject may not take the Soviet Law option und	pr
	subject 62, Comparative European Law)	
	Theoretical Criminology*	LL6121
	Applied Criminology*	LL6122
	Sentencing and the Penal Process*	LL6124
	Juvenile Justice	
115.	Child Law	

### The Degrees of M.Phil. and Ph.D.

The degrees of Master of Philosophy and Doctor of Philosophy may be conferred (in the Faculties of Economics, Arts, Laws and Science as appropriate) in every field for which the School offers teaching.

General regulations and qualifications for admission

The minimum entrance required by the University of London for admission to the M.Phil. or the Ph.D. is a Second Class honours degree, but the School will normally expect candidates to have obtained Upper Second Class honours or qualifications of equivalent standard; candidates wishing to read for a Ph.D. may be expected to have obtained a Master's degree of this or another university.

Candidates whose initial qualifications in the field of study they wish to pursue are held by the School to be insufficient may be required to follow a course of study and to pass a preliminary examination not less than a year before submission of the dissertation.

Students wishing to read for the Ph.D. will normally be registered for the M.Phil. in the first instance, from which they may be transferred to Ph.D. registration (with fully retrospective effect) if their work is of a suitable standard.

The University Regulations specify conditions of registration in certain subjects as follows:

Geography (M.Phil.)

A candidate must normally have obtained a B.A. or B.Sc. degree of the University of London with first or upper second class honours and Geography as the main field of study, or an M.Sc. degree in Geography of the University of London, or other degree accepted as equivalent to these degrees for this purpose. Other candidates may be accepted for registration, but will normally be required to pass a qualifying examination at which the standard will be at least upper second class honours.

History (M.Phil. and Ph.D.)

A candidate shall be required to have obtained a first or second class honours degree in History from a British university or another degree accepted as equivalent for this purpose. A candidate who does not fulfil this condition may be required to pass a qualifying examination before registration. Such candidates will be required to reach at least lower second class honours standard in each paper taken.

Philosophy (Ph.D.)

A candidate who does not possess the M.A. or M.Phil. degree in Philosophy must produce evidence of his competence to undertake research work of the standard required.

Psychology (M,Phil.)

A candidate must normally have obtained a second class honours degree of a UK university or of the CNAA, having Psychology as the main field of study or other degree accepted by the University as equivalent (including an appropriate Master's degree). Other candidates may be accepted for registration but will normally be required to pass a qualifying examination.

Psychology (Ph.D.)

A candidate must normally have obtained a B.A. or B.Sc. degree of the University of London with first or upper second class honours or other degree accepted by the University as equivalent. Other candidates will normally be registered in the first instance for the M.Phil. degree.

Social Administration and Social Work (M.Phil.)

A candidate will be required to hold a degree normally with at least upper second class honours. A candidate holding a degree of a lower classification may be considered for registration but will normally be required to pass a qualifying examination as a condition of registration. A qualifying examination may be prescribed for any candidate.

Statistics (Ph.D.)

A candidate who does not possess a M.Phil. degree in Statistics of the University will normally be required to register in the first instance for the M.Phil. degree.

The course of study

Every student is required to pursue a regular course of study at the School under supervision of a Recognised Teacher or Teachers of the University. In most subjects, however, there are forms of collective assessment and review of students' progress including teachers other than the students' own supervisor. Students may be required to attend formal tuition (and to pass examinations) in subjects relevant to their research, and in research methods. Decisions as to whether or not to recommend their transfer to Ph.D. registration may also be a matter for such a collective decision. Students are advised to come to a clear understanding as soon as possible of what is expected of research students in their subject. In cases of difficulty the Dean of the Graduate School should be consulted.

The course of study will extend over not less than two academic years for full-time students, and two years for part-time students for the M.Phil, or three years for part-time students for the Ph.D. The course length will be calculated in calendar years for students registering at any time other than the beginning of the academic year.

Students registered for the following subjects are expected to attend the programme of studies indicated.

Sociology

Students registered for the M.Phil. in Sociology will normally be required by the Department of Sociology to attend the Research class for M.Phil. students during the first year of their registration. In this course they will be required to present, normally during the Summer Term, a paper of about 2,500 words on the design of their intended research project. This must be of a standard satisfactory to the Sociology Department.

In addition, students may be expected to attend up to two further courses as agreed by their supervisors and the Department during their first year registration. They may be required to attain a standard satisfactory to the Department in either or both of these courses. If a student has an inadequate grounding in methodology, one of these courses may be Design and Analysis of Social Investigation.

Economics

A structured programme will normally be followed by students for the M.Phil./Ph.D. in Economics. The goal of the programme is to facilitate the transition from M.Sc. work to active research by incorporating an element of directed course work in the first year. In addition to course work, participation in research training is required in the first year of work towards the M.Phil./Ph.D.

The traditional M.Phil./Ph.D. essentially by thesis only is available at the discretion of the Economics Department. Typically this discretion is exercised for students who have gained professional experience and have a well-formulated research programme.

The course work in the first year has four elements, two courses and two seminars. The course normally are Topics in Economic Analysis and one other course suited to the student's research interests to be agreed individually with the Department. The seminars are one in Research Strategy 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 Paper Title Study Guide Number
1. Topics in Economic Analysis Ec2495

Normally a paper from the M.Sc. in Economics to be approved by the Department

In addition, students will be required to participate in the following:

Seminar in Research Strategy

A seminar for research students in Economics

Retrospective transfer to the Ph.D.

If, as a result of the process of assessment and review referred to in 'The course of study' above, it is decided that a student's work is appropriate to registration for the Ph.D. degree, the student may be transferred to registration for the Ph.D. provided that the student's entrance qualifications have been approved for registration for the Ph.D. degree. The University's permission for transfer may be sought on behalf of those students whose qualifications have not been approved for Ph.D. registration. Where this is permitted, the student may be allowed to count for all or part of the period of registration for the M.Phil. degree, towards registration for the Ph.D. degree.

### Leave of absence for research

Leave of absence, under proper conditions, may be permitted if the material for the thesis exists elsewhere. A student granted leave of absence must in addition be in attendance at the School during the period of registration for the degree for not less than three terms (six terms for part-time students for the Ph.D.); neither the first nor the last term of the minimum course can be counted as leave of absence.

#### Thesis requirements

As soon as possible after registration, students should decide with their supervisor(s) the subject of their research and inform the Graduate School Office. Subsequent changes of the field of research should also be reported to the Graduate School Office since, if they are substantial or have been made long after registration, they may need the consent of the Graduate School Committee. The final thesis title must be approved by the Committee, on the recommendation of the supervisor(s) (see the section on Examination Arrangements below).

The greater portion of the work submitted in a thesis must have been done after the registration of the student as a candidate for the M.Phil. or the Ph.D. degree.

The thesis must consist of the candidate's own account of his or her research. It may describe work done in conjunction with his or her supervisor and/or fellow research workers, provided that the candidate clearly states his or her personal share in the investigation, and that this statement is certified by the supervisor.

The candidate must indicate how far the thesis embodies the result of his or her own research or observation, and in what respects his or her investigations appear to him or her to advance the study of the subject. Work already published (including that published in joint names) may be included only if it forms an integral part of the thesis and thereby makes a relevant combination to the main theme of the thesis. A series of publications alone is not acceptable as a thesis. All theses must include a full bibliography and references.

A candidate will not be permitted to submit a thesis which has been submitted for a degree or comparable award in this or any other university or institution, but a candidate shall not be precluded from incorporating work already submitted for a degree in this or any other university or institution in a thesis covering a wider field, provided that the candidate shall indicate on the entry form and also on the thesis any work which has been so incorporated.

An M.Phil. thesis shall be either a record of original work or an ordered and critical exposition of existing knowledge in any field. In the following fields the thesis or dissertation for the M.Phil. degree shall not normally exceed the number of words indicated, but a candidate wishing to exceed the prescribed limit may apply for permission to the University through the supervisor, such application being made at least six months before the presentation of the thesis or dissertation.

Fields in the Faculty of Economics: 55,000.

Geography: 40,000

History: 75,000 (inclusive of footnotes and appendices, other than documentary or statistical appendices, but exclusive of bibliography). This number of words does not apply to editions of a text or texts.

Philosophy: 30,000 (nor be less than 25,000)

Social Administration: 55,000 (inclusive of footnotes and appendices, but exclusive of bibliography).

A Ph.D. thesis must form a distinct contribution to the knowledge of the subject and afford evidence of originality, shown either by the discovery of new facts or by the exercise of independent critical power. It must be written in English and the literary presentation must be satisfactory, and, if not already published in an approved form it must be suitable for publication either as submitted or in an abridged or modified form.

In the following fields the thesis shall not normally exceed the number of words indicated but a candidate wishing to exceed the prescribed limit may apply for

permission to the University through the Graduate School Office, such application being made at least six months before the presentation of the thesis:

Anthropology: 100,000, excluding notes, bibliography and appendices.

Economics and Sociology: 100,000, inclusive of footnotes and appendices, but exclusive of bibliography; this regulation does not apply to editions of a text or texts. Geography and Philosophy: 75,000

History: 100,000, inclusive of footnotes and appendices, other than documentary or statistical appendices, but exclusive of bibliography.

Social Administration: 100,000 words inclusive of footnotes and appendices, but exclusive of bibliography.

#### Use of confidential material in theses

As indicated below, access to successful M.Phil. or Ph.D. theses may be restricted, but the University will not allow access to be restricted if the reason given is that the thesis contains sensitive or confidential material. To satisfy the criteria for the award of a research degree, theses should be available for teaching and study purposes, and should be based on material that can be checked; the University believes that these should not be based on evidence which cannot be substantiated or tested by other researchers or which is given under conditions which render the thesis inaccessible to other researchers.

#### Collection of material outside the School

Research students wishing to issue questionnaires or collect unpublished material outside the School must secure their supervisor's approval before doing so; if the School's address is to be used, the text of any communication must be approved by the supervisor before it is sent.

#### **Examination arrangements**

Research degree students are asked to discuss with their supervisor(s) arrangements for the submission of their theses at least a year before their proposed date of submission, so as to avoid administrative difficulties.

### Thesis Title and Requirements

The final thesis title should be submitted, with the supervisor's recommendation, to the Graduate School Committee through the Graduate School Office, about nine months before the proposed date of submission.

For the University's Regulations concerning the length of the thesis, see the regulation for each degree (above).

The University's detailed instructions on layout and presentation are issued to candidates with the examination entry form.

#### Entry for Examination

Examination entry forms are available from the Graduate School Office, and should be returned about three or four months before the proposed date of submission. With the entry form, every candidate is required to submit a signed statement authorising the University to make the thesis available for public reference, inter-library loan, photocopying, micro-filming and publication in a list and central file of abstracts; a copy of the full text of this declaration is available from the Graduate School Office. Candidates may apply to the University to retain the sole right to grant access to the thesis for up to five years (but not on the grounds of confidentiality, see "Use of confidential material in theses" above).

Candidates are invited to submit as subsidiary matter in support of their candidature any printed contribution or contributions to the advancement of the subject which they

may have published independently or conjointly. If candidates submit such subsidiary matter they will be required to state fully their own share in any conjoint work.

The thesis or dissertation may be submitted on or after the first day of the month following that in which the prescribed course is completed. A candidate who is required to pursue a course extending over a specified number of academic years will be permitt to submit the thesis or dissertation on or after I June of the relevant year.

A candidate who will not be ready to submit the thesis or dissertation at the end of the prescribed course may defer submission of the form of entry up to one calendar year from the completion of the course. A candidate who does not submit the form of entry within one calendar year may apply to the School for permission to enter the examination.

If a candidate has not submitted the thesis or dissertation for examination within eighteen months after submission of the form of entry for the examination the entry will

Every candidate who is unsuccessful at the examination will be required on re-entry to comply with the regulations in force at the time of re-entry.

Candidates are reminded that the decision to submit a dissertation or thesis in any particular form rests with the candidate alone and that the outcome of the examination is determined by two or more examiners acting jointly.

#### Examination

- For the purpose of the oral, practical or written examination held in connection with a thesis or dissertation, candidates will be required to present themselves at such a place as the University may direct and upon such a day or days as shall be notified.
- After the examiners have read the thesis or dissertation they may, if they think fit, and without further test, determine that the candidate has not satisfied them in the examination.
- Except as provided in paragraphs (b) and (e), the examiners, after reading the thesis or dissertation, shall examine the candidate orally, and at the discretion, by written papers or practical examinations or by both methods on the subject of the thesis or dissertation, and if they see fit, on subject relevant thereto.
- (d) If a thesis or dissertation is adequate, but the candidate fails to satisfy the examiners at any practical or written examination, the examiners may determine that the candidate be exempted on re-entry from presentation of a thesis or a dissertation and permitted to submit to a further practical or written examination within a period specified by them not exceeding twelve month for the M.Phil. and eighteen months for the Ph.D. If a thesis or dissertation is adequate, but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis or dissertation, and submit to a further oral examination within a period specified by them not exceeding twelve months for the M.Phil. and eighteen months for the Ph.D.
- If the thesis or dissertation, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present the thesis or dissertation in a revised form within twelve months for the M.Phil., or eighteen months for the Ph.D. Examiners shall not. however, make such a decision without submitting the candidate to an oral examination. The examiners may at their discretion exempt from a further oral examination on re-presentation of his thesis or dissertation a candidate who under this regulation has been permitted to re-present it in a revised form-The examiners may require the candidate to make within one month specified amendments to their satisfaction or that of one of their number nominated by them.

If, after completion of the examination including the oral examination or reexamination for the Ph.D., the examiners determine that a candidate has not reached the standard required for the award of the degree nor for the representation of the thesis in a revised form for that degree, they may determine, if they think fit, that the candidate has reached the standard required for the award of the M.Phil. subject to any minor amendments which may be required. Following such a decision of the examiners, the following conditions and procedures will apply:

(i) The candidate will be informed that he has been unsuccessful at the examination for the Ph.D., but that he has reached the standard required for the award of the M.Phil., and that he may be considered for the award of the M.Phil. if he indicates within two months that he wishes to be so

considered.

(ii) A candidate who indicates that he wishes to be considered for the award of the M.Phil. under this regulation will be not required to submit the thesis or dissertation, as may be required under the regulations for the M.Phil. or to undergo an oral examination thereon, but will be required to fulfil the requirements for the M.Phil. examination in all other respects including the passing, at the next following occasion on which they are held, of any required written papers or other required tests prescribed for the M.Phil. in the relevant field.

(iii) If additional forms of examination are prescribed, the candidate will be informed that he must satisfy the examiners in such forms of examination, and that if he fails, re-entry will be governed by the regulations for the

M.Phil. so far as applicable.

(iv) A candidate who applies for the award of the M.Phil. under these regulations must make any amendment that may be required by the

examiners within a period of one month.

A candidate who has reached the standard for the award of the M.Phil. who does not indicate that he wishes to be considered for the award of that degree within the period given in (a) above, will be informed that he has failed to satisfy the examiners for the Ph.D. and that he may no longer be considered for the award of the M.Phil.

Subsequent consideration of a candidate's representations regarding the assessment of his submission may be arranged under procedures approved by the Senate of the University.

Notification of results

Every candidate will be notified by the University of the result of his examination after the examiners have reached a decision.

A diploma under the Seal of the University shall subsequently be delivered to each candidate who has been awarded a degree.

N.B. The School reserves the right to ask the University to withhold the award of the degree to a candidate owing fees to the School.

### Dates of Examinations

1985-1986

### First Degrees

The main period of examination in 1986 for the following School-based degrees will be from Tuesday 27 May to Friday 13 June:

B.Sc. (Econ.) Parts I and II

LL.B.

B.Sc. Degree } by course units

For these degrees, the completion of the Selection of Papers form and later amendments on a Course Change form serve as a provisional examination entry. Candidates will be required to complete a *confirmation* of examination entry in Lent Term. Candidates will have to obtain the signature of their tutor on the Confirmation of Entry form. The tutor will be asked to certify that he/she is satisfied with the attendance at teaching, the work and progress of the candidate and to approve his/her entry for the examination in each paper.

The detailed examination timetable, setting out the times and places for the examination in each paper, will be published at the beginning of the Summer Term.

For the following University-based degrees, a special examination entry form must be completed:

B.A. History

B.Sc. Social Science and Administration

The closing dates for entry and the examination timetable for papers in these courses will be published by the University.

### General Course Examinations

The timetable and examination entry procedures for General Course candidates are in general the same as those given above. However, if a candidate is taking a graduate course and examination, the date of the examination will be determined within the timetable for the relevant graduate course.

### Diplomas

The timetable and examination entry procedures for Diploma Students are in general the same as those given above. Different arrangements apply for the Diplomas in Social Planning in Developing Countries and Social Policy and Administration (students will be notified individually of the arrangements) and for the University Diplomas in Law and in International Law (arrangements are described in the course entries in the preceding pages).

#### Master's Degrees

Students registered in the Graduate School should obtain their entry forms from the Graduate School Office at least one month before the closing date. The entry procedure is described in detail in the section 'Master's Degrees' in the preceding pages.

N.B. Although every endeavour is made to ensure accuracy in the following dates, students are advised in all cases to consult the University Regulations, which alone are authoritative.

M.Sc. Entry closes

Examination begins

M.A. Areas Studies, History Entry closes Examination begins LL.M.

Entry closes Examination begins 1 February 1986 for June examination (including candidates for September branches who have chosen an optional paper which is examined in June) 1 May 1986 for September examination Either 11 June 1986 or 1 September 1986 according to subject

1 February 1986 11 June 1986

1 May 1986 25 August 1986

### Part III: Study Guides

This part of the Calendar presents detailed information about the teaching provided in the School. Each teaching department has its own section. Each departmental section contains

- a) a list of lecture and seminar courses offered by the department, cross-referenced
- b) Study Guides, setting out syllabuses, reading lists, and other essential information about teaching and examinations.

The introductory course "The Social Sciences: An Historical Introduction" is described below as an example of the layout for each departmental section.

The lecture and seminar lists and the Study Guides are in numeric sequence. Both series have a common departmental prefix (e.g. Ac for Accounting; Ec for Economics), but after the prefix, the series differ.

Lectures and seminars have a three-digit number series. This number, and indeed the list itself, are used in the Sessional Timetable, published each August, setting out the times, places and beginning dates of the lectures and seminars in the coming session. Against each lecture/seminar is indicated the number of meetings and the term(s) in which they take place (M=Michaelmas, L=Lent, S=Summer).

Study Guides for the most part have a four-digit number series: the four-digit number is the examination subject code used in the University's computer systems. Most Study Guides relate to examinable courses identified in the regulations for one or other degree or diploma, and they set out the syllabus, information on prerequisites and the scope of the course, the preliminary reading list, essential cross-references to the lectures, seminars and classes each candidate must attend, and the details of the examination arrangements and methods of assessment.

Some Study Guides have a three-digit number. These Guides relate to a specific lecture or seminar in the lecture and seminar list. They contain the syllabuses and reading lists of courses which are not set out in the Study Guide for any single examinable course. They are typically courses of interest to broad groups of students. Students should carefully consider these courses and attend any which they feel will give them valuable background, even if they do not focus on elements of the syllabus for a specific examination.

Regular students (see definition in the section "Admission of Students") are at liberty to attend any course of lectures except those where a limitation is indicated either in the Study Guide or in the lecture and seminar list (courses marked by an asterisk). At the end of the Study Guides, there is an index of subjects covered in the lectures and seminars given at the School. The index provides a cross-reference to the relevant Study Guide(s). The index is intended to help students identify the courses and the teachers dealing with any of the subjects he or she may be interested in.

Degree and Diploma students should first read the Regulations for their particular degree, governing the choice of examination subjects. These refer them to the Study Guide for each examination paper which in turn refer to the Sessional Timetable.

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

Department	Prefix	Page
Accounting and Finance	Ac	344
Anthropology (Social)	An	353
Business Studies	BS	362
Economics	Ec	363
Economic History	EH	404
Geography	Gy	425
Government	Gv	450

Industrial Relations	Id	491
International History	Ну	499
International Relations	IR	522
Languages	Ln	549
Law	LL	556
Philosophy	Ph	600
Population Studies	Pn	612
Psychology (Social)	Ps	623
Social Science and Administration	SA	638
Sociology	So	673
Statistical and Mathematical Sciences	SM	696
Sea-Use Courses	SU	741
Index of Subjects for Study Guides		742
Index of Teachers for Study Guides		758

### INTRODUCTORY COURSE

This section is in two parts. The first part lists lectures and seminars. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

### Lectures and Seminars

Lecture/ Seminar Number			Study Guide Number
GC100	The Social Sciences: an Historical Introduction Professor D. G. MacRae	20/ML	GC100

### Study Guides

GC100

The Social Sciences: an Historical Introduction

Teacher Responsible: Professor D. G. MacRae, Room A454B (Secretary, Mrs. Jean Ridyard, A451) Course Recommended for any interested students, particularly first-year students, General Course and Beaver ollege students; also relevant for research students.

Teaching Arrangements: Twenty lectures, Michaelmas and Lent Terms.

Syllabus: Michaelmas Term; historical background to 1776; Lent Term: from 1776 to 1963.

Examination Arrangements: examinable for General Course and other appropriate students either in toto or

### **ACCOUNTING AND FINANCE**

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

Lectures and Schillia	ars	Semina	and	Lectures
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Lecture	of		No. of London
Semina Number	ir		Study Guide Number
Ac100	Elements of Accounting and Finance Mr. C. J. Napier, Ms. J. F. S. Day and Ms. J. Rutterford	40/ML	Ac1000; Ac1001
Ac103	Managerial Accounting: Accounting Information Systems Dr. M. Walker	8/M	Ac1021
Ac104	Managerial Accounting: Accounting for Management Decisions	22/MLS	Ac1021
Ac106	Financial Accounting Mr. C. W. Noke, Professor B. Carsberg and Mr. C. J. Napier	22/MLS	Ac1120
Ac108	History of Accounting (Not available 1985–86) Mr. C. J. Napier	10/L	Ac1121
Ac109	Introduction to Auditing Mr. C. J. Napier	10/M	Ac1121
Ac110	Accounting and the Law Mr. C. W. Noke	10/L	Ac1121
Ac111	Stock Exchange Investment Ms. J. Rutterford	10/L	Ac1121
Ac113	Financial Management and the Smaller Business Professor S. Dev	10/M	Ac1121
Ac114	Basic Programming for Accounting and Finance Dr. M. Walker	Arranged by t	he
Ac120	Business Finance for Trade Union Studies Course Mr. J. W. Smith	10/L	31 1
Ac155	Corporate Finance Dr. M. Walker and Ms. J. Rutterford	20/MLS	Ac2000

Lecture/ Seminar Number			Study Guide Number
Ac156	Advanced Financial Accounting Professor B. Carsberg, Professor H. C. Edey, Professor W. T. Baxter, Mr. C. J. Napier and Mr. C. W. Noke	29/MLS	Ac2001
Ac157	Advanced Management Accounting Professor S. Dev	11/ML	Ac2002; Ac2003
Ac158	Financial Planning and Control in Decentralised Firms	11/LS	Ac2002; Ac2003
Ac159	Financial Statement Analysis Ms. SI. Ung and Ms. J. Day	11/LS	Ac2002; Ac2003
Ac161	Financial Management and Reporting for the Multinational Firm Professor B. Carsberg, Ms. J. Rutterford and Mr. Mitchell	11/LS	Ac2002; Ac2003
Ac162	Research Topics in Accounting and Finance (Not available 1985–86) Professor B. Carsberg and others	10/MLS	
Ac163	Information Analysis and Financial Reporting Dr. M. Walker	11/ML	Ac2002; Ac2003
Ac170	Financial Reporting and Management Dr. M. Walker and Ms. J. F. S. Day	15/MLS	Ac2150

### Study Guides

### Ac114

# Basic Programming for Accounting and

Teacher Responsible: Dr Martin Walker, Room A382 (Secretary, Claudine Chouchan, A385)

Course Intended Primarily for B.Sc. (Econ.) Part I students who intend to specialise in Accounting and Finance at Part II. Diploma in Accounting and Finance. M.Sc. in Accounting and Finance.

Scope: This non-examined course is designed for students who have not studied computing before and who do not plan to take a course provided by the Department of Statistical and Mathematical Sciences at LSE. The aim of the course is to introduce students to the use of microcomputers for dealing with problems of an accountancy or finance nature. B.Sc. (Econ.) Accounting and Finance students who complete the course will have sufficient knowledge to take Ac103 Accounting Information Systems (see Study Guide Ac1021) in their second year.

Syllabus: The main topics covered in the course will be: using the machine as a calculator; typing and saving programs on disc; the main BASIC programming steps; processing of vectors and matrices; how to produce readable output; processing words and sentences; saving data on disc; introduction to procedures; random numbers.

Pre-requisites: None.

Teaching Arrangements: BASIC Programming: A set of self-study notes for students to teach themselves BASIC programming is available from Miss Chouchan (A385) (see Reading List below). Students are advised to commence their study and practice of BASIC as soon as possible, as the microcomputers will be heavily used throughout the Lent Term. Classes: Ac114 A weekly 'surgery' will be run by Dr Walker in the Lent

Computing Equipment: Students taking this course will be permitted to use the BBC microcomputers in the Accounting and Finance Computing Room (A376), A booking system is in operation and all students should book times, and make arrangements to collect and return the key, with Miss Chouchan.

Written Work: To test the student's understanding, four exercises are to be attempted during the Lent Term. Sample solutions will be provided.

Reading List: M. Walker, BASIC Programming for Accounting and Finance (available only from Room

Examination Arrangements: There is no examination for this course.

### Ac120

### **Business Finance for Trade Union Studies Course**

Teacher Responsible: Mr. J. W. Smith

Course Intended Primarily for the Trade Union Studies

Teaching Arrangements: Lectures: Ac120, Lent Term.

### Ac162 Research Topics in Accounting and

### (Not available 1985-86)

students

Teachers Responsible: Professor Bryan Carsberg, Room A384 (Secretary, A383) and others. Course Intended Primarily for M.Sc. and research

Teaching Arrangements: Ten meetings (Ac162) Sessional.

### Ac1000

### Elements of Accounting and Finance

Teacher Responsible: Mr. Christopher J. Napier, Room A310 (Secretary, Claudine Chouchan, A385 Course Intended Primarily for B.Sc. (Econ.) Part I I(d B.Sc. (Econ.) Part II IV Industry and Trade 6 & 7 2nd or 3rd year, VII Accounting and Finance 8 (b) 2r year (if not taken at Part I), XII Computing 4 (e) 2r or 3rd year, Non-specialist students (approved outside option).

B.Sc. (Maths/Stats/Comp/Actuarial Science). (Management Sciences) Course Unit 340/1000 1

Diploma in Accounting and Finance 1 and 2 Diploma in Business Studies 1, 2 and 3

Diploma in Economics 2, 3 and 4 (j)

Diploma in Management Sciences V (a)

Scope: The aim of the course is to introduce studer to the preparation, uses and limitations of accoun information and to the problems of finance an

Syllabus: The course is divided into four modules: (1 Balance sheets, funds statements, income accounts and other accounting statements relating to past events and planned activities: their construction, use and

(2) Accounting conventions: their nature, purposes and limitations. Standard accounting practices, Legal and economic considerations, including elements of

(3) Nature and risks of finance and investment, with particular reference to stock market investment.

(4) Problems of valuation; management accounting and budgeting.

Pre-Requisites: None.

Teaching Arrangements: Lectures: Ac100 Elements of Accounting and Finance: 40 lectures.

There will be two lectures each week during Michaelmas and Lent Terms. Lecturers are:

Ms. J. F. S. Day (Room A315)

Mr. C. J. Napier (Room A310)

Ms. J. M. Rutterford (Room A307)

Classes: A total of 21 weekly classes commencing in the second week of Michaelmas Term. Ac100(a) for B.Sc. (Econ.) Part I students intending to specialise Accounting and Finance at Part II, and alread attached to the Department of Accounting and Finance, (their personal tutor will act as class teacher Ac100(b) for non-specialists and Ac100(c) for Diploma and M.Sc. students. For non-specialists, class teachers may be members of the School's full-time teaching staff or be part-time teachers.

Written Work: Class exercise sets prepared by the turers will be distributed at the beginning of each fule. These sets include both numerical and ssion questions. Students will be expected to gare answers to all exercises and these will be ssed in class and handed in to class teachers for rutiny at the end of the class concerned. Detailed ution notes for each exercise will be given out by lass teachers.

Reading List: Students are advised to purchase the wing books:

M. W. E. Glautier & B. Underdown, Accounting Theory and Practice (2nd edn., Pitman, 1982); and 2) M. W. E. Glautier, B. Underdown & A. C. Clark, Basic Accounting Practice (2nd edn., Pitman, 1980)

G. Cummings, Investors' Guide to the Stock Market (3rd edn., Financial Times, 1984) or G. Goff, Theory and Practice of Investment (4th

dn. Heinemann, 1982).

applementary Reading: This will be specified in the Mailed Course Programme and Reading List which will be distributed at the first lecture in each module. Examination Arrangements: There is a three hour itten examination in the Summer Term. The ation paper will consist of three sections, as

non A (30% of total marks): Between 10 and 15 rt questions, all to be answered;

tion B (30% of total marks): a computational

tion C (40% of total marks): 4 questions involving both computational and discussion parts, each stion carrying 20% of the total marks, 2 to be

### Ac1001

### Elements of Accounting and Investment for Actuarial Science

Teacher Responsible: Mr. Christopher J. Napier, m A310 (Secretary, Claudine Chouchan, A385) Course Intended Primarily for B.Sc. (Maths/Stats/ Actuarial Science) Course Unit 340/1001 1st

pe: The aim of the course is to introduce students e preparation, uses and limitations of accounting ation and to the problems of finance and

Syllabus: The course is divided into four modules: (1) ance sheets, funds statements, income accounts and er accounting statements relating to past events and ed activities: their construction, use and

accounting conventions: their nature, purposes and tations. Standard accounting practices. Legal and considerations, including elements of

Nature and risks of finance and investment, with cular reference to stock market investment. 4) Problems of valuation; management accounting

nd budgeting. Pre-Requisites: None.

leaching Arrangements: Lectures: Ac100

Elements of Accounting and Finance: 40 lectures. There will be two lectures each week during Michaelmas and Lent Terms. Lecturers are:

Ms. J. F. S. Day (Room A315) Mr. C. J. Napier (Room A310)

Ms. J. M. Rutterford (Room A307)

Classes: Ac100(b): a total of 21 weekly classes commencing in the second week of Michaelmas Term. Ac100(d): five classes in Lent and Summer Terms.

Written Work: Class exercise sets prepared by the lecturers will be distributed at the beginning of each module. 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 handed in to class teachers for scrutiny at the end of the class concerned. Detailed solution notes for each exercise will be given out by class teachers.

Reading List: Students are advised to purchase the following books:

(1) M. W. E. Glautier & B. Underdown, Accounting Theory and Practice (2nd edn., Pitman, 1982); and (2) M. W. E. Glautier, B. Underdown & A. C. Clark, Basic Accounting Practice (2nd edn., Pitman, 1980);

(3) G. Cummings, Investors' Guide to the Stock Market (3rd edn., Financial Times, 1984); or

T. G. Goff, Theory and Practice of Investment (4th edn., Heinemann, 1982).

Supplementary Reading: This will be specified in the detailed Course Programme and Reading Lists which will be distributed at the first lecture in each module. Examination Arrangements: There is a three hour written examination in the Summer Term. The examination paper will consist of three sections as

Section A (30% of total marks): between 10 and 15 short questions, all to be answered;

Section B (30% of total marks): a computational

Section C (40% of total marks): 4 questions involving both computational and discussion parts, each question carrying 20% of the total marks, 2 to be answered. In this section, the questions will cover finance and investment topics.

### Ac1021

### Managerial Accounting

Teacher Responsible: To be arranged.

Course Intended Primarily for B.Sc. (Econ.) Part II, VII Accounting and Finance, 1, 2nd year.

Non-specialist students (approved outside option) 2nd or 3rd year.

B.Sc. (Maths/Stats/Comp/Actuarial Science), (Management Sciences) Course Unit (340/1020) 2nd or 3rd year.

Diploma in Accounting and Finance, 1.

Diploma in Business Studies, 1, 2 and 3(a) (ii).

Scope: The aim of the course is to introduce students to the theory and practice of decision-making and control within the firm. It deals principally with the problems of private sector industry and provides an insight into the relationship between Management Accounting, Microeconomics, and operations

research. The course also reviews and develops techniques for the collection, validation and control of financial data.

Syllabus: Accounting for Management Decisions (represents about three-quarters of the course). Introduction to decision theory, cost-behaviour patterns, cost-volume-profit analysis, price-output decisions, budgeting, budgetory control, cost allocation problems, transfer pricing, control of investment

Accounting Information Systems (represents about one-quarter of the course). Basic features of the accounting information system. Internal control. Analysis and description of accounting systems. Introduction to computerized systems.

Pre-Requisites: Elements of Accounting and Finance. Teaching Arrangements: Accounting for Management Decisions; 22 lectures (Ac104), 21 classes (Ac104a). Accounting Information Systems; 8 lectures (Ac103), 4 classes (Ac103a).

Written Work: Students will be expected to produce a piece of written work for each class. The work will be set by the lecturer for the course and will normally comprise an exercise requiring the application of the general principles covered in the lectures to a practical

Main Reading List: J. Arnold and T. Hope, Accounting for Management Decisions (Prentice-Hall); R. S. Kaplan, Advanced Management Accounting (Prentice-Hall); J. Page and P. Hooper, Accounting and Information Systems (Prentice-Hall).

Examination Arrangements: A three hour formal examination will take place in the Summer Term.

### Ac1120

### Accounting and Finance II

Teacher Responsible: Christopher Noke, Room A311 (Secretary, Jean Knowles, A385)

Course Intended Primarily for B.Sc. (Econ.) Part II, VII Accounting and Finance, 2. Diploma in Accounting and Finance, 2(b).

B.Sc. (Econ.) students will normally follow lecture course Ac102 in year 2 and lecture course Ac106 in

Scope: The purpose of the course is to study the theory and practice of financial reporting by limited companies. Accounting practices are examined in the light of their historical development, legal requirements and economic theories of income, value and capital. The course also reviews and develops the techniques for the collection, control and organisation of financial data covered in the paper Elements of Accounting and

Syllabus: Ac102 Accounting Information Systems. Basic features of the accounting information system. Internal control. Analysis and description of accounting systems. Introduction to computerized

Ac106 Financial Accounting. Financial accounting with particular reference to company accounts. Standardisation of practice and inflation accounting. The measurement of income, costs and depreciation. The valuation of assets and firms. Current issues and empirical research in financial accounting.

Pre-Requisites: This course is normally available only to Accounting and Finance specialists all of whom w have the requisite background.

Teaching Arrangements: Ac102: Eight weekly lectures and four classes given in alternate weeks by Dr Walker in Michaelmas Term (beginning week 2).

For Diploma in Accounting and Finance: Lent Terr Ac106: 22 lectures given by Mr Noke, Profess Carsberg and Mr Napier, Sessional.

Ac106(a): Fifteen classes will accompany the Ac106 lecture course and will be held as follows: 8 class weekly in Michaelmas Term beginning in week 3 classes, fortnightly, in Lent Term; 2 classes in Sun Term. For third year B.Sc. (Econ.) Accounting a Finance specialists their Ac106(a) teacher will also be their personal tutor.

Written Work: For Ac102, there will be a series of four class exercises.

For Ac106(a), students will be expected to produce written work for each class and to submit this to their class teacher at the end of the class. The work will be set by the lecturers for the course and will norm comprise an exercise requiring the application to practical problem of the principles covered in lectures and reading, together with a critical analy of the underlying assumptions. Students will required to make presentations of their work and contribute to class discussion which will develop problems and principles involved in the weekly of exercise. Outline solutions will be provid subsequently for most class exercises.

Reading List: For Ac102: J. Page and P. Hoop Accounting and Information Systems (Prentice-Ha 2nd edn., 1982).

For Ac106: W. T. Baxter, Inflation Accounting (Ph Allan, 1984); W. T. Baxter & S. Davidson, Studie Accounting (ICAEW, 3rd edn., 1977); H. C. Edey B. S. Yamey (Eds.), Debits, Credits, Finance Profits (Sweet & Maxwell, 1974); ICAEW, Account Standards (latest edn.); T. A. Lee Developments Financial Reporting (Philip Allan, 1981); R. H. Macve, A Conceptual Framework for Financial Account and Reporting (Accounting Standards Comm 1981); R. H. Parker & G. C. Harcourt (Eds.), Read in the Concept and Measurement of Income (C.U. 1969); G. Whittington, Inflation Accounting: introduction to the debate (C.U.P., 1983).

Journal articles and readings on current issues to empirical research will be specified on the deta Course Programme and Reading List given out at first lecture of Ac106. Books which students may w to purchase will also be recommended then.

Examination Arrangements: A three-hour fo examination will take place in the Summer Te Normally candidates are required to answer for questions.

### Ac1121

### Accounting and Finance III

Teacher Responsible: Christopher Noke, Room A31 (Secretary, Jean Knowles, A385)

Course Intended Primarily for B.Sc. (Econ.)

Part II VII Accounting and Finance, 3(a), 3rd year.

Scope: The aim of the course is to enable students to mine in greater depth some of the principles and hlems introduced in other Accounting and Finance urses at the School.

vilabus: Further study of topics selected from the abus of Accounting and Finance I and II. Students select any two of the following topics for detailed

History of Accounting (Not available 1985-86)

general survey of the historical development of nting. Topics covered include: the early nent of double-entry bookkeeping; accounting erature and practice in the 17th and 18th centuries; influence of accounting on economic growth; malisation of the historic cost convention; the opment of corporate financial reporting. phasis will be placed on factors influencing present nting practices in the United Kingdom.

### 109: Introduction to Auditing

The course is intended to provide those pursuing a ad business career with an understanding of the role the auditor in modern society. The professional and egal environment of the auditor. Auditing Standards and Guidelines including the concepts of accounting ms, internal control, accounting cycles and fability. Concept of the true and fair view including teriality, consistency, substance versus form and national comparisons. Reporting on financial ents. Fraud. Contemporary audit issues. anting and auditing trends.

### 110: Accounting and the Law

influence of the law on accounting thought and ctice, with particular reference to the development the law relating to financial reporting and capital enance since 1844. EEC harmonisation of pany law and accounting. The cost and benefits of ly required disclosure. Topical legal issues relating pany accounting. Valuation of shares for legal

### Acilli Stock Exchange Investment

tion of fixed interest securities and equities. ication of portfolio theory and the capital asset model. Efficient Market Hypothesis. nent strategy and type of investor. International ects of investment. Students will have the ortunity of making real investment decisions using iques acquired during the course.

## c113: Financial Management and the Smaller

he course is analytical rather than descriptive and is med with businesses other than those with shares ted on the Stock Market, though some of the topics be discussed are relevant to all businesses. The rse deals with the setting up of a business and, ming the business is successful, its eventual sion. The middle part of the course will develop in management accounting topics considered efly in Accounting and Finance I. Topics covered lude: partnership or limited company?; sources of ance; financial structure; marketing strategy; orking capital management; financial statement alysis; valuation; the unlisted securities market.

Teaching Arrangements: Ac109: Ten one-hour

lectures given in the Michaelmas Term by Mr. Napier. Ac109(a): Students will be divided into two groups for classes and each group will attend six one-hour classes in the Michaelmas Term and one in the Lent Term. Classes will be taken by Mr. Napier.

Ac110: Ten one-hour lectures given by Mr. Noke in the Lent Term.

Ac110(a): Five one-hour classes given by Mr. Noke fortnightly, four in the Lent Term and one in the Summer Term.

Ac111: Ten one-hour lectures given by Ms. Rutterford in the Lent Term.

Ac111(a): Ten one-hour classes given weekly by Ms. Rutterford in the Lent and Summer Terms.

Ac113: Ten one-hour lectures given by Professor Dev in the Michaelmas Term.

Ac113(a): Five one hour classes given by Professor Dev fortnightly, four in the Michaelmas Term and one in the Lent Term.

Written Work: Ac109: Students will be required to prepare topics for discussion in each class. In addition they will be required to write two essays to be submitted for assessment.

Ac110: As Ac109.

Ac111: Students will be expected to prepare classwork both individually and in groups for presentation in class and for handing-in.

Ac113: As Ac109.

Reading List: Detailed Course Programmes and Reading Lists will be distributed at the first lecture for each of the topics. However, the following brief guide is offered:

Ac108 M. Chatfield, A History of Accounting Thought (Krieger, 1977); A. C. Littleton & B. S. Yamey (Eds.), Studies in the History of Accounting (Arno Press, 1978); T. A. Lee & R. H. Parker (Eds.), The Evolution of Corporate Financial Reporting (Nelson, 1979).

Ac109 M. J. Pratt, Auditing (Longman); E. Woolf, Auditing Today (Prentice-Hall).

Ac110 No books are recommended for purchase. Reference should be made, inter alia, to: T. A. Lee & R. H. Parker (Eds.), The Evolution of Corporate Financial Reporting (Nelson); Essay by Edey & Panitpakdi in A. C. Littleton & B. S. Yamey, Studies in the History of Accounting (Arno Press); G. J. Benston, Corporate Financial Disclosure in the U.K. and the U.S.A. (Saxon House); Hamilton Baines, Share Valuations (Heinemann); L. H. Leigh & H. C. Edey, Companies Act 1981 (Butterworths).

Ac111 J. M. Rutterford, An Introduction to Stock Exchange Investment (Macmillan, 1983). This text has been written for the course.

Ac113 HMSO, CMND.7503, The Financing of Small Firms; M. Firth, Management of Working Capital; M. Binks & J. Coyne, The Birth of Enterprise (Hobart Paper Institute of Economic Affairs).

Examination Arrangements: Students sit a formal three-hour written examination. The paper will be divided into sections one for each of the above topics and each containing either four or five questions.

The instructions are normally as follows: Candidates must attempt a total of FOUR questions chosen from any TWO sections; questions must not be chosen from more than two sections.

Teacher Responsible: Janette Rutterford, Room A307 (Secretary Jean Knowles, A385)

Course Intended Primarily for M.Sc.

Accounting and Finance, I.

Scope: The aim of the course is to enable students to be aware of and understand the latest theoretical and empirical developments in corporate finance, and to examine how they may be applied to actual business problems.

Syllabus: The course examines methods of analysing investment and financing decisions of private sector companies. Topics covered include aspects of capital budgeting, project finance, portfolio theory, the capital asset pricing model, capital structure and dividend decisions, debt financing, options, leasing, mergers, and the effects of taxation and inflation on financial

Pre-Requisites: This is a compulsory course for the M.Sc. in Accounting and Finance and anyone admitted to the M.Sc. programme 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 are familiar with the concepts of regression analysis, linear programming, calculus, matrices and probability theory and are able to apply them.

Teaching Arrangements: Ac155: Twenty lectures, Sessional, given by Ms. Rutterford and Dr. Walker. They will be given on Thursdays from 2-3 p.m.

Ac155(a): Students will be divided into two or three class groups, one of which will meet for 20 weeks on Thursdays from 7-8 p.m. The other groups will meet in the daytime at times to be arranged. Class teachers will be Ms. Rutterford and Dr. Walker. Classes will consist of case studies or seminars. Course work will be handed out at lectures.

Written Work: Every student will be expected to attempt a worthwhile analysis of each week's case or paper, and must be prepared to make a personal contribution to the class discussion each week. To this end, students should prepare notes for each class. Some cases will be handed in for marking by each student and will require a full write-up. Further details will be given on the Course Programme and Reading List which will be handed out at the first lecture.

Reading List: Students are advised to purchase one of the following books: Copeland & Weston, Financial Theory and Corporate Policy (Addison Wesley, 1979); Brealey & Myers, Principles of Corporate Finance (McGraw-Hill, 1981).

Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Examination Arrangements: There is a three hour formal examination in the Summer Term, based on the full syllabus of Advanced Accounting and Finance I. The paper will contain approximately eight questions of which four must be answered.

Advanced Accounting and Finance II

Teacher Responsible: Professor Bryan Carsben Room A384 (Secretary, A383)

Ac2001

Course Intended Primarily for M.Sc.

Accounting and Finance, 2.

Scope: The aim of the course is to provide a basis for studying, at an advanced level, important moder problems in financial reporting and to achieve familiarity with the relevant academic literature.

Syllabus: The course involves a study of the usefulr of financial reports to investors and other externa users. Emphasis will be given to the development conceptual foundations, including the objectives financial reporting, and accounting and econconcepts of capital, income and value. Issues having topical importance in theory and practice will be discussed, including accounting for the effects changing prices and other issues on which accoun standards have been published.

Pre-Requisites: This is a compulsory course for the M.Sc. in Accounting and Finance and anyone adm to the M.Sc. programme has been judged to have necessary background, subject to satisfac completion of any required preliminary reading. Ot students may be admitted to the course by Professor Carsberg if they have a substantial knowledge financial accounting acquired at undergraduate equivalent level.

Teaching Arrangements: Ac156: Twenty-nine lectures, Sessional, given by Professor Carsberg, Professo Baxter, Professor Edey, Mr. Napier and Mr. Noke, They will take place on Thursdays from 6-7 p.m., (fr 6-8 p.m. for the first five weeks of Michaelmas Term Ac156(a): Students will be divided into three class groups one of which will meet from 7-8 p.m. on Wednesdays for the benefit of those part-time stud who are unable to come to the School in the days The other groups will meed in the daytime at times be arranged. Class teachers will be Ms. Day, Mr. Napier and Mr. Noke.

Written Work: The lecturers will set one or tw assignments - essays and case studies - each week for class discussion. A number of pieces of written wor based on assignments selected by the class teacher, w be collected for assessment but the grades will count towards the overall course assessment.

Reading List: No one book covers the entire syllabus. A detailed Course Programme and Reading List, giving recommendations week by week, will be handed out at the beginning of the course. Most freque reference will be made to the following books:

R. H. Parker & G. C. Harcourt (Eds.), Readings in the Concept and Measurement of Income (Cambridge): S. Hendriksen, Accounting Theory, (4th edn., Irwi W. T. Baxter, Inflation Accounting (Philip Allan 1984 W. H. Beaver, Financial Reporting: An Accoun-Revolution (Prentice-Hall).

Examination Arrangements: The entire course assessment will be based on one three-hour formal examination in the latter part of June. Students will be informed during the course about the number (

stions on the paper and the number required to be

Ac2002 Ac2003

Advanced Accounting and Finance III Advanced Accounting and Finance IV Note: One study guide has been prepared to cover both

above papers because of the inter-relationships veen their contents. Teacher Responsible: Dr. M. Walker, Room A382

Secretary, A383) Course Intended Primarily for M.Sc.

counting and Finance, 3 and 4 (a) and (b).

scope: The aim of the courses is to enable students to hoose two or four topics in accounting and finance for study at an advanced level. The topics offered by the Department of Accounting and Finance all are portant components of a masters degree programme accounting and finance and all are closely related to material in the compulsory papers, Advanced counting and Finance I and II. However, the ructure of the course allows for an element of

Syllabus: The Department offers several units for these wo papers. Each unit has the weight of half a course. dents may select any two units for Advanced counting and Finance III. They may select a further wo units for Advanced Accounting and Finance IV. students may select Paper III without selecting Paper V. The following units are available:

Advanced Management Accounting.

The unit involves a study in depth of a number of em areas in management accounting. Topics such is the following will be selected for detailed study: sions on choice of activities, output levels, and ing: problems created by inflation; forecasting ies; the design of management information s; applications of operational research iques; budgetary control and variance analysis; ganisational, behavioural aspects of management iting systems; accounting for not-for-profit ations

Financial Planning and Control in ecentralised Firms.

unit focuses on the special problems of anisational structure, decision making, control and mance evaluation in decentralised firms. Topics dealt with will include transfer pricing, cost allocation and management incentive schemes.

Ac159: Financial Statement Analysis.

The unit is concerned with the application of modern esearch techniques in accounting and finance to the halysis of financial reports published by limited anies. The emphasis will be on the use of financial mation by external decision-takers in a variety of ision contexts, such as in equity and fixed interest curity investment decisions, in credit decisions by banks and in financial distress prediction.

Ac160: Financial Management of Public Enterprises. (Not available 1985-86)

The unit deals with the special problems that arise in

financial decision-making in publicly owned businesses. It will examine the historical development of public enterprises in the United Kingdom, their investment and pricing decisions, their organisation and financing and their accountability to, and control by, both Government and Parliament.

Ac161: Financial Management and Reporting for the Multinational Firm.

The unit focuses on the special problems that arise as a result of operation in more than one country, including the need to satisfy different, and possibly conflicting, regulations for financial reporting; decisions on investment and financing allied to the management of foreign exchange transactions, and control and evaluation of performance in different environments.

Ac163: Information Analysis and Financial Reporting. This unit focuses on the role of economics in accounting. In recent years academic accountants have drawn on economic theory in their discussion of accounting alternatives. Also empirical work in accounting has relied heavily on theories of capital asset pricing and the efficient markets hypothesis. The purpose of this unit is to make the important ideas contained in these theories more accessible to students of accounting.

Ac108: History of Accounting. (Not available 1985-86)

EH144: Modern Business History.

The unit involves a survey of the techniques and problems of business history. It includes a study of several modern histories of British companies.

Pre-Requisites: Anyone admitted to the M.Sc. Programme in Accounting and Finance has been judged to have the necessary background. Other M.Sc. students may be admitted to the units by the lecturers concerned if they have sufficient background acquired at undergraduate or equivalent level.

Teaching Arrangements:

Ac157: Eleven two-hour meetings in the Tuesday evening commencing at the beginning of the Michaelmas Term.

Ac158: Eleven two-hour meetings in the daytime commencing second week of Lent Term.

Ac159: Eleven two-hour meetings in the daytime commencing second week of Lent Term.

Ac160: Not available 1985-86.

Ac161: Eleven two-hour meetings on Mondays 6-8 p.m. commencing second week of Lent Term.

Ac163: Eleven two-hour meetings in the evenings in Michaelmas Term.

Ac108: (Not available 1985-86).

EH144: Ten 11-hour meetings in the daytime in the Michaelmas Term.

Written Work: The lecturers will set some assignments (e.g. essays and case studies) for group discussion for each unit. Some written work, based on assignments selected by the class teachers, will be collected for assessment but the grades given will not count towards the overall course assessment.

Reading List: No one book covers the entire syllabus of any of the units. A detailed Course Programme and Reading List, giving recommendations week by week, will be handed out at the beginning of each unit. Much

of the reading will be of journal articles. Frequent reference will be made to the following books:

Ac157 H. R. Anton, P. A. Firmin & H. D. Grove (Eds.), Contemporary Issues in Cost and Managerial Accounting (Houghton Mifflin, 3rd edn.); D. Solomons (Ed.), Studies in Cost Analysis (Sweet & Maxwell, 2nd edn.); G. Benston (Ed.), Contemporary Cost Accounting and Control (Dickenson, 2nd edn.); R. S. Kaplan, Advanced Management Accounting (Prentice-

Ac158 C. Tomkins, Financial Planning in Divisionalised Companies (Haymarket/Prentice-Hall); D. Solomons, Divisional Performance: Measurement and Control (Irwin/Markus Wiener); R. S. Kaplan, Advanced Management Accounting (Prentice-Hall). Ac159 G. Foster, Financial Statement Analysis (Prentice-Hall).

Ac161 F. D. S. Choi & G. G. Mueller, An Introduction to Multi-national Accounting (Prentice-Hall); C. W. Nobes & R. H. Parker, Comparative International Accounting (Philip Allan).

Ac163 W. Beaver, Financial Reporting: An Accounting Revolution (Prentice-Hall); J. Demski, Information Analysis (Addison-Wesley).

EH144 B. Supple (Ed.), Essays in British Business History (Oxford); L. Hannah (Ed.), Management Strategy and Business Development (Macmillan).

Examination Arrangements: The entire course assessments will be based on formal examinations in the Summer Term. Each unit will be the subject of a separate two-hour examination. Students will be informed, during the courses, about the number of questions on the examination papers and the number required to be answered.

### Ac2150

Financial Reporting and Management

Teacher Responsible: Dr. Martin Walker, Room A382 (Secretary, Claudine Chouchan, A385) Course Intended Primarily for M.Sc. Sea-Use Law, Economics and Policy-making, 2 and 3 (d). M.Sc. Analysis, Design and Management of Information Systems, 3(d).

M.Sc. Industrial Relations and Personnel Management, 2 and 3(i).

it is also suitable for other M.Sc. students who are not specialising in Accounting and Finance and who have not previously studied Accounting and Finance to a significant extent.

Scope: The course provides an introduction accounting and financial concepts and techniques, Syllabus: The course covers basic account concepts, company accounts, discounted cash flow analysis, investment appraisal under uncertaint accounting for inflation, and an introduction budgeting and control.

Pre-Requisites: None, but students interested in taking the course are requested to see Dr. Walker early in the Michaelmas Term so that advice can be given and introductory reading specified for those who intend take it.

Written Work: Students are required to attempt several exercises during the year involving the preparation of accounts, solutions to discounted cash flow cash studies, together with a small amount of essay work Teaching Arrangements: Ac170: The course w comprise 15 meetings of 21 hours each. These wi commence in the penultimate week of the Michaeln Term. The lecture group will be divided into two seminar groups for classwork purposes. The second group will be taught by Ms. Judy Day.

Reading List: A detailed Course Programme and Reading List, giving recommendations week by week, will be handed out at the beginning of the course. The following text is indicative of the scope and content the course and is recommended for purchase: R. Briston, Introduction to Accountancy and Final (Macmillan, 1981); D. E. Allen, Finance A Theore Introduction (Martin Robertson, 1983); ( Whittington, Inflation Accounting: An Introduction the Debate (Cambridge University Press and SSRC

Examination Arrangements: The entire course assessment will be based on one three-hour form examination in the latter part of the June. The pap has two sections: Section I consists of five she compulsory questions; Section 2 consists of the questions, two to be attempted.

### ANTHROPOLOGY

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the wilabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

### Lectures and Seminars

Dr. J. C. Woodburn

Leoute	AND TOTAL OF THE OWNER, THE OWNER		
Lecture/ Seminar Number			Study Guide Number
An100	Introduction to Social Anthropology Professor M. E. F. Bloch and Dr. A. A. F. Gell	24/MLS	An1200; An2210
An102	Ethnography and Theory: Selected Texts Dr. J. C. Woodburn and Dr. J. Parry	20/ML	An1204
An200	Kinship, Sex and Gender Dr. P. Loizos and Dr. C. J. Fuller	20/ML	An1220; An2210
An201	Political and Economic Anthropology Dr. M. J. Sallnow and Dr. J. C. Woodburn	20/ML	An1222; An2211
An300	The Anthropology of Religion Professor M. E. F. Bloch and Dr. J. Overing	20/ML	An1302; An2212
An302	Advanced Ethnography: Latin-American Highlands (The Andes)	10/L	An1312; An1334; An1335
An305	Mediterranean Dr. P. Loizos	10/M	An1317; An1334; An1335
An308	Linguistics and Anthropological Problems Dr. J. Overing	10/M	An1331; An1332; An1334; An1335
An309	Advanced Theory of Social Anthropology Dr. J. Parry and Dr. D. McKnight	20/ML	An1300; An2210
An312	Conflict, Violence and War Dr. D. McKnight	10/M	An1334; An1335; An1341
An313	Urban Anthropology Dr. C. J. Fuller	10/L	An1334; An1335; An1342
An400	A Programme of Ethnographic Films	20/ML	An400

354 Ar	nthropology		
Lecture/ Seminar Number			Study Guide Number
An500	Seminar on Anthropological Theory Dr. J. Parry and Dr. J. C. Woodb		An500
An501	Field Research Seminar To be arranged	MLS	An501
An502	Teaching Seminar Dr. A. A. F. Gell and Dr. M. J. S.	25/MLS allnow	An502
An503	Thesis Writing Seminar To be arranged	MLS	An503
An504	Intercollegiate Seminar Dr. P. Loizos and Dr. A. A. F. Ge	LS	An504
An505	Teaching Seminar To be arranged	13/MLS	An505
An510	Egalitarian Societies of Tropical For South America Dr. J. Overing	rest 25/MLS	An510

### tudy Guides

An 1200

ntroduction to Social Anthropology

eachers Responsible: Professor M. Bloch, Room 608 and Dr. A. Gell, Room A610 (Departmental cretaries, A604)

ourse Intended Primarily for B.A./B.Sc. course unit ain fields Social Anthropology first year; Geography, ciology, Social Psychology. B.Sc. (Econ.) Parts I nd II: M.Sc.

cope: See under Syllabus below.

llabus: The origins and scope of social anthropology d its relation to other subjects. Human evolution. ocio-biology. Language and culture. Intelligence and lture. Gender. Environment resources and their stribution. Marriage, family and kinship. Power and cial order. Religious beliefs.

e-Requisites: None.

eaching Arrangements: Lectures (An100): Twentyur. Sessional.

lasses (An100a): Twenty-four, Sessional for ecialists (An100b): Twenty-two, Sessional for nonecialists.

hitten Work: Students taking the course for amination purposes are expected to contribute scussion papers in the classes which will be run in the rm of seminars. At least one paper per term is pected. Other written work, linked to the course, will done for tutorials in the case of students whose main ld is Social Anthropology.

eading List: E. E. Evans-Pritchard, Witchcraft, racles and Magic among the Azande; A. Kuper, nthropology and Anthropologists; M. Bloch, arxism and Anthropology; A. Beteille, Caste, Class d Power; S. Ortner & H. Whitehead (Eds.), Sexual leanings; M. Young, The Ethnography of lalinowski; R. Keesing, Kin Groups and Social ructure; H. Gould, The Mismeasure of Man; S. oberts, Order and Dispute.

pplementary Reading List: Will be provided for class

amination Arrangements: There is a 3-hour amination in the Summer Term, with 10 or more estions, 4 of which are to be answered. Classwork essment forms 20% of the mark.

### An1204

## hnography and Theory: Selected

achers Responsible: Dr. J. Woodburn, Room A611 Dr. J. Parry, Room A609 (Departmental cretaries, A604)

ourse Intended Primarily for: B.A./B.Sc. c.u. main Soc. Anth. 1st year; Geog., Soc. Psych.

llabus: I Five societies all of them small-scale and totic' will be examined in order to explore crossltural variation in customary practice and ways in ch social anthropologists seek to understand and ain it. This half of the course will be closely linked our ethnographic film series (Course An400) and udents will be expected to attend it.

II The object of this half of the course will be to provide a grounding in some of the major ideas of the 'founding fathers' of sociological thought and to explore the ways in which their preoccupations have influenced subsequent ethnography.

Pre-Requisites: 1st year undergraduates - no previous knowledge required.

Teaching Arrangements: Lectures (An102): 20, Michaelmas and Lent Terms.

Classes (An102a): 20, Michaelmas and Lent Terms. Written Work linked to the course will be done for tutorials in the case of students whose main field is Social Anthropology

### Reading List: Part I

R. B. Lee, The !Kung San: Men Women and Work in a Foraging Society; E. E. Evans-Pritchard, Kinship and Marriage among the Nuer; M. Young, The Ethnography of Malinowski; The Trobriand Islands, 1915-1918; K. Heider, Grand Valley Dani: Peaceful Warriors; N. Chagnon, Yanomamo: The Fierce People (3rd edn.)

Additional reading will be specified during the course. Part II

E. Durkheim, Suicide; E. Durkheim and M. Mauss, Primitive Classification; M. Mauss, The Gift; R. Hertz, Death and the Right Hand; E. E. Evans-Pritchard, Nuer Religion; M. Weber, The Protestant Ethic and the Spirit of Capitalism; C. Geertz, The Religion of Java; M. Bloch, Marxism and Anthropology; E. Terray, 'Classes and Class Consciousness in the Abron Kingdom of Gyaman' in M. Bloch (Ed.), Marxist Analyses and Social Anthropology.

Examination Arrangements: There will be a three-hour examination in the Summer Term, 10 questions, 4 of which are to be answered. Classwork assessment forms 20% of the final mark, and will be largely based on one essay per term. Candidates who do not produce essays by the dates announced during the course, can expect to receive few marks.

### An1220

### Kinship, Sex and Gender

Teacher Responsible: Dr. Loizos, Room A614 and Dr. Fuller, Room A601 (Departmental Secretaries, A604) Course Intended Primarily for B.A./B.Sc. c.u. main fields Social Anthropology 2nd year, Social Psychology 2nd year, Sociology 2nd year; B.Sc. (Econ.) Part II, M.Sc. and other graduate students. Scope: See under Syllabus below.

Syllabus: The concept of kinship, procreation beliefs - the concepts of male, female, person; family and kinship in North America and Europe; descent and alliance systems in Aboriginal Australia, Africa and Asia; Women and kinship in India; tactical and strategic 'users' of kinship.

Pre-Requisites: No previous knowledge.

Teaching Arrangements: Lectures (An200): 20 Michaelmas and Lent Terms.

Classes (An200a): 20 Michaelmas and Lent Terms. Written Work: Periodic class papers and term essay. Written work, linked to the course will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List: E. R. Leach, Rethinking Anthropology; C. Levi-Strauss, The Elementary Structures of Kinship; R. Needham (Ed.), Rethinking Kinship and Marriage; R. Fox, Kinship and Marriage; R. Keasing, Kin Groups and Social Structure; D. Schneider, American Kinship: a Cultural Account; C. Fuller, The Navars Today; E. E. Evans-Pritchard, Kinship and Marriage among the Nuer; A. Oster, L. Fruzzetti & S. Barnett (Eds.), Concepts of Person; J. Parry, Caste and Kinship in Kangra; L. Dumont, Affinity as a Value; C. MacCormack & M. Strathern (Eds.), Nature, Culture and Gender: S. Ortner & M. Whitehead (Eds.), Sexual Meanings; U. Sharma, Women, Work and Property in North-West India; U. Hannerz, Soulside; Rose Giallombardo, Society of Women; The Social World of the Imprisoned; Janet Bujra & Pat Caplan, Women United, Women Divided; P. Spencer, The Samburu; G. Bateson, Naven; M. Bloch & J. Parry, Death and the Regeneration of Life; E. Pagels, The Gnostic Gospels; Murphy & Murphy, Women of the Forest; Fatima Mernissi, Beyond the Veil; Patricia Jeffrey, Frogs in a Well: Indian Women in Purdah; J. Goody, Production and Reproduction.

Examination Arrangements: There is a three-hour examination in the Summer Term, 10 questions, 4 of which are to be answered. Classwork assessment forms 20% of the mark.

# An1222 An2211

Political and Economic Anthropology Teachers Responsible: Dr. M. Sallnow, Room A615

and Dr. J. Woodburn, Room A611 (Departmental Secretaries, A604)

Course Intended Primarily for B.A./B.Sc. c.u. main fields Social Anthropology 2nd year, Sociology 2nd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate

Scope: The anthropological analysis of economic and political institutions as revealed in relevant theoretical debates, with reference to selected ethnography.

Syllabus: (i) Economic Anthropology: The cultural framework of different economic systems and their working; the economic organisation of peasant and primitive production; economic structure and kinship structure; property; trade, gifts, exchange and markets; the transition from subsistence to cash economies: systems of capital accumulation.

(ii) Political Anthropology: The analysis of the politics of equality and inequality of power, wealth and status in a range of societies, most of which are small in scale. Pre-Requisites: No previous knowledge required.

Teaching Arrangements: Lectures: An201(i) Economic Anthropology: 10 Michaelmas Term. An201(ii) Political Anthropology: 10 Lent Term.

Classes: An201(i)a Economic Anthropology: 10 Michaelmas Term.

An201(ii)a Political Anthropology: 10 Lent Term. Written Work: Periodic class papers and/or essays. Written work, linked to the course will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List: (i) Economic Anthropology: R. Firth (Ed.), Themes in Economic Anthropology; E. E. Le Clair & H. K. Schneider (Eds.), Economic Anthropology; J. M. Potter, M. Diaz & G. M. Foster Peasant Society; M. Sahlins, Stone Age Economic Bloch (Ed.), Marxist Analyses and Soci Anthropology; G. Dalton (Ed.), Tribal and Peasar Economies; S. Gudeman, The Demise of a Run

(ii) Political Anthropology: M. H. Fried, The Evolut of Political Society, 1967; J. C. Woodb 'Egalitarian Societies' in Man, Vol. 17, 1982; J. Woodburn (Ed.), L'Equipe ecologie et anthrope 1979; J. Woodburn, Pastoral Production and Soci A. Strathern (Ed.), Inequality in New Guin Highlands Societies, 1982; F. Barth, Polis Leadership among Swat Pathans, 1959; E. R. Lea Political Systems of Highland Burma, 1954: F Evans-Pritchard, The Divine Kinship of the Shillu the Nilotic Sudan, 1948 (Reprinted in E. E. Eva Pritchard, Essays in Social Anthropology, 1962) Beattie, The Nyoro State, 1971; H. J. M. Claess P. Skalnik (Eds.), The Early State, 1978.

Supplementary Reading List: To be recom during the course.

Examination Arrangements: There is a three h examination in the Summer Term, 10 questions, 4 which are to be answered, 2 from Section A and 2 fr Section B. Classwork assessment forms 20% of mark.

An1300

# Advanced Theory of Social Anthropology

Teachers Responsible: Dr. J. Parry, Room A609 a Dr. McKnight, Room A613 (Departme Secretaries, A604)

Course Intended Primarily for B.A./B.Sc. course to main field Social Anthropology 3rd year; B.Sc. (Eco Part II; M.Sc. and other graduate students.

Scope: The aim of the course is to train students to critically at the theoretical implications anthropological approaches by examining their original their strengths and weaknesses.

Syllabus: 1. Types of interpretation and explana used in social anthropology.

2. Selected themes from the history of Anthropo Teaching Arrangements: Lectures (An309): Michaelmas and Lent.

Classes (An309a): 20, Michaelmas and Lent for B.Sc course unit main field Social Anthropology 3rd y and B.Sc. (Econ.) Part II.

Written Work: Students will be required to produce assessment essays. Students will also be expected prepare two or three short oral papers for the cla Written work, linked to the course, will be done i tutorials in the case of students whose main field Social Anthropology.

Reading List: 1. C. Levi-Strauss, Structura Anthropology Vol. I; The Way of the Masks; B. Wil (Ed.), Rationality; R. A. Manners & D. Kaplan (Ed Theory in Anthropology; M. Godelier, Perspective Marxist Anthropology: P. Bourdieu, Outline o. Theory of Practice; A. R. Radcliffe-Brown, Structure and Function in Primitive Society; J. Skorup

ambol and Theory; M. Bloch, Marxism and pology; Adam Kuper, Anthropology and ogists; Jonathan Culler, Saussure; Michel Madness and Civilization; B. Malinowski, uts of the Western Pacific.

Stocking, Race, Culture and Evolution; J. W. Evolution and Society; H. Maine, Ancient E. Evans-Pritchard, Theories of Primitive E. Durkheim, Elementary Forms of the nous Life: E. Durkheim Rules of Sociological hod; R. Bendix, Max Weber: an Intellectual grait: M. Weber, The Sociology of Religion; R. ertz. Death and the Right Hand; L. Levy-Bruhl, How atives Think; I. Langham, The Building of British ocial Anthropology.

plementary Reading List: C. Geertz, The tation of Culture; E. R. Leach, Rethinking opology; F. Barth, Models of Social anization; Hubert and Mauss, Sacrifice; Mauss, logy and Psychology; E. Durkheim, The Division Labour in Society; E. Durkheim, Suicide; M. Weber, Protestant Ethic and the Spirit of Captalism; M. her Religion of India; S. Lukes, Durkheim; Nigel rlev. Symbolic Structures.

namination Arrangements: There is a 3-hour ination in the Summer Term, approximately 10 is, 3 of which are to be answered. Classwork ment forms 20% of the mark and will very largely sed on assessment essays. Candidates who fail to assessment essays by the due date, which will unced during the course, can expect to receive

> An1302 An2212

The Anthropology of Religion

leachers Responsible: Professor M. Bloch, Room 4608 and Dr. J. Overing, Room A616 (Departmental retaries, A604)

ourse Intended Primarily for B.A./B.Sc. c.u. main Soc. Anth. 3rd year; B.Sc. (Econ.) Part II; M.Sc. d other graduate students.

ope: The anthropological analysis of magic and ion as revealed in relevant theoretical debates, with ce to selected ethnography.

yllabus: Development of the anthropological study of ion. Ritual and symbolism; witchcraft; ancestor hip; the religious representation of life, death, sex nd gender; religions; Buddhism and spirit cults; anism, cosmology and magic; great and little

re-Requisites: Substantial background in social pology

aching Arrangements: Lectures (An300) 20 aelmas and Lent Terms. Classes (An300a) 20 haelmas and Lent Terms.

ritten Work: Periodic class papers and/or essays. allen work, linked to the course, will be done for orials in the case of students whose main field is cial Anthropology.

Reading List: C. Levi-Strauss, Totemism; The Savage Mind; J. Middleton, Lugbara Religion; V. Turner, The Forest of Symbols; S. Tambiah, Buddhism and the Spirit Cults in North-East Thailand; D. Sperber, Rethinking Symbolism; M. Bloch & J. Parry, Death and the Regeneration of Life; G. Lienhardt, Divinity and Experience: C. Geertz, Negara; S. Hugh-Jones, The Palm and the Pleiades; M. Spiro, Burmese Supenaturalism; Buddhism and Society; A. Gell, Metamorphosis of the Cassowaries: Umeda Society, Language and Ritual; A. F. Wallace, The Death and Rebirth of the Seneca; W. Christian Jr., Person and God in a Spanish Valley, M. Douglas, Purity and Danger, M. Bloch, From Blessing to Violence; D. Parkin (Ed.). The Anthropology of Evil; G. Bateson, Naven; G. Reichel-Dolmatoff, Amazonian Cosmos; N. Barley, Symbolic Structures; J. C. Crocker, Vital Souls: G. Witherspoon, Language and Art in the Navajo Universe; R. Lewis, Religion in Context. Further reading will be suggested during the course.

Supplementary Reading List: To be recommended during the course.

Examination Arrangements: There will be a 3-hour examination in the Summer Term with 10 questions, 3 of which are to be answered. Classwork assessment forms 20% of the mark.

## An1312

Advanced Ethnography: Latin-American Highlands (The Andes)

Teacher Responsible: Dr. M. Sallnow, Room A615 (Departmental Secretaries, A604)

Course Intended Primarily for B.A./B.Sc. course unit main field Social Anthropology 3rd year.

Scope: The study of past and present social formations in the South American Andes.

Syllabus: The course will draw on archaeological, ethnohistorical, historical and contemporary anthropological and sociological evidence in order to elucidate past and present patterns and processes in Andean society.

Teaching Arrangements: Lectures (An302) 10 Lent Term. Classes (An302a) 10 Lent Term.

Written Work: Class papers presented during the course. Written work, linked to the course, will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List: D. Guillet, Agrarian Reform and Peasant Economy in Southern Peru; B. Isbell, To Defend Ourselves; E. Lanning, Peru Before the Incas; J. Murra, The Economic Organization of the Inka State; B. Orlove, Alpacas, Sheep and Men; J. Steward (Ed.), Handbook of South American Indians, Vol. 2; P. van der Berghe & G. Primov, Inequality in the

Examination Arrangements: There is a two-hour examination in the Summer Term, with 7 questions, 2 of which are to be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due date will get few marks.

#### An1317

# Advanced Ethnography: Mediterranean

Teacher Responsible: Dr. P. Loizos, Room A614 (Departmental Secretaries, A604)

Course Intended Primarily for B.A./B.Sc. c.u. main field Social Anthropology 3rd year.

Scope and Syllabus: Through a discussion of selected texts, issues of culture and social structure will be explored in a number of societies. 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; to patronage and clientelism. Both Christian and Muslim societies will be considered.

Teaching Arrangements: Lectures (An305) 10 Michaelmas Term. Classes (An305a) 10 Michaelmas

Written Work: Class papers presented during the course. Written work, linked to the course, will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List: J. Davis, People of the Mediterranean; C. Lison-Tolosana, Belmonte de Los Caballeros: a Sociological Study of a Spanish Town: Sydel Silverman, Three Bells of Civilization: the Life of an Italian Hill Town; W. Christian Jr., Person and God in a Spanish Valley; Vanessa Maher, Women and Property in Morocco; M. Gilsenan, Recognising Islam: an Anthropologist's Introduction; J. Waterbury, North for the Trade: the biography of a Berber Merchant; E. Gellner & J. Waterbury (Eds.), Patrons and Clients in Mediterranean Societies; Caroline White, Patrons and Partisans: A Study of Politics in Two Southern Italian Communities; L. Danforth, The Death Rituals of Rural Greece; Sandra Ott, The Circle of Mountains: Marina Warner, Alone of all her Sex: the Myth and Cult of the Virgin Mary; Elaine Pagels, The Gnostic Gospels; E. Hammel, Alternate Ritual Structures in the Balkans; J. Black-Michard, Feud in Mediterranean and Middle Eastern Societies (first published under the title Cohesive Force); A. Blok, The Mafia of a Sicilian Village; P. Loizos, The Greek Gift: Politics in a Cypriot Village; J. Schneider & P. Schneider, The Political Economy of Western Sicily; E. Wolf & J. Cole, The Hidden Frontier: Ecology and Ethnicity in the Alps; S. H. Franklin, The European Peasant: the Final Phase; S. Brandes, Kinship, Migration and Community; S. Brandes, Metaphors of Masculinity; R. Wolf (Ed.), Religion, Power and Protest in Local Communities: the Northern Shore of the Mediterranean; Pat Holden (Ed.), Women's Religious Experience; Renee Hirschon (Ed.), Women and Property; Shirley Ardener (Ed.), Woman and Space; P. Loizos, The Heart Grown Bitter: a Chronicle of Cypriot War Refugees; J. K. Campbell, Honour, Family and Patronage: a Study of Institutions and Moral Values in a Greek Mountain Community.

Examination Arrangements: There is a two hour examination in the Summer Term, with 7 questions, 2 of which must be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due date will get few

#### An1318

#### Advanced Ethnography: India (Not available 1985-86)

Teacher Responsible: Dr. J. Parry, Room A609 (Departmental Secretaries, A604)

Course Intended Primarily for B.A./B.Sc. c.u. main field Social Anthropology 3rd year.

Scope and Syllabus: The course will deal with the ethnography of India with special reference to analyof the caste system and the sociology of Hindui Teaching Arrangements: 10 lectures (An306) and 10 classes (An306a) in the Lent Term.

Written Work: Students will be required to present of or more class papers during the course of the term Written work, linked to the course, will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List: L. Dumont, Homo Hierarchicus; D. Pocock, Kanbi and Patidar: W. D. O'Flahe Asceticism and Eroticism in the Mythology of Sin Veena Das, Structure and Cognition: Aspects of Hinds Caste and Ritual; D. Pocock, Mind, Body and Wealth A. Mayer, Caste and Kinship in Central India: J. Parry, Caste and Kinship in Kangra; M. M. Srine Religion and Society among the Coorgs' Caste Modern India and Other Essays; A Beteille, Caste, Class and Power. Additional Reading will be suggested during the course.

Examination Arrangements: There is a two ho examination in the Summer Term with 7 question of which must be answered. Classwork assess forms 20% of the mark and candidates who do submit their written work by the due date will get few

# An1330

# Social Aspects of Political and Economic Development (Not available 1985-86)

Teachers Responsible: Dr. P. Loizos, Room A6 (Departmental Secretaries, A604) and Dr. S. Waliman,

Room E495 (Secretary, E491) Course Intended Primarily for B.A./B.Sc. c.u. ma field Social Anthropology 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Syllabus: Anthropological perspectives of development and change in Third World/rural ar European/industrial settings, with explicit emphasis issues of theory and research methods throughout

Pre-Requisites: Introductory courses in so anthropology, or sociology, or history. Consult y teachers if you lack these but wish to take the cou Teaching Arrangements: Lectures (An304): Michaelmas and Lent Terms.

Classes (An304a): 20 Michaelmas and Lent Terms Written Work: Students will be expected to produ one assessment essay per term and to make one or two short oral presentations per term.

Reading List: (1) Dr. Loizos - Selected Topics in ural Development G. Barraclough, An Introduction Contemporary World History; A. K. Sen, Poverty Famines: An Essay on Entitlement; R. Nisbet, Change and History; S. Gudemans, The Demise the Rural Economy; P. Berger, Pyramids of ce, J. Goldthorpe, Disparity and Involvement: Sociology of the Third World; E. Gellner, Thought and Change; P. T. Bauer, Dissent on Development; na Lele, The Design of Rural Development: Lessons

2) Dr. Wallman — Ethnic Relations in Industrial Europe M. Banton (Ed.), Social Anthroplogy of nolex Socities; A. Cohen (Ed.), Urban Ethnicity; A. Epstein, Ethos and Identity; C. Mitchell (Ed.), ial Networks in Urban Situations; S. Wallman Ed). Ethnicity at Work.

orther reading will be given during the course. Supplementary Reading List: Eric Williams, alism and Slavery; Wrigley, Population and R. Salisbury, Vunamami; Polly Hill, llation, Poverty and Development: Rural Kano; A. MacFarlane, The Origins of English Individualism. Examination Arrangements: If taken as a half unit here is a two-hour examination in the Summer Term, questions, 2 of which must be answered. swork assessment forms 20% of the mark and andidates who do not submit their written work by the

due date will get few marks. taken as a whole unit there is a three-hour mination in the Summer Term, 10 questions, 3 of which are to be answered. Classwork assessment forms % of the mark, and candidates who do not submit their essays by the due dates will get few marks.

# An1331

#### Anthropological Linguistics

acher Responsible: Dr. J. Overing, Room A616 mental Secretaries, A604)

Course Intended Primarily for B.A./B.Sc. main field se unit Soc. Anth. 3rd year; M.Sc. This course is ht in conjunction with the Department of guage Studies, whose contribution comprises a ened form of Elementary Linguistics (see course nit Ln3810).

cope: The aim of this part of the course is to examine interrelationship between languages, thought and

Syllabus: The course will concentrate on four general cs: (1) Formalism; (2) Translation; (3) Tropes; (4) wer and Discourse.

Teaching Arrangements: Lectures: Ln100 25 nal: An308 10 Michaelmas Term.

es: An308a 10 Michaelmas Term,

Written Work: Students must write an assessment ssay. They will also be expected to contribute one or wo oral papers at the classes. Written work, linked to course, will be done for tutorials in the case of dents whose main field is Social Anthropology. Reading List: B. L. Whorf, Language, Thought and

ality, (1956); W. Percy, The Message in the Bottle, [1981]; A. Ortony (Ed.), Metaphor and Thought, 1979); D. Parkin (Ed.), Semantic Anthropology,

(1982); P. Sapir and J. C. Crocker (Eds.), The Social Use of Metaphor; E. Ardener (Ed.), Social Anthropology and Language, (1971); R. Needham, Belief Language and Experience; M. Hollis and S. Lukes, Rationality and Relativism, (1982); J. Sturrock (Ed.), Structuralism and Since, (1979); J. Goody, The Domestication of the Savage Mind, (1977); D. Robey (Ed.), Structuralism: An Introduction (1973); J. Overing (Ed.), Reason and Morality; K. Burke, Language as Symbolic Action; J. Culler, Saussure; T. Hawkes, Structuralism and Semiotics; C. Levi-Strauss, Totemism; N. Chomsky, Cartesian Linguistics.

Examination Arrangements: There is a three-hour examination in the Summer Term, with ten questions. This exam covers both the anthropological and linguistic sections of the course. Three questions must be answered, including at least one of the three starred questions (the stars denote technical linguistics questions). The examination forms 80% of the marks. Classwork assessment forms 20% of the marks. This will be mainly based on the assessment essay in the anthropological section of the course, Students not producing this essay by the time indicated during the course will receive minimal marks.

#### An1332

# Linguistics and Anthropological

Teacher Responsible: Dr. J. Overing, Room A616 (Departmental Secretaries, A604)

Course Intended Primarily for B.A./B.Sc. course unit main field Social Anthropology 3rd year (half unit);

Scope: The aim of the course is to examine the interrelationship between languages, thought and society. Syllabus: The course will concentrate on four general topics: (1) Formalism; (2) Translation; (3) Tropes; (4) Power and Discourse.

Teaching Arrangements: Lectures: (An308) 10 Michaelmas Term, Classes (An308a) 10 Michaelmas

Written Work: Students must write an assessment essay. They will also be expected to contribute one or two oral papers at the classes. Written work, linked to the course, will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List: B. L. Whorf, Language, Thought and Reality, (1956); W. Percy, The Message in the Bottle, (1981); A. Ortony (Ed.), Metaphor and Thought, (1979); D. Parkin (Ed.), Semantic Anthropology, (1982); P. Sapir and J. C. Crocker (Eds.), The Social Use of Metaphor; E. Ardener (Ed.), Social Anthropology and Language, (1971); R. Needham, Belief Language and Experience; M. Hollis and S. Lukes, Rationality and Relativism, (1982); J. Sturrock (Ed.), Structuralism and Since, (1979); J. Goody, The Domestication of the Savage Mind, (1977); D. Robey (Ed.), Structuralism: An Introduction, (1973); J. Overing (Ed.), Reason and Morality; K. Burke, Language as Symbolic Action; J. Culler, Saussure; T. Hawkes, Structuralism and Semiotics; C. Levi-Strauss, Totemism; N. Chomsky, Cartesian **Examination Arrangements:** There is a two-hour examination in the Summer Term with 7 questions, 2 of which must be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due dates will get few marks.

An1333

# Research Methods in Social Anthropology

(Not available 1985-86)

Teacher Responsible: Dr. P. Loizos, Room A614 (Departmental Secretaries, A604)

Course Intended Primarily for: B.A./B.Sc. c.u. main field Social Anthropology 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

**Syllabus:** A brief historical 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, history.

Pre-Requisites: Introductory courses in social anthropology, or sociology, or history. Consult your teachers if you lack these but wish to take the course. Teaching Arrangements: Lectures (An311) 10 Lent Term. Classes (An311a) 10 Lent Term.

Written Work: Students will be expected to produce one assessment essay and to make one or two short oral presentations. There may also be a simple 'practical exercise'.

Reading List: N. Chagnon, Studying the Yanomamo; W. F. Whyte, Street Corner Society; A. F. Robertson, Community of Strangers; A. L. Epstein (Ed.), The Craft of Social Anthropology; P. J. Pelto & G. H. Pelto, Anthropological Research: the Structure of Inquiry; J. C. Mitchell (Ed.), Social Networks in Urban Situations; R. F. Ellen (Ed.), Ethnographic Research: a Guide to General Conduct; M. Agar, The Professional Stranger: an Informal Introduction to Ethnography; J. Parry, Caste and Kinship in Kangra; L. Danforth, Death Rituals of Rural Greece; Janet Suskind, To Hunt in the Morning; M. Bulmer & D. P. Warwick, Social Research in Developing Countries; C. A. Moser & G. Kalton, Survey Methods in Social Investigation.

Examination Arrangements: There is a two hour examination in the Summer Term with 7 questions, 2 of which must be answered. Classwork assessment forms 20% of the mark, and candidates who do not submit their written work by the due dates will get few marks.

An1334 An1335

# Topics in Social Anthropology Further Topics

Course Intended for B.Sc. (Econ.) Part II Social Anthropology.

Candidates for each of these papers must follow the teaching for two of the half-unit options listed under the heading "Topics in Social Anthropology" in the regulations for the B.A./B.Sc. main field Social Anthropology.

An1341

# Conflict, Violence and War

Teacher Responsible: Dr. D. McKnight, Room A613 (Departmental Secretaries, A604)

Course Intended Primarily for: B.A./B.Sc. c.u. main field Social Anthropology 2nd or 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students. Scope: The aim of this course is to present an anthropological perspective of the socio, economic and technological dimensions of conflict, violence and war in various types of societies selected from different parts of the world.

Syllabus: 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.

Pre-Requisites: Normally Introduction to Social Anthropology and Ethnography and Theory.

Teaching Arrangements: Lectures (An312) 10 Michaelmas Term. Classes (An312a) 10 Michaelmas Term.

Written Work: Students will be required to produce on assessment essay. Students will also be expected to prepare one or two short papers for discussion in classes.

Reading List: Napoleon A. Chagnon, Yanomamo: The Fierce People; C. Von Clausewitz, On War; C. W. M. Hart & Arnold R. Pilling, The Tiwi of North Australia; Paul Bohannan (Ed.), Law and Warfare; C. R. Hallpike, Bloodshed and Vengeance, Karl Heider, Grand River Dani; John Keegan, In Face of Battle; Mervyn Meggitt, Blood is their Argument; Renato Rosaldo, Ilongot Headhunting; H. H. Turney High, Primitive War.

Examination Arrangements: There is a two-hour examination in the Summer Term, with 7 questions, 2 of which are to be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due date will get few marks.

An1342

#### Urban Anthropology

Teacher Responsible: Dr. C. J. Fuller, Room A60 (Departmental Secretaries, A604)

Course Intended Primarily for B.A./B.Sc. c.u. mainfield Social Anthropology 2nd and 3rd year; B.Sc (Econ.) Part II; M.Sc. and other graduate students. Scope: The anthropological study of urban society with special reference to the modern city.

Syllabus: The concepts of the city and urbanism; the modern city and industrial capitalism; the 'Chicag School' and its critics; methodological and theoretical issues in urban anthropology and ethnography; class ethnicity and social relations in the modern city; the modern city contrasted with the traditional city.

Pre-Requisites: Normally Introduction to Social Anthropology and Ethnography and Theory.

Teaching Arrangements: Lectures (An313) 10 Lent

lasses (An313a) 10 Lent Term.

Written Work: Students must write one assessment essay. They may also be expected to make one or two oral presentations in classes.

Reading List: A. Briggs, Victorian Cities; A. Cohen Ed.), Urban Ethnicity; A. L. Epstein, Politics in an Urban African Community; R. G. Fox, Urban Anthropology; H. Gans, The Urban Villagers; U. Hannerz, Exploring the City; Soulside; J. C. Mitchell (Ed.), Social Networks in Urban Situations; R. E. Park, E. W. Burgess and R. D. McKenzie, The City; A. W. Southall (Ed.), Urban Anthropology; G. Stedman Jones, Outcast London; G. D. Suttles, The Social Order of the Slum; W. F. Whyte, Street Corner Society; L. Wirth, On Cities and Social Life.

Additional reading will be suggested during the course. Examination Arrangements: There is a two-hour examination in the Summer Term, with 7 questions, 2 of which are to be answered. Classwork assessment forms 20% of the mark and candidates who do not submit their written work by the due date will get fewer marks.

An1397

# Special Essay Paper

Course Intended for B.Sc. (Econ.) Special Subject Social Anthropology.

Scope: 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.

Syllabus: There is no formal syllabus. Candidates will be expected to draw widely on their reading from other anthropology courses.

Teaching Arrangements: Formal instruction is not provided, but tutors will advise candidates during their normal tutorial meetings on scope, topic, and relevant reading, as well as on general approaches. Tutors are not permitted to read or comment on drafts of the essay, however, and students opting for the essay should not expect additional tutorial meetings to discuss it.

Written Work: The essay should be not more than 10,000 words of main text, including footnotes and appendices but excluding bibliography. In students' own interests the essay should ideally be typed, double spaced, using reference procedures of *Man* (The Journal of the Royal Anthropological Institute) in a consistent fashion.

The essay must be handed in by the date announced by the School which will normally be May 1st, and at the Examinations Office. The student is advised to retain a copy, to guard against mishap.

Examination Arrangements: see written work, above.

An1398

#### Special Essay Paper

Course Intended for B.A./B.Sc. c.u. main field Social Anthropology 3rd year.

Scope: The essay(s) may be on any topic deemed to be amendable 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.

**Syllabus:** There is not formal syllabus. Candidates will be expected to draw widely on their reading from other anthropology courses.

Teaching Arrangements: Formal instruction is not provided, but tutors will advise candidates during their normal tutorial meetings on scope, topic, and relevant reading, as well as on general approaches, Tutors are not permitted to read or comment on drafts of the essay(s), however, and students opting for the essay should not expect additional tutorial meetings to discuss it.

Written Work: The essay may not be more than 6,000 words of main text, including footnotes and appendices but excluding bibliography. The student may offer two essays, each of not more than 3,000 words of main text. In students' own interests the essay(s) should ideally be typed, double spaced, using reference procedures of *Man* (The Journal of the Royal Anthropological Institute) in a consistent fashion.

The essay(s) must be handed in by the date announced by the School, which will normally be May 1st, and at the Examinations Office. The student is advised to retain a copy, to guard against mishap.

Examination Arrangements: see written work, above.

An2210

General Principles of Social and Cultural Anthropology See An1200, An 1220 and An1300

An2211

Political and Economic Anthropology See An1222

An2212

The Anthropology of Religion See An1302

# **BUSINESS STUDIES**

#### Lectures and Seminars

Lecture/Seminar Number

BS100 Business Policy Professor K. E. Thurley and Dr. R. Peccei

# **ECONOMICS**

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

# Lectures and Seminars

24/MLS

Lecture/ Seminar Number			Study Guide Number
Ec101	Economics A2 Dr. C. M. E. Whitehead and Dr. N. A. Barr	36/MLS	Ec1400
Ec102	Economics B Professor M. Morishima and Dr. S. Estrin	40/ML	Ec1403
Ec103	Basic Mathematics for Economists	30/ML	Ec1415
Ec104	Introduction to Mathematical Economics Dr. J. S. Lane	25/MLS	Ec1408
Ec105	Economic Aspects of British Social Services Dr. N. A. Barr	10/M	
Ec110	General Economics Dr. J. Le Grand	24/MLS	Ec1420
Ec111	Economic Principles	20/ML	Ec1425
	(i) Micro-Economic Theory (ii) Macro-Economic Theory Professor P. R. G. Layard	20/ML	Ec1425
Ec112	Problems of Applied Economics Dr. F. van der Ploeg and Professor M. Desai	22/MLS	Ec1500
Ec113	Principles of Economics Treated Mathematically	No opposit	WIT JUNE
	(i) Micro Dr. F. Cowell	20/ML	Ec1426
	(ii) Macro Dr. J. H. Moore	20/ML	Ec1426
Ec114	Mathematical Economics Dr. A. Horsley	25/MLS	Ec1570
Ec115	Principles of Econometrics Professor A. C. Harvey	40/ML	Ec1561
Ec117	Econometrics of Individual Behaviour Mr. S. E. Pudney	10/L	Ec1579; Ec2411
Ec118	Micro-Foundations of Macro-Economics Dr. J. H. Moore	10/M	Ec1579

Lecture	/		ramou	Lecture/			
Seminar Number			Study Guide Number	Seminar Number			Study Guide Number
Ec119	Cost-Benefit Analysis Dr. S. Glaister	10/L	Ec1579	Ec144	The Economics of the Welfare State Dr. N. A. Barr and Dr. J. Le Grand	24/MLS	Ec1543
Ec120	Econometric Topics in Macro-Economics Mr. J. J. Thomas	10/M	Ec1579; Ec2411	Ec145	International Economics Mr. M. D. Steuer and Dr. E. A. Kuska	20/ML	Ec1520
Ec124	Seminar in Quantitative Economics Professor M. J. Desai and	20/L	Ec1569	Ec146	Economic Development Professor H. Myint and Professor N. Stern	20/ML	Ec1521; Ec2440
	Mr. J. J. Thomas		-07.7111	Ec147	Economic Institutions Compared Professor P. J. D. Wiles and Dr. S. Estrin	40/ML	Ec1454
Ec130	History of Economic Thought Dr. M. Perlman	20/ML	Ec1540	Ec148	Economic Planning Dr. S. Estrin	40/ML	Ec1527
Ec131	Advanced Economic Analysis Dr. J. H. Moore and Dr. C. R. S. Dougherty	30/ML	Ec1506	Ec149	The Economics and Geography of Transport Professor C. D. Foster and Dr. K. R. Sealy	25/ML	Ec1544
Ec132	Economics of Industry Dr. C. M. E. Whitehead	25/MLS	Ec1451	Ec150	Transport Economics Treated Mathematically Dr. S. Glaister	10/L	Ec1510; Ec1544;
Ec133	Selected Topics in the Economics of Industry and Trade Dr. C. M. E. Whitehead and others	24/MLS	Ec1541	Ec202	Preliminary-Year Micro-Economics	20/ML	Ec2432 Ec2591
Ec134	Theory of Business Decisions	22/MLS	Ec1453	E0202	Dr. M. Perlman	20/ WIL	EC2391
	Professor L. P. Foldes		A 200	Ec203	Preliminary-Year Macro-Economics	20/ML	Ec2590
Ec135	Economics of Investment and Finance Professor L. P. Foldes	25/MLS	Ec1542; Ec2428	Ec210	Final-Year Mathematics for Economics Dr. E. A. Kuska	September	Ec2410
Ec136	Labour Economics Mr. S. Wadhwani	25/MLS	Ec1452	Ec211	Final-Year Statistics for Economists Dr. J. R. Magnus	September course	Ec2410
Ec137	The Economics of Public Finance Professor A. B. Atkinson	20/ML	Ec1507	Ec212	Micro Economics I Dr. S. Glaister	40/ML	Ec2404
Ec138	Current Issues in Public Finance Dr. N. Barr	5/M	Ec1507	Ec213	Micro Economics II Professor A. B. Atkinson and	20/ML	Ec2405
Ec139	Principles of Monetary Economics Mr. R. A. Jackman	30/ML	Ec1513	Fo214	Professor M. Morishima  Macro Economics I	40/ML	Ec2402
Ec141	The British Monetary System Mr. R. F. G. Alford	20/M	Ec1514	20214	Dr. C. R. Bean		
Ec142	Monetary Systems Seminar Mr. R. F. G. Alford	10/ML	Ec1514	Ec215	Macro Economics II Dr. C. A. Pissarides	40/ML	Ec2403
Ec143	Introduction to Economic Policy Professor C. Goodhart and Professor M. King	30/ML	Ec1450	Ec216	Methods of Economic Investigation I Dr. H. Wills, Mr. J. E. H. Davidson and Mr. J. J. Thomas	48/ML	Ec2410

Lecture	2/						
Semina Number	ir		Study Guide Number	Lecture/ Seminar Number			Study Guide Number
Ec217	Capital Theory Dr. C. R. S. Dougherty  Advanced Economic Theory	4/L 18/ML	Ec2402; Ec2403	Ec234	Transport and Urban Economics Seminar Professor C. D. Foster, Dr. S. Glaister, Mr. R. A. Jackman and Dr. C. M. E. Whitehead	10/L	Ec2432; Ec2510
20217	Professor M. Morishima	TO/IVIL	E02420	Ec235	Cost-Benefit Analysis	6/L	Ec2510
Ec221	History of Economic Thought (i) Classical Economics	20/ML	Ec2425		Professor C. D. Foster	11/2/10/10	400000
	Dr. M. Perlman (ii) Seminar Dr. M. Perlman	20/ML	Ec2425	Ec236	The Economics of Public Finance (Graduate Course) Professor A. B. Atkinson	20/ML	Ec2435
Landa							
Ec222	Introduction to International Trade and International Monetary Economics (i) Theory	10/M	Ec2426	Ec237	Seminar in Public Sector Economics Professor A. B. Atkinson	12/MLS	Ec2435
	Dr. E. A. Kuska (ii) History and Institutions	10/M	Ec2426	Ec238	Public Enterprise Economics Professor Bös	3/L	Ec2435; Ec2436
Ec223	International Trade Theory and Commercial Policy	15/ML	Ec2426	Ec240	Economics of Industry (Graduate Course)	20/ML	Ec2436
Ec224	International Monetary Economics	15/ML	Ec2426	Ec242	The Economics of Less Developed Countries Mr. M. D. Steuer	20/ML	Ec2440
Lezz	Dr. E. A. Kuska	13/WIL	EC2420				
Ec226	Theory of Optimal Decisions		Ec1542; Ec2428	Ec243	Seminar on the Economics of Less Developed Countries Mr. M. D. Steuer	20/ML	Ec2440
Ec227	Labour Economics (i) Labour Supply, Demand, Unemployment and Wage Inflation	25/ML	Ec2429	Ec245	Soviet Economic Development Professor P. J. D. Wiles and Mr. A. H. Smith	25/MLS	Ec1548; Ec2441; Ec2442
	Professor P. R. G. Layard  (ii) Microeconomic Foundations of Employment and Inflation Theory Dr. J. H. Moore	10/L	Ec2429	Ec246	Economic Problems of the Communist World — Seminar Professor P. J. D. Wiles	13/MLS	Ec1548; Ec2441; Ec2442
Ec228	Monetary Economics Professor C. Goodhart and Dr. D. Webb	45/MLS	Ec2430	Ec247	National Economic Planning: Command-Type and Indicative	35/MLS	Ec2442
Ec229	Banking and Monetary Policy Mr. R. F. G. Alford	10/L	Ec2430		Professor P. J. D. Wiles, Dr. S. Estrin and Dr. S. Gomulka		
Ec231	Welfare Analysis for Transport Economics Dr. S. Glaister	5/M	Ec2432	Ec248	Planning and Comparative Economics — Seminar Professor P. J. D. Wiles	13/MLS	Ec2442
Ec232	Economics of Transport: Road and Rail Professor C. D. Foster	5/M	Ec1544; Ec2432	Ec249	Capital Markets Professor M. King	25/MLS	Ec2435; Ec2437
			meld the	D-254		40.00	
Ec233	Economics of Transport: Aviation	5/S	Ec2432	Ec251	Manpower Development Planning Dr. C. R. S. Dougherty	10/M	Ec2429; Ec2440

Lecture, Seminar Number			Study Guide Number	Lecture/ Seminar Number			Study Guide Number
Ec253	Marx, Walras and Keynes in the Light of Contemporary Economic Analysis	25/MLS	Ec2455	Ec305	Introduction to General Equilibrium	10/M	Ec2570
	Professor M. Desai			Ec306	Topics in Advanced Mathematical Economics	10/M	Ec2570
Ec254	Marx, Walras and Keynes in the Light of Contemporary Economic Analysis — Seminar	10/L	Ec2455	Ec307	Imperfect Condition (Not available 1985–86)	10/L	Ec2570
	Professor M. Desai		100	Ec308	Equilibrium and Information (Not available 1985–86)	10/M	Ec2570
Ec255	Economic Organisation of the European Community Mr. A. Marin	13/ML	Ec2516	Ec309	Economies with Incomplete Markets (Not available 1985–86)	10/L	Ec2570
Ec256	Economic Organisation of the European Community — Seminar	15/ML	Ec2516	Ec310	Organisation and Information	10/L	Ec2570
	Mr. A. Marin		100	Ec311	Public Economics Dr. A. Horsley	10/M	Ec2570
Ec257	Basic Economic Concepts	20/M	Ec2516	Ec312	Intertemporal Economics	10/L	Ec2570
Ec258	The Economics of Inequality Professor A. B. Atkinson	35/ML	Ec2465		Dr. J. S. Lane		
Ec259	Seminar on Economic Inequality Professor A. B. Atkinson	5/L	Ec2465	Ec313	Duality, Programming and Economic Theory (Not available 1985-86)	10/L	Ec2571
Ec260				Ec314	Seminar in Mathematical Economics	12/MLS	Ec2571
EC200	The Economics of Technological Change and Long Term Growth (i) Micro-Economics Mr. D. E. de Meza and Dr. T. Horsley	18/ML	Ec2470	Ec315	Asymptotic Theory for Econometrics Professor J. S. Sargan	5/M	Ec2560; Ec2561
	(ii) Macro-Economics Dr. S. Gomulka	13/ML	Ec2470	Ec316	Advanced Econometric Theory Professor P. M. Robinson	25/MLS	Ec2560; Ec2561
Ec263	Technological Change — Seminar Professor P. J. D. Wiles and Mr. D. E. de Meza	5/L	Ec2470	Ec317	Finite Sample Properties Professor D. Sargan	10/L	Ec2560; Ec2561
Ec300	Preliminar-Year Seminar in Economics Dr. J. H. Moore	20/ML	eointy 1 _ 1	Ec319	Matrix Differential Calculus Dr. J. R. Magnus	10/M	Ec2560; Ec2561
Ec301	Preliminary-Year Seminar in Econometrics Professor M. Desai and Dr. J. R. Magnus	25/MLS	1000	Ec320	Statistical Forecasting and Control Professor A. C. Harvey	10/M	Ec2560; Ec2561
Ec302	Graduate Seminar for Advanced Ouantitative Economics			Ec321	Non-Linear Techniques in Econometrics Mr. J. E. H. Davidson	10/M	Ec2560; Ec2561
THE	(i) Mr. S. E. Pudney (ii) Dr. C. R. Bean and others	(i) 10/L (ii) 10/M		Ec323	Seminar in Econometrics Dr. H. Wills, Professor M. Desai and Professor A. C. Harvey	12/MLS	Ec2560; Ec2561
Ec303	Advanced Quantitative Economics I & II (I) Mr. S. E. Pudney (II) Dr. C. R. Bean	(I) 10/L (II) 10/M		Ec400	Elements of Urban and Regional Economics Dr. C. M. E. Whitehead	10/M	Ec2510; SM8357

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370 E	conomics	
Lecture/ Seminar Number	Stu	dy Guide Iumber
Ec401	Seminar in Regional and Urban Economics 15/LS Mr. R. A. Jackman	Ec2510
Ec410	Topics in Economic Analysis Professor M. A. King and others	Ec2495
Ec411	Seminar in Research Strategy Mr. M. D. Steuer and Dr. D. C. Webb	
Ec412	Seminar for Research Students in Economics 30/MLS Mr. M. D. Steuer	1
Ec450	Money and Macro-Economic Workshop 49/MLS Mr. R. F. G. Alford and Dr. C. A. Pissarides	
Ec452	The Unemployment Seminar 15/MLS Mr. R. A. Jackman and Professor P. R. G. Layard	Ec2429; Ec2450
	Econometrics Workshop MLS Professor M. Desai, Mr. J. E. H. Davidson, Professor J. D. Sargan, Dr. J. R. Magnus, Mr. S. E. Pudney, Professor A. C. Harvey and Dr. H. Wills	\$17) 17/
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# Study Guides

Ec234

# fransport and Urban Economics Seminar)

achers Responsible: Professor Foster, Dr. S. laister, Mr. R. Jackman, Room S376 and Dr. C.

surse Intended for graduate students. ope: Presentation and discussion of papers by arch students, staff members and visitors. eaching Arrangements: Seminars (Ec234) held in the

## Ec411

Seminar in Research Strategy

eachers Responsible: Mr. M. D. Steuer, Room S183 d Dr. D. C. Webb, Room S280

ourse Intended for M.Phil. and Ph.D. students in

ope: The seminar will emphasize the selection of arch topics and the design of feasible research

aching Arrangements: Seminars (Ec411). Twenty rs. Michaelmas and Lent Terms.

## Ec412

# Seminar for Research Students in conomics

eacher Responsible: Mr. M. D. Steuer, Room S183 ourse for all students registered for M.Phil. or Ph.D. rees in Economics.

ope: The basic purpose of the seminar is to present discuss work which bears on the problems of ting and defining research topics, and work which rs on the successful execution of economic research. approach is informal and an emphasis is placed on ing adequate time, more than one week on a single ers if necessary, so that questions raised by the aker or the participants may be satisfactorily ved. Members of the seminar may suggest and e on inviting outside speakers. The majority of the ers consist of students' research work at various ges of progress.

aching Arrangements: The seminar meets weekly ighout the academic year.

#### Ec450

# Money and Macro Economics Workshop

Theory and Testing

acher Responsible: Professor C. Goodhart orkshop for academic staff, research students, ademic visitors and others invited to attend. cope: Theory and empirical testing in the fields of

netary and macro-economics. feeting Arrangements: The workshop is held weekly,

Wednesdays at 5-6.30 p.m. and is Sessional.

#### II: Banking and Finance

Teacher Responsible: Mr. R. Alford, Room S378 and Professor C. Goodhart.

Workshop for academic staff, research students, academic visitors and others invited to attend.

Scope: Current problems and policy in the field of monetary and macro-economics, and in banking and other capital market institutions, both British and international.

Meeting Arrangements: The workshop is held weekly on alternate Tuesdays at 5-6.30 p.m.

Ec1400

#### **Economics A2**

Teacher Responsible: Dr N. A. Barr, Room S578 Course Intended Primarily for B.Sc. (Econ.) Part I; B.Sc. (Econ.) Part II 2nd or 3rd year; B.A./B.Sc. by Course Unit, main fields Geography, Management Sciences, Social Anthropology, Sociology, Social Psychology (Course Unit 12/340/1400), 1st, 2nd or 3rd year. Diploma in Accounting and Finance (Paper 3, 4 and 5 (a)); Diploma in Management Sciences (V (a)); M.Sc. final year. Not to be taken if Economics B has already been taken.

Scope: This is an introductory course in economic theory; it assumes no previous knowledge of economics or mathematics.

Syllabus: This course gives a foundation in economic theory, primarily to those who have done no economics before. The course is suitable for those who intend to do further economics, either specialist or non-specialist. No knowledge of algebra is assumed. The course covers standard micro- and macro-economic theory and its extensions and some aspects of income distribution. Topics dealt with include demand and supply, theories of utility and cost, market structures, optimality, theories of wages and labour supply, macro-economic equilibrium in the goods and money markets, unemployment, inflation, and the balance of

Pre-Requisites: None.

Teaching Arrangements: There is one lecture course and an accompanying set of classes:

Lectures: Ec101 Economics A2 36 lectures (18 Michaelmas, 15 Lent and 3 Summer Term) Classes: Ec101(a) 20 Sessional.

Ec101 Economics A2 covers the whole of the syllabus described above; 18 lectures (Michaelmas Term, Dr. C. M. E. Whitehead are on microeconomics; the remaining 18 (Lent and Summer Terms, Dr. N. A. Barr, are on macroeconomics. The course follows fairly closely standard first year textbooks such as Lipsey, Baumol and Blinder or Begg, Fischer and Dornbusch (see details below).

Lecture handouts are distributed at frequent intervals; they contain the outline of the lectures, details of prescribed readings and questions for discussion in classes. In addition about eight programmed learning problem sets are handed out in lectures, each containing about fifteen multiple choice questions. Interactive software programmes are also available for use on a voluntary basis.

Economics 373

Ec101a There are 20 classes, usually taught by parttime teachers. They are used mainly to deal with questions arising out of the lectures; with some of the questions on the lecture handouts; and with the questions on the programmed learning problem sets. They are used also to discuss students' written work. Written Work: In addition to the programmed learning problem sets class teachers will normally set and mark four pieces of written work from each student during

Reading List: Students should buy one of the following: R. G. Lipsey, An Introduction to Positive Economics (6th edn.), Weidenfeld and Nicolson, 1983; W. J. Baumol & A. S. Blinder, Economics, Principles and Policy (2nd edn.), Harcourt Brace Jovanovich, 1982; D. Begg, S. Fischer and R. Dornbusch, Economics, McGraw-Hill, 1984.

No one book is better than any of the others; each student should buy the book which best suits his/her personal style.

Supplementary Reading List: Before the start of the course students may wish to consult: P. Donaldson, A Question of Economics, Penguin; J. Robinson, Economic Philosophy, Penguin; J. K. Galbraith, Economics and the Public Purpose, Penguin; M. Friedman & R. Friedman, Free to Choose, Penguin; M. Stewart, Keynes and After, Penguin.

Further supplementary reading is given in the weekly handonts

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the full syllabus. The assessment for the course is based entirely on the examination result. The examination contains two types of question

(a) a compulsory question consisting of eight questions requiring short answers, and 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 from both Micro and Macro Economics.

Copies of previous years' papers are available.

Ec1403

#### Economics B

Teachers Responsible: Dr. S. Estrin Room S581 and Professor M. Morishima, Room R410 (Secretary, Ms. D. Clark, R411)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.Sc. c.u. main fields, Maths., Stats., Comp., Act. Sci., Man. Sci., Dip. Man. Sci.

Scope: The aim of the course is to give students the conceptual basis and the necessary analytical tools for understanding contemporary economics.

Syllabus: Part A (Dr. S. Estrin) - Theory of consumer behaviour; theory of the firm; market equilibrium; imperfect competition; general equilibrium theory; welfare economics; financial markets. Part B (Professor Morishima) - Analysis of the market: for the primary industry and for the secondary industry; determination of exchange rates; an aggregative general equilibrium model; is full employment possible?; public finance policy; monetary policy.

Pre-Requisites: A knowledge of A-level economics is desirable, as is some knowledge of mathematics (e elementary linear algebra and calculus). Neither essential, but those students without this background should be prepared to do extra work.

Teaching Arrangements: Dr. S. Estrin will give twenty 1-hour lectures (Ec102) in the Michaelmas Term, a Professor Morishima will give twenty 1-hour lecture (Ec102) in the Lent Term. There will also be twen two accompanying classes (Ec102a) through the year Reading List: W. J. Baumol and Alan S. Blinde Economics: Principles and Policy; Michio Morish The Economics of Industrial Society; R. G. Lipsey. Introduction to Positive Economics; Peter J. de la Wiles, Price, Cost and Output; David Laide Introduction to Microeconomics.

Examination Arrangements: There is a three-hou formal examination in the Summer Term, based on the full syllabus of parts A and B of the course. There will be at least twelve questions, of which four must answered. Students must choose at least two from each part of the course.

The assessment of the course is based exclusively of the exam paper.

Ec1408

## Introduction to Mathematical Economics

Teacher Responsible: Dr. John Lane, Room \$580. Course Intended Primarily for B.Sc. (Econ.) Part I and II; B.Sc. Course Unit main fields Maths. Stals Computing, Actuarial Science, Management Science Diploma Management Sciences.

Scope: An introduction to economic principles suitable for those intending to specialise in economics. mathematical approach is adopted whenever it appropriate. Although the syllabus is similar to the of many 'A' level courses, the approach is qui different to that usually found at 'A' level. 'A' level economics is not a requirement for this course, nor is it necessarily a great advantage to have taken it. facility with applied mathematics, on the other hand is a considerable advantage.

Syllabus: Supply and demand: static and dynami properties of markets in equilibrium. The competit producer: the production and cost functions, returns scale; the supply function, the input demand function the elasticity of substitution; the firm and the industr The theory of consumers' behaviour; preferences an utility functions, demand functions, expenditu functions and compensated demand functions; the Slutsky equation; revealed preference; labour supply Welfare economics in competitive markets; Paret efficiency, general equilibrium; the effect of taxes externalities, public goods. Monopoly, oligopol imperfect competition and imperfect informatio Macroeconomics; the multiplier, fiscal policy, simp dynamic models; investment and the rate of interest the demand for money; full equilibrium, fiscal and monetary policy.

Teaching Arrangements:

Classes: Eighteen weekly classes (Ec104a) in the Michaelmas, Lent and Summer Terms.

lectures: One lecture a week is held, twenty five etures (Ec104) in all.

There are two text books for the course, both of which are required reading. One of these is: A Mathematical roduction to Economics by Alasdair Smith Blackwell, 1982). You must buy and become roughly familiar with this text. As you read the book ou should be sure to redraw each diagram for yourself o a much larger scale. This will greatly enhance your inderstanding and it will help you to remember the material. At the end of each chapter you will find a set f exercises. You should attempt as many of these as you possibly can, even though your class teacher will anly have time to discuss a small proportion of them. Take every opportunity to discuss them - and the eture material - with your colleagues. Some exercises ire a largely mathematical answer, some are best tackled using diagrams, some require a purely verbal nswer, and some require combinations of these roaches. Usually it will be obvious what approach required, but sometimes you will have to form your in judgement of the best way to tackle a question. ou will undoubtedly find, especially at first, that the forming such judgements is harder to acquire an the purely mathematical skills required.

An Introduction to Positive Economics by R. G. Lipsey Veidenfeld & Nicolson). The fifth edition is available paperback at £8.50 but it is no handicap to use the and or third or fourth editions. Smith's book is not a tute for this book: they should be used together. fic references to Lipsey may not always be given n the lectures but it is normally easy enough to find relevant passages.

s very important that you should give as much ntion to Lipsey as to the rather more terse thematical book. There is a danger that a thorough nderstanding of the formal, mathematical nipulations will give you a false impression of derstanding the underlying economics of what is ing said. The economics is the important thing and so you must guard against a superficial understanding reading Lipsey.

casionally you may find it helpful to refer to three books: G. C. Archibald and R. G. Lipsey, An duction to a Mathematical Treatment of nomics and W. J. Baumol, Economic Theory and erations Analysis, and E. Silberberg, The Structure Economics, a Mathematical Analysis but you will ot need to buy them, and again, it is not necessary to sult the latest editions.

you do not understand something said in a lecture, do not hesitate to ask to have the point repeated and prified. The chances are that other students have the me problem. I will be sticking closely to the material Smith's book (although there will not be time to cover all of it) and so there is no necessity to take full lecture tes if you do not want to. However, many people find much easier to understand and remember things if write them down. And when you come to revise ter a period of time, you may find notes you have tten yourself easier to follow than material written

asses will be every week. These will give you an portunity to discuss your problems with the lecturers

and to discuss any other matters you or your class teacher may wish.

Reading List: The first two titles are required reading. You should certainly buy Smith and you will need easy access to Lipsey.

M. A. M. Smith A Mathematical Introduction to Economics, Blackwell; R. G. Lipsey, An Introduction to Positive Economics, Weidenfeld & Nicolson.

Supplementary Reading List: G. C. Archibald & R. G. Lipsey, An Introduction to a Mathematical Treatment of Economics; W. J. Baumol, Economic Theory and Operations Analysis; E. Silberberg, The Structure of Economics, a Mathematical Analysis.

Examination Arrangements: You are strongly advised to have a look at recent past examination papers for the course (available in the Teaching Library) so as to get an idea of what is required at the end of the year. The paper requires you to answer four questions in three hours from a total of about nine. Each question carries 25% of the marks.

Ec1415

# **Basic Mathematics for Economists**

Teacher Responsible: To be announced

Course Intended Primarily for B.Sc. (Econ.) Part I; Diploma in Economics.

Scope: Course Ec103 is designed to provide students with the elementary mathematical tools that are needed to pursue a degree in economics. Application of these techniques to a variety of economic problems is given particular emphasis. Course SM100 covers other topics contained in a typical A-level Pure Mathematics syllabus and provides the necessary background for SM102, Elementary Mathematical Methods.

Syllabus: Ec103 (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's surplus, summation of continuous flows. Ec103 (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.

SM100: Partial fractions; trigonometric and inverse trigonometric functions; further calculus, including integration by parts and by substitution; Taylor series. Pre-Requisites: The course is designed for students with a reasonable understanding of O-level mathematics, or its equivalent. Prior knowledge of calculus is not assumed.

Teaching Arrangements: The 28 lectures for Ec103 are given during Michaelmas and Lent Terms. SM100 will be given towards the end of the Michaelmas Term. Comprehensive lecture notes are provided for both lecture courses. Students will be allocated one class a

week (Sessional) in connection with Ec103, 10 extra classes will be organised for those choosing to attend SM100. A further remedial class will be arranged for those in difficulty.

Written Work: There are sets of problems associated with both courses that will form the basis of class discussion. 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 in Ec103 and are close substitutes. It is advisable to purchase one of the following: G. C. Archibald & R. G. Lipsey, An Introduction to a Mathematical Treatment of Economics; J. Colin Glass, An Introduction to Mathematical Methods in Economics; J. Black and J. F. Bradley, Essential Mathematics for Economists; Edward T. Dowling, Mathematics for Economists. Archibald and Lipsey is perhaps the most comprehensive of the above, but some students may find it a little advanced. The Book by Dowling is particularly rich in worked examples. Examination Arrangements: The course assessment is based exclusively on a three-hour formal examination in the Summer Term. The paper will include 9 questions on the material from Ec103 and 3 questions on SM100. Students are required to answer 5 questions with no restriction on choice, and each question is given equal weight. Students can expect to pass the course if they correctly answer 2 complete questions.

In designing the examination it is assumed that students have attended Ec103 (Part A) and either Ec103 (Part B) or SM100 or both. However, the appropriate strategy for almost all students will be to attend both parts of Ec103, and then opt to attend SM100 in addition if they wish to cover the more advanced mathematical techniques.

Ec1420

#### General Economics

Teacher Responsible: Dr. J. Le Grand, Room R405 Course Intended Primarily for B.Sc. (Econ.) Part II (but not special subjects I-VII, XIX, XX, XXVI); B.A./B.Sc. c.u. 2nd or 3rd year.

Scope: The course is aimed at students with some training in elementary economics, but who are not specialising in the subject. It concentrates on microeconomic and macro-economic policies and problems. with examples based primarily on the U.K.

Syllabus: The course covers the following areas: industrial policy, pollution, health care, education, housing, poverty and inequality, inflation and unemployment, stabilisation policies, incomes policy, exchange rates and balance of payments, economic growth.

Pre-Requisites: A knowledge of introductory microand macro-economics (e.g. as covered in Economics A2 or U.K. "A" level economics).

Teaching Arrangements: Ec110: 12 lectures in macroeconomics, 12 lectures in micro-economics throughout

There are also twenty-three classes (Ec110(a)).

Classes: Students are expected to contribute to class discussions, and to hand in four essays to the class

Reading List: There is no single textbook covering the whole course; but, for the micro-economic ha students are advised to purchase: J. Le Grand & R Robinson. The Economics of Social Problems (2nd edn.), Macmillan, 1983.

Detailed reading lists are handed out at the beginn of each of the two sets of lectures.

Examination Arrangements: The course is examined by a three-hour formal examination in the Summ Term. The examination paper is split into two sections. with six questions in each section; students have answer four questions, with at least one from each

Ec1425

## **Economic Principles**

Teacher Responsible: Professor P. R. G. Layard, Room S84 and Professor N. Stern.

Course Intended Primarily for B.Sc. (Econ.) Part II. B.Sc. c.u.; Dip. Econ.; Dip. Acc. and Fin.; Dip. Bu

Scope: An intermediate course in micro-economic and macro-economic analysis.

Syllabus: Microeconomics: The principles of the economic analysis of the market mechanism. The determination of relative prices, the allocation of resources and the distribution of income. Welfare

Macroeconomics: The goods market (simple Keynesian analysis); the goods and money market (IS/LM; the demand and supply of money, aggregat supply and demand; inflation and unemployment; the financing of budget deficits; the open econor consumption; investment; the business cycle and stabilization policy. The treatment will invo diagrammatic techniques and elementary algebra, bu more severe mathematical treatment will not be required.

Pre-Requisites: The course is designed to follow introductory courses in Economics based on text book such as P. A. Samuelson, Economics; or R. G. Lipse Positive Economics. Students who have not previous studied Economics should read either of these books before commencing Economic Principles.

Teaching Arrangements:

Lectures: Ec111(i) Micro-Economic Theory 20 Lent Term, by Professor N. Stern. Ec111(ii) Macro-Economic Theory 20 Michaelmas Term, by Professor

Classes Ec111(a) 24 Sessional.

Classes will be largely devoted to discussion of problems designed to strengthen students understanding of analytical methods. 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: Micro: D. Laidler, Introduction Micro-economics (2nd edn.), and/or J. Hirshleifer. Price Theory and its Applications (2nd edn.); J. R. Gould, Additional Notes covering some parts of the lectures and available in the Teaching Library.

The above are required reading. In addition: D. de Meza and M. Osborne, Problems in Price Theory is hable for practice in analytical methods.

ero: R. Dornbusch & S. Fischer, Macro-economics, the recommended text. The material of the course is also covered in G. Ackley, Macroeconomics, W. Branson, Macroeconomics or M. Perlman, Macroeconomics.

Supplementary Reading List: A limited amount may be mmended in the lecture courses.

Examination Arrangements: There is a three-hour mal examination in the Summer Term. The mination paper is divided into two parts, micro and acro, with six questions in each part. Candidates are ired to answer two questions from each part. All tions carry equal weight. Copies of previous years' ers are available in the library.

Ec1426

# Principles of Economics Treated Mathematically

eacher Responsible: Dr. F. A. Cowell, Room S475 ourse Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. course unit; Diploma in Economics; Diploma in prometrics; M.Sc. preliminary year.

Scope: The aim of the course is to provide students with basic grounding in microeconomic and macronomic analysis.

Syllabus: Microeconomics: Standard optimisation hods are used to analyse the theory of production, theory of the firm, the theory of consumer aviour; the comparative statics properties of ullibrium models are analysed. An outline of general pullibrium analysis is provided with specific sussion in a two-sector model. There is an mentary treatment of topics such as imperfect markets, uncertainty and welfare economics.

Macroeconomics: The basic macroeconomic model corporating a goods market, asset market and labour arket is set up and its comparative statics discussed. he consumption function, investment behaviour and demand for and supply of money are discussed in ter detail. The model is extended to incorporate the rnment and international trade. Elementary namics models of output, employment and prices are

re-Requisites: A knowledge of mathematics covering ic algebra, basic differential and integral calculus cluding partial derivative differentiation), elementary ear algebra, simple differential and difference nations. (See Mathematical Background, below.) An ropriate first year economics course is an antage but not essential.

eaching Arrangements: Lectures: Ec113(i) dicroeconomics, one a week in the Michaelmas and ent Terms by Dr. F. Cowell. Ec113(ii) Macroeconomics, one a week in the Michaelmas and Lent Terms by Dr. J. Moore. Accompanying the tures is a set of classes (Ec113a) which are intended further discussion of issues raised in lectures and for scussion of problem sets issued by the lectures.

Written Work: In the Michaelmas and Lent Terms a one hour mock examination will be held based on that

term's work. Students are strongly advised to prepare for these two tests diligently since the experience gained in them will be of considerable value in preparing for the formal examinations in the Summer. Students are also strongly encouraged to work through all the examples and exercises provided by the lecturers.

Reading List: Microeconomics: There is no single textbook which covers the course at the right level of difficulty. However, H. Gravelle & R. Rees, Microeconomics, Longmans, provides a good coverage. Slightly advanced, but very thorough is E. Malinvaud, Lectures in Microeconomic Theory.

Students with strong mathematics can find a more rigorous analysis in H. Varian, Micro Economic Analysis, Norton.

Other detailed reading will accompany the course

Macroeconomics: The best textbook for the course is: R. Dornbusch & S. Fischer, Macroeconomics (3rd

Dornbusch and Fischer make little use of mathematics. A text covering many of the topics of the course at an appropriate mathematical level is: P. Burrows & T. Hitiris, Macroeconomic Theory: A Mathematical Introduction.

Students with strong mathematics can find a more rigorous analysis in D. J. Ott, A. F. Ott & J. H. Yoo, Macroeconomic Theory. Many other text books cover the course syllabus (without being especially mathematical). For example: W. H. Branson & J. H. Litvack, Macroeconomics (2nd edn.); T. F. Dernberg & D. M. McDougall, Macroeconomics (5th edn.); M. Perlman, Macroeconomics (2nd edn.).

Detailed guidance will be given in the lectures.

Mathematical Background

It is assumed that students will be familiar with basic mathematics, to the level of, say, G. C. Archibald & R. G. Lipsey, A Mathematical Treatment of Economics; A. C. Chiang, Fundamental Methods of Mathematical Economics; T. Yamane, Mathematics for Economics.

Examination Arrangements: There is a three-hour examination in the Summer Term based on the full syllabus covered by the lecture courses. The paper contains 12-14 questions grouped in two or three sections. Candidates are required to answer four questions, choosing at least one from the microeconomics section and at least one from the macroeconomics section. The questions are set in such a way as to test analytical, computation and descriptive skills. Students are encouraged to check previous years' examination papers for guidances on the style of

Ec1430

# Introduction to Econometrics and **Economic Statistics**

Teachers Responsible: Dr. C. R. S. Dougherty, Room S184. Professor A. Harvey, Room S218A and Dr. C. M. Phillips, Room S207.

Courses Intended Primarily for B.Sc. (Econ.) Part II; M.Sc. Economics preliminary year; Diploma in Scope: The course is in two parts. Dr. Dougherty gives 17 lectures which form an introduction to econometrics. Before these lectures he gives six optional lectures which review basic statistical concepts. Dr. Phillips and Professor Harvey give 10 lectures on the collection and assessment of economic statistics, including national accounts statistics, sources and methods. Dr. Dougherty gives one additional lecture on the limitations of statistical techniques in economics.

Syllabus: Dr. Dougherty's lectures: (a) optional review lectures: random variables; expected values; hypothesis testing and confidence intervals; covariance, variance and correlation. (b) main lectures; simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables; proxy variables; serial correlation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; indirect least squares; instrumental variables; two-stage least squares; model evaluation.

Dr. Phillips' lectures: measurement of 'standards' of living, the UK Family Expenditure Survey. General Household Survey and Labour Force Surveys as sources of data.

Professor Harvey's lectures: concepts of Gross Domestic Product and its components, and problems of measurement at current and constant prices; index numbers, including Retail Prices Index, Consumers' Price Index and Index of Industrial Production; Balance of Payments and Trade Statistics.

**Pre-Requisites:** A basic knowledge of calculus is assumed in the theoretical part of the course. Students who have not taken a basic course in statistics must attend the six preliminary review lectures.

Teaching Arrangements: Dr. Dougherty gives the six preliminary review lectures (SM230) in the first three weeks of the Michaelmas Term and the main lectures from the fourth week of the Michaelmas Term at 9 a.m. each Thursday. Dr. Phillips gives her lectures in the second half of the Michaelmas Term each Thursday at 3 p.m. and Professor Harvey's lectures are given at the same time in the Lent Term. There is one class (SM230a) per week associated with the lectures and class group allocation takes place at the start of the Michaelmas Term. 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: R. G. D. Allen, An Introduction to National Accounts Statistics (MacMillan, 1960); covers much of Professor Harvey's part of the course. Comprehensive lecture notes will be provided for the theoretical part of the course.

**Examination Arrangements:** There is a three-hour formal examination at the beginning of June.

#### Ec1450

Introduction to Economic Policy

Teacher Responsible: Mr. R. F. G. Alford, Room S378 Course Intended Primarily for B.Sc. (Econ.) Part II and Dip. Econ.

Scope: This course is concerned with British economic

policy and its attempts to deal with economic problems using economic theory and quantitative information. The field is so large that the course concentrates upon only three areas:

Macro-economic management

Economic Policy and Capital Formation

The Balance of Payments

(This course is complementary with the main second year theory courses Principles of Economics and Principles of Economics Treated Mathematically,)
Pre-Requisites: Students taking the B.Sc. (Econ.) must

have taken one of the first year economics courses

Economics A2 or Economics B. Other students must
have taken at least one year of Economics at university
level.

Teaching Arrangements: Each section of the course has its own lectures and classes:

Macro-economic Management:

Ec143(i) Macro-economic Management (10 lectures, Professor Goodhart, Michaelmas Term)

Ec143(i) (a) (5 classes, first five weeks of Lent Term) Ec143(ii) Economic Policy and Capital Formation (10 lectures, Professor King, Michaelmas Term

Ec143(ii) (a) (5 classes, last five weeks of Michaelma Term)

The Balance of Payments:

Ec143(iii) The Balance of Payments (10 lectures; Professor Goodhart, Lent Term)

Ec143(iii) (a) (5 classes, last five weeks of Lent Term). Written Work: Written work will consist of class papers or essays which will be set by the class teachers, Reading List: suitable preliminary reading would be: Macro-economic Management: K. A. Chrystal, Controversies in British Macroeconomics; K. Cuthbertson, Macroeconomic Policy.

Economic Policy and Capital Formation: Reading to be arranged.

The Balance of Payments: A. P. Thirlwall, Balance of Payments Theory.

More detailed reading lists will be given out during the course.

Examination Arrangements: There is a three-hour examination in the Summer Term. The paper will contain at least four questions on each section of the course. Candidates have to answer four questions; there is no restriction on choice of questions.

#### Ec1451

# The Economics of Industry

Teacher Responsible: Dr. C. M. E. Whitehead.

Course Intended Primarily for B.Sc. (Econ.) Part II: B.Sc. c.u.; Dip. Econ.; Dip. Acc. and Fin.; Dip. Bus. Studies.

Scope: A second-year undergraduate course in the Economics of Industry (or in North American terminology, Industrial organization).

Syllabus: The economic analysis of the structure of industry. The major subjects covered are market versus firm organization; size of firms; diversification; vertical integration; market structure and concentration; conditions of entry and strategic decisions with respect to entry. Emphasis is placed on competition and monopoly, transactions and organization costs, and

the implications of market structure for economic welfare. The course examines both the analytic framework necessary for an understanding of problems of industrial structure and empirical tests of this framework.

Pre-Requisites: Students should have completed an intermediate course in economic analysis such as Economic Principles, or should be following that course while following this course.

Teaching Arrangements:

Lectures: Ec132 Economics of Industry 25 Sessional.

Classes will be largely devoted to discussion of topics designed to complement or supplement the lectures. Written work will be required and assessed by class

Reading List: There is no single text recommended for the whole course. A detailed reading list will be provided at the beginning of the course and class teachers will help students seeking guidance on their reading.

The following books are useful as general reference: D. Needham, The Economics of Industrial Structure, Conduct & Performance; J. V. Koch, Industrial Organization and Prices; D. A. Hay & D. J. Morris, Industrial Economics Theory and Evidence; R. W. Shaw & C. J. Sutton, Industry and Competition: Industrial Case Studies.

A more advanced and comprehensive treatment can be found in: F. M. Scherer, *Industrial Market Structure* and Economic Performance. (Its scope is much more extensive than the course.)

References to journal articles and texts relating to specific topics will be given in the lectures.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. A compulsory question accounts for 40% of the total marks; there is a choice of five sub-questions from at least ten. The remaining 60% of the marks are assigned to three questions, to be selected from at least six.

#### Ec1452

#### Labour Economics

leacher Responsible: Mr. S. Wadhwani.

Course Intended Primarily for B.Sc. (Econ.) 2nd or 3rd year; Diploma in Economics.

Scope: The course seeks to introduce students to the major theoretical principles of labour economics and to recent applied work in the area.

Syllabus: 'Causes' of Unemployment:

- (i) Real wage rigidity
- (ii) Fiscal/Monetary policy
- (iii) Inflation
- (iv) Unemployment benefits
- (v) Union power
- vi) Tax reform
- ii) Technical change

The above will subsume an analysis of the aggregate demand for labour under alternative assumptions, the theory of labour/leisure choice, the theory of job search, an economic analysis of trade union behaviour, and models that purport to explain wage rigidity (e.g. efficiency wage models).

The distribution of earnings: including the human capital model, the role of the educational system, labour market discrimination and the role of genes in determining earnings.

Possible 'cures' for stagflation, including incomes policies and profit-sharing schemes.

Pre-Requisites: It is essential for students to have taken, or be taking, the 2nd year B.Sc. (Econ.) courses Economic Principles and Introduction to Econometrics and Economic Statistics (of course, alternative courses which cover similar material would be equally acceptable). Also, a knowledge of elementary calculus (e.g. the level achieved in Basic Mathematics for Economists) is useful.

Teaching Arrangements: Ec136 25 Michaelmas, Lent and Summer Terms.

Ec136a 23 Michaelmas, Lent and Summer Terms.

Reading List: There is no text book for the course, although students might consult Addison and Siebert, The Market for Labor; or Hamermesh and Rees, The Economics of Work and Pay. Additional reading will be suggested in the course.

Examination Arrangements: Assessment is based wholly on a three-hour examination in the Summer Term. Usually, students are expected to answer four out of about ten questions.

#### Ec1453

### Theory of Business Decisions

Teacher Responsible: Professor L. P. Foldes, Room \$182

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. course unit main fields Maths., Stats., Act. Sci., Man. Sci.; Dip. Econ.

Scope: An introduction to concepts of normative decision theory common to economics, statistics, operational research and related disciplines, with special emphasis on the treatment of risk and uncertainty.

Applications to business.

The formulation of problems is mathematical, but the course emphasises conceptual aspects rather than proofs of theorems or computational methods.

Syllabus: A selection will be made from the following topics: Mathematical programming, including shadow prices and their use in schemes of decentralisation. Concepts of probability, including discussion of objective and subjective interpretations. Expected utility. Decision rules for problems involving risk, with selected applications e.g. to insurance or investment problems. Random processes, information structures, trees and sequential decisions. Concepts of uncertainty analysis, including Bayes and minimax solutions of games against nature and zero-sum two person games. Organisations considered as games and as teams. Survey of informal organisation theory.

#### Pre-Requisites:

(i) Elementary microeconomics - theory of the firm, indifference curves, competitive pricing, welfare.

(ii) Mathematics – elementary set theory and calculus.
 (iii) Elementary probability – discrete probability, normal distribution.

In the case of B.Sc. (Econ.) students, experience shows that those with A-level mathematics and Elementary Statistical Theory at Part I have an advantage, but the course can be taken successfully by students who do not have these qualifications.

For B.Sc. (Econ.) students, prerequisites in economics do not normally present a problem. For others A-level or Part I Economics (or equivalent) is essential, and it is helpful if **Economic Principles** or an equivalent course is also taken (concurrently in the case of second-year students).

Teaching Arrangements: 22 one-and-a-half-hour lectures (Ec134) and 18 one-hour classes (Ec143a) in the Michaelmas, Lent and Summer Terms given by Lucien Foldes.

Students are expected to write at least two essays during the year and may be asked to report on literature in class.

Reading List: General References: W. Baumol, Economic Theory and Operations Analysis (4th edn.), chapters 1-8, 12, 15, 17-19 or corresponding chapters in earlier editions; H. Raiffa, Decision Analysis – Introductory Lectures on Choices under Uncertainty; G. Menges, Economic Decision Making – Basic Concepts and Models; R. D. Luce & H. Raiffa, Games and Decisions, chapters 1-7, 13 and 14.

There is no single text recommended for the whole course. The book by Menges, although close in outlook to the lectures, is difficult to read because of inadequacies of translation and inconsistencies in the level of exposition. The book by Raiffa is excellent (though sometimes long-winded) on problems of risk, but does not cover the whole course. Baumol should be read as a general introduction and survey, but taken alone does not go deeply enough into some of the main topics. Luce and Raiffa is excellent and concise but often rather advanced. A more detailed reading list for topics appears below.

Probability Background: K. L. Chung, Elementary Probability Theory with Stochastic Processes (omit excercises, hard examples and starred sections, if you want a conceptual rather than technical course); J. G. Kemeny, A. Schleifer, J. L. Snell & G. L. Thompson, Finite Mathematics with Business Applications (2nd edn.), chapter 3.

#### Detailed Course Outline and Further Reference Lecture Outline:

I Survey of decision theory and classification of models. Preliminary discussion of certainty problems (see VI below for a list).

II Risk – one person, one period problems without information gathering. Formulation and examples. Introduction to alternative concepts of probability. Assignment of subjective probabilities. Expected utility: theory and critique. Applications – business planning, evaluation of a single risky project, insurance and risk sharing, portfolio selection.

III Uncertainty – framework as under II. Risk versus uncertainty. Randomised decisions. Rules for uncertainty. Admissible and Bayesian decisions. Maximin and zero-sum two person game.

IV Risk and uncertainty with sequences of action and information gathering. Survey of concepts from mathematical probability. Decision trees and analysis

in extensive form. Bayesian learning and the value of information. Reduction to normal form. Examples of statistical decision procedures.

V Survey of methodological controversies in probability, statistics and decision theory. Concepts of probability: mathematical, objective and subjective. Bayesian versus 'classical' methods of inference and decision. Risk versus uncertainty again. Practical implications.

VI Survey of optimisation in the case of certainty. Linear and concave programming. Optimal investment with a perfect capital market. Decentralisation through pricing systems, including transfer pricing in the firm. Duality and saddle points in programming, decision theory and games. General remarks on the treatment of time, risk and uncertainty.

VII Multi-person problems - a selection.

Teams. Panel of experts. Some problems in game theory — optimality versus equilibrium (dilemma game), coalitions. Aims of the firm. Approaches to conflict resolution in organisations, including models with bounded rationality. Agency theory.

Class Outline: This outline is flexible, particularly as regards order of topics.

\*Indicates items which are more advanced mathematically.

1. Introduction to concepts of decision making. Structure of the course; the relationship between lectures and classes; reading, written work.

Reading: H. A. Simon, 'Theories of Decision-making in Economics' (American Economic Review, 1959); 'A Behavioral Model of Rational Choice' (Quarterly Journal of Economics, 1955); W. Edwards and A. Tversky (Eds.), Decision Making, Section 1, Penguin; W. Baumol, Economic Theory and Operations Analysis, chapter 1; M. Alexis and C. Z. Wilson (Eds.), Organisational Decision Making, chapter 3.

2. Certainty models 1 - Linear programming: the primal and dual solutions; shadow pricing; economic interpretations of linear and concave programmes; application to decentralisation.

Reading: W. Baumol, chapters 5–8; R. Dorfman, P. A. Samuelson and R. Solow, Linear Programming and Economic Analysis, chapters 1–3, 6–8; \*G. Menges, Economic Decision Making – Basic Concepts and Models, chapter 4; \*R. D. Luce & H. Raiffa, Games and Decisions, Appendix 5 (best read after later lectures); M. Alexis and C. Z. Wilson, chapter 4.

3. Certainty models 2 – Decision making over time; discounting, net present value and maximisation of utility; perfect and imperfect capital markets.

Reading: J. Hirshleifer, 'On the Theory of Optimal Investment Decision' (Journal of Political Economy, 1958); also in Carsberg and Edey; J. R. Gould, 'On Investment Criteria for Mutually Exclusive Projects' (Economica, February 1972); L. P. Foldes, 'Imperfect Capital Markets and the Theory of Investment' (Review of Economic Studies, 1961).

4. Decision making under risk: one approach, the maximisation of expected value; an example.

Reading: H. Raiffa, Decision Analysis - Introductory Lectures on Choices under Uncertainty, chapter 2; W. Baumol, chapter 25; J. Van Dantzig, 'Economic Decisions for Flood Prevention' (Econometrica, 1956): iso summary and discussion by Gibrat and Allais, renometrica, 1954.

Decision making under quasi-risk: an application to

teading: D. B. Hertz, 'Risk Analysis in Capital

Decision trees as an approach to decison making:
pplication of Bayes' theorem and value of
formation.

Reading: H. Raiffa, chapters 1-2; J. F. McGee, Decision trees for decision making' and 'How to Use Decision Trees in Capital Investment' (Harvard Business Review, 1964); also in M. K. Starr (Ed.), Management of Production, Penguin; R. D. Luce and H. Raiffa, chapter 3.

Formulation of expected utility: the axioms on von umann-Morgenstern utility theory.

Reading: H. Raiffa, chapters 4–5; R. D. Luce & H. Raiffa, chapter 2; \*G. Menges, chapter 2; M. Allais & D. Hagen (Eds.), Expected Utility and the Allais Paradox, especially the sections 'The Arbitrage between Mathematical Expectation and the Probability of Ruin, and the St. Petersburg Paradox' and Appendix C: Selected Findings of the 1952 Experiment'. These are available separately as photocopies. The text of the 1952 questionnaire and a summary of Allais' theory appear in 'La Psychologie te l'Homme Rationnel devant le Risque – la Théorie d'Expérience' (Journal de la Société de Statisque de Paris, 1953).

8. Expected utility applied to individual decisions: risk aversion and risk loving.

Reading: J. Tobin, 'Liquidity Preference as Behaviour Towards Risk' (Review of Economic Studies, 1958); also in Mueller, chapter 13; M. Friedman and L. J. Savage, 'The Utility Analysis of Choices involving Risk' (Journal of Political Economy, 1948); Markowitz, 'The Utility of Wealth' (Journal of Political Economy, 1952).

Risk pooling and maximisation of expected value by

Reading: P. Dasgupta and G. Heal, Economics and Exhaustible Resources, chapter 13; H. Raiffa, chapter 8 part I.

Mean-variance analysis and its application to ortfolio and project selection.

Reading: T. E. Copeland & J. F. Weston, Financial Theory and Corporate Policy, chapters 6-7.

1. The concepts of objective and subjective robabilities and their importance for decision proaches. Assignment of subjective probabilities.

Reading: H. Raiffa; \*G. Menges, chapter 1; H. E. Kyburg and H. E. Smokler, Studies in Subjective Probability, Introduction; K. R. Popper, 'The Propensity Interpretation of Probability' (British Journal for the Philosophy of Science, 10); L. P. Foldes, 'Uncertainty, Probability and Potential Surprise' (Economica, August 1958); D. J. Struik, 'On the Foundations of the Theory of Probabilities' Philosophy of Science, I, 1937).

12. Decision making under uncertainty: decision theria in games against nature. Relation to statistical decision theory.

Reading: R. D. Luce & H. Raiffa, chapter 13; W. Baumol, chapter 19; H. Raiffa; \*G. Menges, chapter 6; J. W. Tukey, 'Conclusions vs. Decisions' (Technometrics, I); J. Wolfowitz, 'Bayesian Inference and the Axioms of Consistent Decision' (Econometrica, 1962); H. Chernoff and L. E. Moses, Elementary Decision Theory, (Wiley 1959).

13. Games against opponents: two person zero-sums games, prionser's dilemma.

Reading: R. D. Luce & H. Raiffa, chapters 1-5; A. K. Sen, 'Behaviour and the Concept of Preference' (Economica, 1973); A. Rapaport, Games, Fights and Debates, Part II; G. Menges, chapter 6; M. Alexis & C. Z. Wilson, chapter 4.

14. Decisions by groups with diverse information; examples: "panels of experts" teams, agency theory. Reading: H. Raiffa, chapter 8 part 2; J. Marschak, 'Elements for a Theory of Teams' and 'Efficient and Viable Organisational Forms', chapters 21–22 of his collected papers. The material of the latter paper also appears in J. Marschak & R. Radner, Economic Theory of Teams, an advanced book which contains a lot of additional material on decisions and teams.

**Examination Arrangements:** One three-hour essay style paper. Four questions to be answered, usually out of ten or more. These arrangements are subject to change at the discretion of the examiners.

#### Ec1454

## Economic Institutions Compared

Teacher Responsible: Dr. S. Estrin and Professor P. Wiles

Course Intended Primarily for Second year B.Sc.; General Course.

Pre-Requisite: to be at least an Economics minor at

Scope: There is an enormous variety of institutions in the modern world, with the most diverse social or historical roots. The course must perforce confine itself to the essence: the enterprise under each system of institutions.

Syllabus: Introductory: Concepts and types of property; inheritance. Profit, and other types of enterprise and individual motivation.

Types of enterprise and maximand, especially; the enterprise in the command economy; planning, (the passage on planning is brief, since it is the subject of another course), wholesale and retail prices in the command economy. The large capitalist corporation; these lectures include "satisfactory" and other muddled motivations. Trade unions. The detribalized peasant. Producers' cooperatives, especially Yugoslav; moshavim. Collective farms in the USSR and Mexico. Communes, especially kibbutzim; these lectures include altruistic motivation.

Planning and banking: banks and inflation, investment finance.

Efficiency comparisons: methods, results.

Left for Classes: the distribution of wealth, the managerial revolution and convergence, institutions and growth, other Communist systems than the USSR and Yugoslavia.

Teaching Arrangements: Lectures: Ec147

Economic Institutions Compared, 30 lectures by Dr. Estrin and Professor Wiles.

Classes: Ec147a, a sufficient number of classes for each student to present one paper (usually three classes each lasting one term).

Written Work: See classes above.

Reading List: Here is the basic list: M. Bornstein, Comparative Economic Systems, Models and Cases: R. L. Carson, Comparative Economic Systems; A. Nove. The Soviet Economic System; B. Ward, The Socialist Economy. A very much longer list of optional readings is circulated.

Examination Arrangements: The normal three-hour, four questions out of thirteen, exam.

Note: It is fair to expect that subjects lectured on will have questions in the examination. There will always be at least two questions on: the Soviet state sector: the Yugoslav socialist sector; collective farms and communes; peasants; convergence and the managerial revolution. Of these five subjects students are advised to read up only four. The particular questions may be about enterprise behaviour, labour behaviour, income distribution, resource allocation, inflation, etc. There will also be miscellaneous other questions.

Ec1500

# **Problems of Applied Economics**

Teacher Responsible: Dr. F. van der Ploeg, Room S584 Course Intended Primarily for B.Sc. (Econ.) Part II, special subjects Economics, Analytical and Descriptive; Monetary Economics: Industry and Trade; International Trade and Development; Economic Institutions and Planning; and Diploma in

Scope: The aim of the course is to demonstrate the application of economic principles to a selection of

Syllabus: The course is a synthesis of both theoretical and empirical analysis and is in two parts.

1. Macroeconomics (12 lectures)

I. Causes of unemployment: (a) trade unions, benefits and unemployment, (b) involuntary unemployment, II. Monetary disinflation in an open economy: (a) priceexpectations augmented Phillips-curve, (b) critical discussion of the New Classical Macroeconomics, (c) real exchange rate overshooting in a small open economy, (d) the Thatcher experiment and the U.K. economy.

III. North Sea oil - A blessing or a curse?: (a) efficient depletion of exhaustible resources (Hotelling), (b) neoclassical analysis of de-industrialisation, (c) learningby-doing and Keynesian critique, (d) overshooting explanations of the "Dutch Disease".

IV. Political economy: (a) Marxian crisis theory, (b) government ideology and re-election efforts in the political business cycle.

2. Microeconomics (10 lectures)

I. Poverty: (a) problems of defining and measuring poverty, (b) the usefulness of concepts of relative as against absolute deprivation.

II. Famines: (a) the theory of exchange entitlements as a theory of famines and (b) as a theory of poverty and income distribution.

III. Other topics to be decided.

Pre-Requisites: A knowledge of economic principles second-year standard and a knowledge of econ statistics and techniques.

Teaching Arrangements: There are two parts to the lecture course (Ec112): Ten lectures in the Michael Term and twelve lectures in the Lent/Summer Tern There are weekly classes throughout the year (Ec11)a Reading List: There is no textbook covering the enticourse and the reading consists mainly of articles and sections of books assigned for each topic. Essential preliminary reading for macroeconomics are Dornbusch and S. Fischer, Macroeconomics, char 1-19 and R. Jackman, C. Mulvey and J. Trevithin The Economics of Inflation, chapters 3, 4, 5 and 9 During the course, D. Demery et. al., Macroecond the articles in C. Greenhalgh, R. Layard and Oswald, Causes of Unemployment and S. M. Shef Rational Expectations, chapters 1, 2 and 6 pro useful material. More detailed literature will provided in a separate reading list. For microeconomics the provisional reading list includes A B. Atkinson, The Economics of Inequality and A. Sen, Poverty and Famines, although additional read will be provided during the course.

Examination Arrangements: There is a three-ho examination covering the entire course. Students are expected to answer four questions.

Ec1506

#### Advanced Economic Analysis

Teacher Responsible: Dr. J. Moore, Room S680 Course Intended Primarily for B.Sc. (Econ.) 3rd year Scope: A series of lectures introducing rec developments in economic theory which h fundamentally changed our understanding macroeconomic fluctuations and related issues.

I. The Neoclassical Synthesis, and The Reappraise Keynes. Price versus Quantity Adjustme Comparative Policy Effectiveness.

II. Labour Market Adjustment: unions, contra contracts with limited information, ability scree work incentives, search, bargaining, and other top III. Rational expectations in macroeconomics.

IV. Further topics in rational expectations theory. V. An Introduction to Capital Theory.

Pre-Requisites: Economic Principles, Basic Mathematics for Economists, Introductions Econometrics and Economic Statistics.

Teaching Arrangements: There is a single lect course, Ec131. There will be two lectures a week int Michaelmas Term; the first fifteen are by Dr. J. Moon and cover topics I and II. The remaining five, by D C. Dougherty, deal with topic V. There will be lecture a week in the Lent Term on topics III and IV. There will be one class (Ec131a) each week through the first two terms.

Reading: There is no suitable textbook. Instead, the course is built round a small number of readin mostly articles. These will be made available in lecture Useful discussion, and lists of reference can be four in ch. 7 of P. J. N. Sinclair, The Foundations

economic and Monetary Theory (1984); Chs. 2 of S. M. Sheffrin Rational Expectations (1983); -3, 7 and 8 of C. R. S. Dougherty Interest and

vamination Arrangements: There is a single threeour examination in the Summer Term. The paper is divided and students are required to answer four estions from about twelve.

Ec1507

#### Public Finance

llabus: The role of the state and implications of approaches. Design of taxation and nditure policies. Working of the system in practice. alysis of the allocative and distributional effects of axes and spending.

axes on labour supply, the tax treatment of husband and wife, income versus expenditure taxation, e-Requisites: Knowledge up to second year ic principles level.

ires: Ec137 The Economics of Public Finance ofessor Atkinson) 20 lectures Michaelmas and Lent

ures. Michaelmas Term.

sses: Ec137(a) 20 classes, Michaelmas/Lent Terms

leading List: J. A. Kay & M. A. King, The British Tax em (3rd edn.); A. R. Prest & N. A. Barr, Public ance in Theory and Practice (6th edn.); R. A. sgrave & P. B. Musgrave, Public Finance in Theory nd Practice (4th edn.); C. V. Brown and P. M. ckson, Public Sector Economics; A. B. Atkinson &

xamination Arrangements: One 3 hour paper.

eacher Responsible: Professor A. B. Atkinson, Room

fourse Intended Primarily for B.Sc. (Econ.) 3rd year. cope: A course on theoretical and applied public

number of current issues will be discussed: effect of poration tax reform, design of social security, and state role in providing health. The main institutional nces will be to the U.K. but some attention will be given to other countries, especially the U.S.A.

leaching Arrangements:

138 Current Issues in Public Finance (Dr. N. Barr),

lving written work.

Stiglitz, Lectures in Public Economics.

Ec1513

# Principles of Monetary Economics

acher Responsible: R. A. Jackman, Room S376 ourse Intended Primarily for B.Sc. (Econ.) 3rd year, hal subject Monetary Economics; also available to her 3rd year B.Sc. (Econ.) students and for the oma in Economics.

ope: The course provides an introduction to letary theory, to the effects of monetary variables the macroeconomic system and to the theory of nce of payments adjustment.

llabus: Monetary Theory: the nature and function of ey. The banking system and financial ermediation. Classical monetary theory and the ynesian revolution. Modern theories of the demand money. The control of the money supply, the

transmission mechanism of monetary policy and the impact of money on economic activity. The monetarist counter-revolution: neutrality, inflation and rational expectations. The theory of monetary policy. International Monetary Theory: the concept of the balance of payments. The monetary approach, and the balance of payments adjustment under fixed and flexible exchange rates. International capital mobility and stabilisation policy.

Pre-Requisites: Students are expected to be familiar with intermediate economic theory. (For example, in macroeconomics, they should be familiar with a text at the level of R. Dornbusch & S. Fischer, Macroeconomics.) A knowledge of elementary mathematical techniques used in economics is also expected.

Teaching Arrangements: Ec139, 30 Michaelmas and Lent Terms.

Additionally there are 18 classes (Ec139a), starting in the sixth week of the Michaelmas Term, continuing up to the third week of the Summer Term.

Written Work: Students should expect to write three essays during the course, to be handed in to, 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. Exercises may also be set. Students may write additional essays for their tutors.

Reading List: Monetary Theory: The only comprehensive textbook for the course is: C. A. E. Goodhart, Money, Information and Uncertainty. However, this book is quite difficult in places, and students may find it more helpful to study D. Laidler, The Demand for Money (2nd edn.) and M. J. Artis & M. K. Lewis, Monetary Control in the United Kingdom.

The following may also be helpful, particularly for General Course students: D. Wrightsman, An Introduction to Monetary Theory and Policy (2nd

International Monetary Theory: R. Dornbusch, Open Economy Macroeconomics; R. Mundell, International

Examination Arrangements: There will be one threehour written paper. In the past the paper has contained fourteen questions of which four are to be attempted.

Ec1514

Monetary Systems

Teacher Responsible: Mr. R. F. G. Alford, Room S378 Course Intended Primarily for B.Sc. (Econ.) Part II and Dip. Econ.

Scope: Most of the course is concerned with the British monetary system: the development and current role of the main groups of banks and money markets; bank behaviour, banking problems and bank supervision; British monetary policy, its problems and development over recent years and its future prospects. Some attention will be given to international monetary experience and the role of international monetary

Pre-Requisites: This is a third year course for students taking the B.Sc. (Econ.) and they will have taken the

second year economics course Economic Principles or Principles of Economics Treated Mathematically. Other students should have taken two years of economics at university level.

Teaching Arrangements:

Lectures: Ec141 The British Monetary System, (20 lectures, Mr. Alford, Michaelmas Term)

Classes Ec141(a) (15 classes, Mr. Alford, Michaelmas and Lent Terms)

Ec142 Monetary Systems Seminar 10 seminars of 11 hours duration, Michaelmas and Lent Terms.

Written Work: Written work will consist of class papers which will be set by the class teacher.

Reading List: suitable preliminary reading would be: K. Wilson, British Financial Institutions; A. R. Prest & D. J. Coppock (Eds.), The UK Economy, latest edn., chapter 2 excl. Section 4.

A more detailed reading list will be given out during the

Examination Arrangements: There is a three-hour examination in the Summer Term. The paper normally contains about 14 questions, and candidates have to answer four questions.

Ec1520

#### International Economics

Teacher Responsible: Mr. Max Steuer, Room S183 Course Intended Primarily for B.Sc. (Econ.) Part II: Dip. Econ.

Scope: The aim of this course is to introduce the student to international trade theory and international monetary economics.

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 and of rival 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 tariffs on international trade, and also other means of influencing the international flow of goods. Among the other means are quotas, subsidies and agreements between governments. Concepts such as the optimum tariff and the effective rate of protection are examined. Economic integration between countries is studied, particularly the effects of customs unions.

Commodity schemes are examined from the point of view of stabilization of price and output, and as means of generating revenue. The role of direct foreign investment in international transactions is examined. Particular attention is paid to the effects of multinational firms on host countries.

A variety of other topics are discussed including the economics of illegal transactions in international trade, especially smuggling. And attention is given to such puzzles as intra-industry trade where countries appear to be exporting and importing the same product. International Monetary Economics: Balance-of-

Payments Definitions: Discusses the components well as overall measures of the balance-of-payme Adjustment Theory: The question of the existence an automatic mechanism in the international econ which brings about balance-of-payments equilib for each of the constituent economies is treated un this heading. Obstacles to the smooth functioning such a mechanism are also considered.

Devaluation: The conditions under which devaluation will improve the balance-of-payments the effect of such a policy on the var macroeconomic variables are discussed.

Flexible Exchange Rates: The determination exchange rates, the theoretical arguments for against flexible exchange rates in comparison with rates, and the practical success of flexible exchan rates over the period of floating are the issues dealt with under this topic

Stabilization Policy: Here the efficacy of fiscal and monetary policies in determining levels of income employment under both fixed and flexible excha rates is discussed.

The International Monetary System: This section covers the history and development of the interna monetary system since the Second World War.

Pre-Requisites: Students are assumed to have taken equivalent of the undergraduate course Econ Principles. The lectures involve little mathema although use is made of geometry.

Teaching Arrangements: Lectures: Ec145

Internationl Economics. One hour a week during the Michaelmas and Lent Terms for a total of twe hours.

Classes: Ec145a, one hour a week, beginn approximately in the second week of the Michael Term and continuing until just after the beginning the Summer Term for a total of twenty hours. Ec145 six hours of revision classes given during the Sum Term by the lecturers.

Reading List: There are a number of text books which are suitable. A selection is: B. Sodersten, Internation Economics, Macmillan, 1980; R. E. Caves & R. Jones, World Trade and Payments (3rd edn.), Lit Brown, 1981; C. P. Kindleberger & C. M. Lindh International Economics (7th edn.), Irwin, 1982; R. F. Heller, International Trade: Theory and Empiri Evidence (2nd edn.), Prentice-Hall, 1983; H. Johnson, International Trade and Economic Ground Harvard, 1961; W. M. Corden, The Theory Protection, Oxford, 1971; H. G. Grubel, Internation Economics, Irwin, 1977; B. Hindley, Theory International Trade, Weidenfeld & Nicolson, 1974 A.E.A., edited by R. E. Caves & H. G. John Readings in International Economics, Allen & Unwi 1968. Other readings will be given during the cours

Ec1521

# **Economic Development**

Teacher Responsible: Professor H. Myint and Professor N. Stern

Course Intended Primarily for B.Sc. (Econ.), Diploma

Scope: The aim of the course is to give a general analytical introduction to the economics of the

nderdeveloped countries and their problems of mic development.

Concepts and theories concerning the nature of erdevelopment and development; statistical ackground relating to the broad patterns of economic nowth and changes in economic structure; savings and apital output ratios; aggregate production functions; nd income distribution.

Problems of domestic economic organisation; aracteristics of factor and product markets; omic dualism; problems of production; marketing nd technological change in the agricultural sector. External aspects of economic development: the hip between international trade theory and the nical external economic problems of the less eloped countries; protection and domestic strialisation; export problems of primary products nd manufactures; problems of foreign investment; mational aid and the reform of the international

re-Requisites: A 3rd year Course. Students must have eted the course on Economic Principles or ess equivalent knowledge of modern economic

leaching Arrangements: Ec146. 20 lectures haelmas and Lent Terms, 20 classes (Ec146a) chaelmas and 5 revision classes (Ec146b) Summer

leading List: No one book covers the entire syllabus. nts may use a brief introduction by H. Myint, The nics of Developing Countries, Hutchinson, 80, in conjunction with either of the following larger ooks: I. M. D. Little, Economic Development Theory, dicy and International Relations, A Twentieth Century Book, 1982; G. M. Meier, Leading Issues in mic Development, Oxford University Press, 976; M. P. Todaro, Economic Development in the Third World (2nd edn.), Longmans, 1982.

should also consult the annual World opment Reports of the World Bank.

addition, a longer reading list will be provided with topics for the classes.

xamination Arrangements: There will be a three-hour nal examination in the Summer Term, based on the ul syllabus of the lectures and tutorial classes. dents will normally be required to answer four stions out of a wide range of topics.

Ec1527

Planning

Teacher Responsible: Dr. S. Estrin, Room S581 Course Intended Primarily for Final Year B.Sc. (Econ.) and Diploma in Economics.

ope: The course covers the institutions, theory, niques and actual practice of central planning, dicative planning, and development planning.

Syllabus: In any one year, the course will cover a ction from: The history of ideas and practice of roeconomic planning. The aims, institutions and ments of command-type and indicative planning. thematical methods of plan preparation at the rprise and national levels. The role of bargaining. lementation problems. Planning under market

socialism: the theory and experiments. Derivation and use of shadow prices in development planning and project appraisal. Reference will be made to the planning experience of the USSR, Hungary, Yugoslavia, China, France and India.

Pre-Requisites: The course is self-contained. Students find it helpful however to have the equivalent of an A level in Mathematics or have completed an introductory course in that subject at university.

Teaching Arrangements: These are two lectures (Ec148) weekly in the Michaelmas and Lent Terms. Accompanying the lectures is a set of classes (Ec148a) which are intended for further discussion of the issues raised in the lectures and to delve in greater depth into the planning experiences of particular countries.

Written Work: There will be common weekly or biweekly problem sets or essay-type questions. These will be marked and discussed by the class teacher.

Reading List: G. M. Hoal, Theory of Economic Planning; M. Cave & P. Hare, Alternative Approaches to Economic Planning; S. Estrin & P. M. Holmes, French Planning in Theory and Practice; A. Nove & D. M. Nuti (Eds.), Socialist Economics; P. Wiles, The Political Economy of Communism; M. Ellman, Soviet Planning Today; C. Blitzer et. al., Economy Wide Models and Development Planning; I. Little & J. Mirrlees, Project Appraisal and Planning for Developing Economies.

Examination Arrangements: This course is examined by a three hour formal examination paper in the Summer Term. Students are expected to answer four

Ec1540

## History of Economic Thought

Teacher Responsible: Dr. M. Perlman, Room S675 Course Intended Primarily for B.Sc. (Economics) and Diploma in Economics.

Scope: The aim of the course is to examine the theoretical development in some of the major problems confronting economists over the past two hundred vears or so.

Syllabus: How the problem 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 values - from absolute advantage to reciprocal demand; the development of monetary and interest rate theories and how monetary factors interact with the real economy.

Pre-Requisites: This is a third year subject and the student must have completed the course on Economic Principles, or have equivalent knowledge of modern economic analysis.

Teaching Arrangements: Ec130. 20 lectures Michaelmas and Lent Terms and 20 classes (Ec130a) Michaelmas and Lent Terms and 5 revision classes Summer Term.

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, Mill and some of the neo-classical economists.

Reading List: Apart from the selected original texts, the following general histories may be consulted: D. P. O'Brien, The Classical Economists, Oxford University Press; P. Deane, The Evolution of Economic Ideas, Cambridge University Press; J. Viner, Studies in the Theory of International Trade; L. Robbins, The Theory of Economic Policy in English Classical Political Economy; T. W. Hutchinson, Review of Economic Doctrines; J. J. Spengler & W. R. Allen (Eds.), Essays in Economic Theory; G. Stigler, Production and Distribution Theories.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the full syllabus covered by the lectures and classes. Students are required to answer four questions out of a wide range of choices covering the syllabus.

## Ec1541

# Selected Topics in the Economics of Industry and Trade

Teacher Responsible: Dr. C. M. E. Whitehead Room

Course Intended Primarily for B.Sc. (Econ.) Part II. Industry and Trade group.

Scope and Syllabus: The topics selected differ from one year to another. Topics in recent years have included: cartel behaviour; franchising; futures trading; nationalised industries; privatisation; multi-national enterprises; transfer pricing; fisheries; monopoly, competition and product variety and quality; research and development; licensing of economic activities; industrial policy. New topics are introduced each year. Pre-Requisites: Students should have completed the Economics of Industry (or equivalent course in the case of General Course students).

Teaching Arrangements: There is one lecture course and an accompanying set of classes. Lectures: Ec133, (24 lectures, Michaelmas, Lent and Summer Terms). Classes: Ec133a, (12 fortnightly, Michaelmas, Lent and Summer Terms).

Selected Topics in the Economics of Industry and Trade, 25 lectures, Sessional. D. de Meza, C. Whitehead, B. S. Yamey, J. R. Gould, S. Estrin. Students are expected to write four essays during the

year, and contribute to the class discussion. Reading List: There is no textbook suitable for the course. Detailed suggestions for reading will be given in the lectures at the beginning of each topic.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Candidates Select four questions from at least eight. All questions carry equal marks.

> Ec1542 Ec2428

# Economics of Investment and Finance Theory of Optimal Decisions (See also Study Guide Ec1453)

Teacher Responsible: Professor L. P. Foldes, Room

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. Course unit 2nd and 3rd year; M.Sc. final year. Teaching Arrangements and Examinations: A single course of lectures and classes, called Ec135 Economic of Investment and Finance, may be taken for two distinct examinations, namely Economics Investment and Finance at the B.Sc. and Theory of Optimal Decisions at the M.Sc. The B.Sc. examina usually takes place some weeks earlier, so that B.Sc. students usually leave the course early in the Summ Term whereas M.Sc. students follow the course to the end. Otherwise the syllabus is the same. In each case the examination is a single three-hour paper, though the past the B.Sc. paper has called for answers to f questions whereas the M.Sc. paper has called for the with plenty of choice in each case. Answers are usus required in the form of essays but in some cases the involve mathematics. Details vary from year to ver and are subject to change at the discretion of the

Lectures and Classes: Lucien Foldes, Sessional; three hours each week (Ec135) including a class (Ec135a) Scope: An introduction to problems of risk in investment. The emphasis of the course is probabilistic methods in both theory and applications.

Syllabus: 1. General Syllabus: A selection from the following topics: Formulation of problems intertemporal choice and concepts of income, capital and interest. Optimal policies for accumulat depletion and replacement of assets. Appraisal an control of projects. Treatment of risk in the theory value and capital. Spot and forward markets, sure and contingent contracts. Selection of risk assets, include risk pooling, diversification and insurance. Portl selection and pricing in the case of quoted securi Speculative prices as random processes. The cost of corporate capital, including the effects of dividend policy, gearing, taxation and inflation. Comparis between private and public investment appraisal. Possible Topics for 1985-86: Optimal policies accumulation and depletion in conditions of ris Portfolio selection and pricing of quoted securiti single-period and multi-period models. Concepts equilibrium and efficiency for security marke Speculative prices as random processes. Treatment risk in the theory of value and capital. Conting contracts. Appraisal of large capital projects conditions of risk - choice of criteria and methods calculation. Exploration for mineral deposits. Cost capital. Sequences of projects and gambler's ruin. Ri pooling, insurance, diversification. Properties of spec utility functions and probability distributions used

Pre-Requisites: This course was designed to follow Ec134, Theory of Business Decision. In the case of B.Sc. (Econ) students specialising in Industry an Trade, attendance at lectures and classes in Ec134 in the second year is a formal pre-requisite althou students are not required to have taken th examination. Other categories of students should have a background in such topics as expected utility probability, information purchased and investment standard of Ec134, and naturally the pre-requisites fo that course apply to this one also (see Study Gui Ec1453). Sometimes students who have not previou covered the material of Ec134 manage by attending

serts of the lecture course for Ec134 while studying col35, but this involves additional work for a course hich is in any case demanding. The lectures for Ec135 ave substantial mathematical content, and although special techniques are explained as part of the course reasonable degree of familiarity with elementary culus, set theory and probability is necessary.

Written and Class Work: Students may be asked to enort on literature in class. They are encouraged to nte a number of short essays in preparation for the vaminations. In the case of M.Sc students choosing heory of Optimal Decisions as their special subject, he course teachers will normally also act as Tutor. Reading List: The course does not follow any single text, but it is useful to read relevant chapters of a standard work to complement the lectures. The first wo items on the list below are suitable; most students rill prefer the first. The third item is a more elementary text which is useful as an introduction to the subject. The other items are works to which reference may be ade during the course or which are suitable as further eading for students wishing to pursue particular topics n depth. Further journal articles will be selected for

scussion as the course proceeds.

T.E. Copeland & J. F. Weston, Financial Theory and orporate Policy, Addison-Wesley; E. Fama, idations of Finance, Blackwell; M. Bromwich, The nomics of Capital Budgeting, Penguin; J. shleifer, Investment Interest and Capital, or articles n JPE, 1959 and QJE, November 1965 and May 966; L. E. Bussey, The Economic Analysis of lustrial Projects, especially chapters 11-12; K. J. Arrow & R. C. Lind, 'Uncertainty and the Evaluation Public Investment Decisions' (AER, June 1970; also oldes & Rees, 'Note', AER, March 1977); M. Allais, Method of Appraising Economic Prospects of Mining xploration over Large Territories - Algerian Sahara e Study' (Management Science, July 1957); ench original in Revue d'Industrie Minerale, Special sue IR, January 1956. The original and a corrected sion of the published translation are in the library. P. Foldes, 'Martingale Conditions for Optimal ing - Discrete Time' (Journal of Mathematical nomics, 1978); W. F. Sharpe, Portfolio Theory and apital Markets or Investment: J. Mossin, Theory of ancial Markets; P. Dasgupta & G. M. Heal, momic Theory and Exhaustible Resources; P. Masse, Optimal Investment Decisions; J. J. Clark, T. J. Hindeland & R. E. Pritchard, Capital Budgeting: nning and Control of Capital Expenditure; C. W. Granger, Empirical Studies of Capital Markets: A rvey' in Szegö-Shell, Mathematical Methods in tment and Finance, 1972; C. W. J. Granger & O. genstern, Predictability of Stock Market Prices, Heath-Lexington; D. B. Hertz & H. Thomas, Risk Analysis and its Applications (Wiley, 1983).

Ec1543

### Economics of the Welfare State

Teacher Responsible: Dr. N. A. Barr, Room S578 ourse Intended Primarily for B.Sc. (Econ) Part II 2nd rd year;

conomics Analytical and Descriptive 5 & 6 (1) Mathematical Economics and Econometrics 7 (1)

III Monetary Economics 6 (i) IV Industry and Trade 6 & 7 (o) V International Trade Development 7 (t) VI Economic Institutions and Planning 6

Scope: The course uses standard intermediate microeconomic theory to analyse the welfare state; what are its objectives; should it exist and if so in what form; how efficient and equitable are existing institutions; what possibilities exist for reform?

Syllabus: The course investigates economic aspects of the welfare state, interpreted broadly to include social insurance, retirement pensions, non-contributory benefits, health care, education and housing. The objectives of the welfare state are discussed, followed by analysis of instruments at the state's disposal for achieving those objectives. The focus of the course is on the underlying economic principles; institutions are not emphasised though, where appropriate, reference will be made to those of the U.K. and other countries. especially the United States.

Pre-Requisites: Economic Principles (Ec111) or an equivalent course in intermediate microeconomic

Teaching Arrangements: There is one lecture course and an accompanying set of classes. Lectures: Ec144 The Economics of the Welfare State, 24 lectures (10 Michaelmas Term, 10 Lent Term, 4 Summer Term) Classes: Ec144(a) 23 Sessional.

Ec144 The lectures cover the whole of the syllabus described above. The first twelve lectures (Dr. N. A. Barr, \$578) set out the theoretical approach and analyse the cash side of the welfare state; the last twelve (Dr. J. Le Grand, R405) analyse health care, education and housing. There is no single textbook; a course outline and reading list is distributed at the start of the course referring to the readings below.

Ec144(a) There are 23 classes, which are used to amplify the lectures, to deal with any questions arising from them and to discuss specific issues not covered in detail by the lectures.

Written Work: The class teachers will normally set and mark not fewer than four pieces of written work from each student during the course.

Reading List: There is no textbook; reference will be made, inter alia, to the following: A. J. Culyer, The Political Ecomony of Social Policy, Martin Robertson, 1980; A. R. Prest & N. A. Barr, Public Finance in Theory and Practice, Weidenfeld & Nicolson, 1985; L. D. McClements, The Economics of Social Security, Heinemann, 1978; J. G. Cullis & P. A. West, The Economics of Health, Martin Robertson, 1979; M. Blaug, An Introduction to the Economics of Education, Penguin, 1970; R. V. F. Robinson, Housing Economics and Public Policy, Macmillan, 1979.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the full syllabus. Students are required to answer four questions out of about ten. The assessment for the course is based entirely on the examination result.

# Economics and Geography of Transport

Teachers Responsible: Dr. K. R. Sealy, Room S564. Course Intended Primarily for 2nd or 3rd year students taking c.u. Degrees or the B.Sc. (Econ.) and for graduate students taking a transport option. It is an inter-disciplinary, inter-collegiate course.

Scope: The application of economic and geographical principles to problems in transport with particular reference to road and air transport and to planning problems. It is NOT a universal course covering all modes and aspects of transport activities in great detail. Syllabus: Section I covers both transport economics taught by Professor Foster, and urban transport taught by Dr. Sealy.

Transport economics includes an introduction to the economics of road and rail, cost benefit analysis and pricing problems. The urban transport course deals with the economics and geography of the urban problem in a planning context. Section II deals with air transport and covers aircraft characteristics, airlines and airports and is the responsibility of Dr. Sealy. Students may take Course Ec150, Transport Economics Treated Mathematically taught by Dr. Glaister, in place of Section II. Graduates choose courses to suit their particular requirements.

**Pre-Requisites:** Some knowledge of economics is advisable (e.g. Course Ec101). Students without any formal training in Economics should consult **Dr. Sealy** before embarking on the course.

Teaching Arrangements: Undergraduates take Section I and EITHER Section II OR Course Ec150. In either case this will mean a total of 25 lectures. In addition there are 10 classes.

Lectures: Section I: Professor Foster will give 10 Economics lectures (Ec149, Ec232) in the Michaelmas Term. Dr. Sealy will give 10 Urban Transport lectures (Ec149) in the Michaelmas Term.

Section II: Dr. Sealy will give 10 Ecomonics and Geography of Transport lectures (Ec149) in the Lent Term.

Course Ec150: Dr. Glaister will give 10 lectures Transport Economics Treated Mathematically in the Lent Term.

Classes for all sections (Ec149a) will be given in the Michaelmas and Lent Terms.

Reading List: In a course like this there cannot be a single set book. Basic reading for Sections I and II are given; see Ec150 for Dr. Glaister's course.

Urban Transport: K. M. Gwilliam & P. J. Mackie, Economics and Transport Policy, Allen & Unwin; A. J. Harrison, Economics of Transport Appraisal, Crown Holm 1974; J. M. Thomson, Great Cities and their Traffic, Penguin, 1974; I. S. Jones, Urban Transport Appraisal, Macmillan, 1977 or J. Black, Urban Transport Planning, Croom Helm, 1981.

Air Transport: N. K. Taneja, The Commercial Airline Industry, Gower, 1976; A. H. Stratford, Air Transport Economics in the Supersonic Era (2nd edn.), Macmillan 1973; S. Shaw, Air Transport: A Marketing Perspective, Pitman, 1981; K. R. Sealy, Airport Strategy and Planning, Oxford University Press, 1976; R. de Neufville, Airport Systems Planning, 1976.

**Examination Arrangements:** There is a formal three-hour written examination divided into the three sections noted above.

Section I – General Economics and Urban Transport Section II – Transport Ecomonics Treated Mathematically (Course Ec150)

Section III - Air Transport

There are usually five questions in each section. Students are asked to answer at least ONE from Section I and the remaining three from any section of the paper (including the remaining questions in Section I). Normally, therefore, a student taking Sections I and II in the course would answer from Sections I and II in the examination paper. Graduates usually sit a separate paper suited to their own course.

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Ec1561

Principles of Econometrics
Teacher Responsible: Mr. S. E. Pudney
Course Intended Primarily for B.Sc. Economics
I Economics, Analytical & Descriptive 7(b)
II Mathematical Economics & Econometrics 2(a)
III Monetary Economic 7(b)

IV Industry & Trade 3(b)
V International Trade & Development 6(b)
VI Economic Institutions & Planning 7(b)

XIX Economics & Economic History 2(b) XXVI Mathematics & Economics 4(d) Diploma in Statistics (g) (ii)

Diploma in Economics 2, 3, 4(b) (iv)

Scope: The course is an intermediate-level introduction to the theory and practice of Econometrics.

Syllabus: Statistical background: continuous distributions, sampling theory, estimation, hypothesis testing, asymptotic theory. Sources of data, nationa accounts, price indices. The Linear Model: multiple regression, t- and F-tests, dummy variables multicollinearity, general linear restrictions, dynamic models. Time series autoregressive models, seasona adjustment of generalised least squares, seria correlation, heteroscedasticity, distributed lags simultaneous equation systems, instrumental variables and two-stage least squares.

Pre-Requisites: A knowledge of linear algebra and calculus (e.g. previous attendance at Elementary Mathematical Methods); a knowledge of basic statistical theory (Elementary Statistical Theory a requirement). Although the course does involve some computing, no previous experience is required. Teaching Arrangements: One lecture course (Ec115) (20 Michaelmas Term, 20 Lent Term) plus 23 weekly classes (Ec115a).

Reading List: The most useful texts are: J. Johnston Econometric Methods, 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. Other useful references are: A C. Harvey, The Econometric Analysis of Time Series, P. Rao & R. Miller, Applied Econometrics, Wadsworth, H. Theil, Principles of Econometrics, North-Holland Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus. The paper contains eleven questions, of which four are to be answered.

Ec1569

# Quantitative Economics Project

A project of up to 10,000 words on an approved subject in Quantitative Economics)

feachers Responsible: Professor M. J. Desai Room 87 and Mr. J. J. Thomas Room S677

ourse Intended Primarily for B.Sc. (Econ.) 3rd year tudents specialising mainly in Econometrics and mathematical Economics but also in other Economic points.

cope: This seminar (Ec124) is designed to encourage adependent research work and to encourage the tudent to take an overall view of the different pecialised areas in Economics.

Pre-Requisites: Students must have taken Principles of conometrics in the 2nd year.

Teaching Arrangements: the course meets twice weekly in the Lent Term for one hour. Students are expected to be pursuing 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.

A completed project will be required to be submitted by 1 May in the year in which the course is taken. Examination Arrangements: There is no written examination in this paper. The project carries all the marks.

Ec1570

## Mathematical Economics

eacher Responsible: Dr. A. Horsley, Room S679
Course Intended Primarily for B.Sc. (Econ.) in the pecial subjects XXVI Mathematics and Economics paper 5) and II Econometrics and Mathematical conomics (paper 7r), for B.Sc. course unit degrees and for students in the preliminary year of the M.Sc. Econometrics and Mathematical Econometrics.

Scope: The aim of the course is to cover all the major treas of microeconomic principles at an advanced tyel.

Syllabus: Consumer and producer theory: preferences, production sets, duality and comparative statics. Equilibrium: description of general economic syllibrium, efficiency and stability of equilibrium. Programming: vector maximisation problems, Kuhn-lucker and efficiency theorems, and applications to selfare economics. Economics of uncertainty: Von Neumann — Morganstern utility theory, markets for contingent claims and equilibrium; portfolio choice theory and capital market equilibrium; the incorporation of information and the concept of setional expectations into microeconomic models; efficient markets.

e-Requisites: Students should have a solid grounding differential calculus and sufficient knowledge of car algebra to deal with finite dimensional vector aces. An acquaintance with the definitions and mentary results of the theory of convex sets would helpful but is not essential.

taching Arrangements: The course is taught by clures (Ec114) and classes (Ec114a). Students will are two hours of teaching per week. These meetings re devoted to classes or lectures as appropriate.

Students will be given regular exercises which must be prepared in advance of the classes at which they are discussed. They may be asked to submit their answers in written form for marking and should be prepared to do so at each class.

**Reading List:** The basic text for the course is: A. Takayama, *Mathematical Economics*. This will be supplemented by lecture notes and by references to journal articles and other texts.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term, covering the entire syllabus. The assessment for this paper depends on the student's performance in the examination. The examination paper contains ten questions; candidates should attempt to answer at least four of these. These questions may require a combination of formal analysis and an essay-style answer.

Ec1575

#### Econometric Theory

Teacher Responsible: Professor A. C. Harvey, Room S203 (Secretary, Mary Cahill, S206)

Course Intended Primarily for B.Sc. (Economics, Mathematical Economics and Econometrics), M.Sc. (Economics), Preliminary year for M.Sc. (Econometrics and Mathematical Economics), Diploma in Econometrics.

**Scope:** An introduction to the statistical methods used for estimating and specifying econometric models.

**Syllabus:** The general linear model; principles of estimation and testing; maximum likelihood; model specification; dynamic models; simultaneous equation systems.

Pre-Requisites: A knowledge of linear algebra, calculus and statistical theory. Students should have taken the course Probability, Distribution Theory, and Inference (SM206 and SM207) or its equivalent; and/or Principles of Econometrics (Ec1561) or its equivalent. Teaching Arrangements: There is a lecture course, accompanied by a class.

SM232 40 lectures and classes (SM232a) in the Michaelmas and Lent Terms on the remaining topics. Reading List: The main text is A. C. Harvey, *The Econometric Analysis of Time Series*, Philip Allan, 1981.

Students may also wish to consult: H. Theil, Principles of Econometrics; J. Johnston, Econometric Methods; G. S. Maddala, Econometrics; P. C. B. Phillips & M. R. Wickens, Exercises in Econometrics.

**Examination Arrangements:** There is a three hour examination in the Summer Term based on the full syllabus for both lecture courses. The paper contains ten questions, of which four are to be answered.

Ec1579

# Topics in Quantitative Economics Teacher Responsible: Professor M. J. Desai

Statistics, Analytical and Descriptive.

Course Intended Primarily for B.Sc. (Econ.) 3rd year Mathematical Economics and Econometrics;

Pre-Requisites: Principles of Econometrics; Economic Principles or PETM.

Scope: The purpose of this course is to give students a comprehensive grounding in theoretical and

Economics 389

econometric models currently in use in microeconomics and macroeconomics with a view to tackling economic problems.

Syllabus: This course comprises four sets of ten lectures (Ec117-120) each on: (i) Microfoundations of Macroeconomics (Dr. J. H. Moore); (ii) Econometrics of Individual Behaviour (Mr. S. E. Pudney); (iii) Cost Benefit Analysis (Dr. S. Glaister); (iv) Econometric Topics in Macroeconomics (Mr. J. J. Thomas). Students are expected to take at least three out of these four topics. The examination is a written paper which is designed to test students' ability to answer questions arising from at least three out of four topics (usually four questions from any three sections).

There are twenty classes in the course giving five classes on each topic which will be taught during 1985-86 by the lecturers.

Teaching Arrangements: Michaelmas and Lent Terms, 40 lectures and 20 classes.

Microfoundation of Macroeconomics: These lectures deal with certain recent developments in business cycle theory. The particular focus is on general equilibrium models in which agents have less than full information. Rational expectations models and contract models are examined in some detail, then compared and contrasted.

Reading List: The course is centred on a number of key articles, the details of which will be given in lectures. Useful background material can be found in chapters 1, 2 and 3 of S. M. Sheffrin, Rational Expectations

Econometrics of Individual Behaviour: The need to combine sound economic theory with appropriate statistical techniques is central to the practice of econometrics. Topics will be taken from available examples in the published literature to illustrate this. Topics will include Demand Analysis and Labour Market Behaviour. These lectures are intended as an introduction to the econometric techniques (such as Logit, Probit and Tobit analysis) which are particularly useful in microeconomics.

Reading List: M. Desai, Applied Econometrics, Philip Allan, 1976. Additional reading list will be provided with the lecture course.

Cost Benefit Analysis: This course will outline the theoretical foundations of applied welfare economics and deal with case studies of actual application of CBA in areas such as valuation of time and life, choice of transport modes, project appraisal.

Reading List: R. Layard, Cost Benefit Analysis, Penguin.

Econometric Topics in Macroeconomics: This course will deal with the manner in which macroeconomic theory has thrown up themes for economic testing. Topics such as inflation, unemployment, monetarist models, rational expectations and the natural rate hypotheses will be treated.

Reading List: M. Desai, Testing Monetarism; R. Jackman, A. Trevithick & C. Mulvey, The Economics of Inflation.

Examination Arrangements: Three hour written paper which will cover all four sections of the course and students are expected to answer three out of four

# Macroeconomics I

Teacher Responsible: Dr. C. R. Bean, Room \$480 Course Intended Primarily for final year M.Sc. Econ. Scope: The aim of the course is to give a wide-ranging survey of modern macroeconomics. While the cou will require the use of mathematical methods, the overall presentation will be less technical that Macroeconomics II. The course will cover many of the same topics as Macroeconomics II but in less denth and less prior knowledge will be assumed.

Pre-Requisites: Undergraduate economics major or equivalent. A knowledge of differential calculus will also be assumed.

Syllabus: The course will cover the following topics: Static Aggregate Demand and Supply: an overview of the Keynesian and Classical models and a discuss of the role of fiscal and monetary policy;

Stock-flow dynamics: implications of the introduction of the government budget constraint and asset accumulation for the efficacy of fiscal and mone

Disequilibrium Macroeconomics: fixed price models and the effects of rationing;

New Classical Macroeconomics: the equilibri approach to business cycles stressing the role of imperfect information, the 'policy ineffectivene proposition, and empirical tests thereof;

Macroeconomics in the open economy: fiscal and monetary policy under fixed and flexible exchange rates and the implications of capital mobility include 'overshooting' models of exchange rate behaviour Consumption: the life-cycle permanent-income mo including empirical testing, and the effects of soc

Investment: flexible accelerator, neo-classical and 'q'

Financial markets: inventory theoretic and porti approaches to the demand for money;

Labour Markets: models of the Phillips curve an implicit contract models.

Teaching Arrangements: The basic course consists of 40 hours of lectures (Ec214) in the Michaelmas and Lent Terms. There will be 24 weekly one hour class (Ec214a) in small groups.

Written Work: Exercises are set for each class. although only four of these will be taken in and marked Reading List: There are no texts which cover the material of the course, W. H. Branson, Macroeco Theory and Policy is useful for parts of the course, the general level is rather more advanced. D. K. Begg, The Rational Expectations Revolution Macroeconomics and S. M. Sheffrin Rational Expectations are also useful. The primary source reading is published articles, however, and a full list will be available at the start of the course.

Examination Arrangements: A three hour exam. A quarter of the marks are given for five (out of six) short questions, and the remainder for three (out of nine) questions. The exam will cover both terms' mate

Ec2403

# Macroeconomics II

feachers Responsible: Dr. C. Pissarides

Course Intended Primarily for M.Sc. Final year omics. While open to any M.Sc. student, the rse caters primarily for those who already have a d background in macroeconomics and plan to do st-M.Sc. research in the subject. It assumes a orking knowledge of the mathematical techniques nonly used in modern macroeconomics.

scope: The course does not aim to be as comprehensive scoverage as Ec2402 (Macroeconomics I). Rather ewer topics will be covered at greater length with more our and in greater depth.

vilabus: Among the topics included are: a more dvanced treatment of aggregate demand and aggregate supply including disequilibrium eroeconomics; microfoundations of oeconomics such as applications of efficient parkets theory to consumption and investment; entract theory, search theory and the implications of nperfect and asymmetric information for labour arkets and credit markets; liquidity constraints, redit rationing and other capital market imperfections; rlapping generations models and their applications nonetary and fiscal theory and policy; dynamic onal expectations models and the modern theory of nic policy, including rules vs. discretion, time

eaching Arrangements: Ec215 40 Michaelmas and ent 24 classes.

Vritten Work: Two pieces of written work are set each

xamination Arrangements: A three hour exam. A arter of the marks are given for five (out of six) short tions, and the remainder for three (out of nine) long tions. The exam will cover both terms' material. Firm: as well as standard material this will cover 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 Hecksher-Ohlin paradigm, monopolistic competition and international trade. Since this is a new course, the fine details are not yet settled and other topic may be included. Students will be given the opportunity to

Teaching Arrangements: The basic course consists of 40 hours of lectures (Ec212) in the Michaelmas and Lent Terms. There will be 24 weekly 1-hour classes (Ec212a) in smallish groups.

express their view concerning course content.

Written Work: Exercises are set for each class but only 3 of these will be taken in and marked.

Reading List: The course will draw on a variety of texts, the main ones being: H. R. Varian, Microeconomic Analysis (2nd edn.), Norton; 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.

More detailed readings will be given at the beginning of the course and some notes will be provided where text book coverage is inadequate.

Examination Arrangements: A 3-hour exam. Half the marks given for 10 short compulsory questions, and half for 2 other questions (chosen from about 6). The exam will be drawn roughly equally from both terms' material.

Ec2405

# Microeconomics II

Teachers Responsible: Professor A. B. Atkinson (Coordinator), Room R407 (Secretary, Ms. Jane Dickson, R411). Professor M. Morishima, Room R410 (Secretary Ms. D. Clark, R411)

Course Intended Primarily for Final year M.Sc.

Scope: The aim of the course is to provide a firm grounding in micro-economic theory. It will emphasise those areas which are of particular value in fields such as labour economics, public economics, international trade and the theory of development. It will also seek to identify areas where the present theoretical treatment is unsatisfactory and new approaches are needed.

Syllabus: The first part of the course (taught by Professor Atkinson) will deal with the micro-economics of the household (including consumption and labour supply) and of the firm. The second part of the course (taught by Professor Morishima) will deal with general equilibrium theory, stability and dynamics, and welfare

Pre-Requisites: Good undergraduate knowledge of economic theory. Calculus required.

Teaching Arrangements: The basic course consists of 20 two-hour lectures (Ec213) and 20 one-hour classes (Ec213a) in small groups.

Written Work: Exercises are set for each class, of which 3 will be taken in and marked (Michaelmas

Ec2404

#### licroeconomics I

leacher Responsible: Dr. S. Glaister, Room S277 ourse Intended Primarily for Final year M.Sc.

pe: The aim of the course is to develop the basic ls for analysing problems of resource allocation sed by economists working in research, government business. The course deals with positive and native problems. It aims to include modern ments without being overly mathematical, and develop a capacity to apply economic concepts to world problems. The coverage of this course is not wide as Microeconomics II and the technical rements are lower. The depth of the analysis is, ever, at an equivalent level.

Requisites: Undergraduate economics major or valent. A knowledge of multivariate calculus is

yllabus: There are four broad headings, Consumer ye as well as the standard material this will such topics as labour supply and incentives, and second best, efficient pricing policy, mporal allocation, uncertainty. The Competitive **Examination Arrangements:** There is a three-hour examination, based on the material from all parts of the course.

Reading List: General. The course will draw on a variety of sources, including the following texts: H. R. Varian, Microeconomic Analysis (2nd edn.), Norton; E. Malinvaud, Lectures on Microeconomic Theory, North Holland; A. B. Atkinson & J. E. Stiglitz, Lectures on Public Economics, McGraw-Hill; H. Gravelle & R. Rees, Microeconomics, Longman; A. Deaton & J. Muellbauer, Economics and Consumer Behaviour, Cambridge University Press; M. Morishima, The Economic Theory of Modern Society, Cambridge University Press.

## Ec2410

# Methods of Economic Investigation I

Teacher Responsible: James Davidson

Course Intended Primarily for M.Sc. in Economics. Its purpose is to present and illustrate the techniques of empirical investigation in economics. 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.

Note that those students with an inadequate Mathematics or Statistics background will be attending the September Courses taught by **Dr. Kuska** and **Dr. Magnus.** These cover the Mathematics and Statistics which are strictly necessary for all three compulsory papers on the M.Sc. in Economics.

Teaching Arrangements: There are 2 lectures (Ec216) per week taught by Hugh Wills in the Michaelmas Term and James Davidson in the Lent Term and 1 lecture (Ec216) per fortnight taught by Jim Thomas. There is one class per week (Ec216a) associated with the lectures and Class Group allocation which takes place at the start of the Michaelmas Term. Exercises are provided each week and are discussed in the 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.

Text Books: Theory: An elementary text which will be most useful for the course is M. Stewart & K. Wallis, Introductory Econometrics, Basil Blackwell. A number of theoretical topics are not adequately covered in this or indeed in any other elementary text and so supplementary notes will also be provided.

Another useful elementary text is J. Kmenta, Elements of Econometrics, Macmillan.

More advanced texts are H. Theil, Principles of Econometrics, North Holland and A. Harvey, The Econometric Analysis of Time Series, Phillip Allen. Applications: Some use will be made of K. Wallis, Topics in Applied Econometrics, Blackwell; R. E. Lucas & T. J. Sargent (Eds.), Rational Expectations and Econometric Practice; M. Desai, Applied Econometrics.

#### Main Course Outline: (Wills)

1. Regression models with fixed regressors (simple and multiple). Least squares. Goodness of fit and hypothesis testing.

Regression models with stochastics regressors and asymptotic theory.

3. The method of maximum likelihood and its relationship to least squares, discrete dependent variable models.

 An example of simple regression and hypothesis testing: testing the Capital Asset Pricing Model.

The partitioned regression model, omitted and added variables, misspecification.

 An example of the omitted variable problem. The omission of ability in the determination of the rate of return of schooling.

7. Heteroskedasticity and Generalized Least Squares, 8. Measurement Errors and Instrumental Variables

9. Multicollinearity.

#### Davidson

10. The analysis of time series. Basic concepts; the autoregressive process asymptotic theory.

 Regression models in time series. Distributed lags; autocorrelated disturbances; lagged dependent variables.

12. Diagnostic tests, model selection.

13. Simultaneous equations. Structural and reduced forms; dynamic systems; exogeneity and causality.

14. Estimation of simulatenous equations; Two Stage

Least Squares; identification.

15. Rational expectations – theory and econometroractice.

16. A case study; the consumption function.

# Course Outline: (Thomas)

This section of the paper is concerned with practical econometrics and covers the use of the standard computer packages in econometrics including practical exercises.

Examination Arrangements: There is a three hour formal examination in the Summer Term. The format will be the same as last year. There will be approximately ten questions, the first of which will be compulsory and account for 50 per cent of the marks. Two other questions have to be answered and these will be similar to those in last years. The compulsory question will have short problems.

If there are any problems please talk to either Mr. Davidson or Dr. Wills.

### Ec2411

# Methods of Economic Investigation II Teacher Responsible: Mr. J. Davidson

Course Intended Primarily for M.Sc. (Economics), as advanced alternative to Methods of Economic Investigation I.

Syllabus: The lectures for this course are drawn from advanced undergraduate options. The course segments are (i) 30 hours from Econometric Theory (SM232), and 20 classes, Michaelmas and Lent Terms; (ii) Econometrics of Individual Behaviour (Ec117), 10 lectures and 5 classes, Michaelmas Term; (iii) Econometric Topics in Macro-Economics (Ec120), 10 lectures and 5 classes, Lent Term. Segments (ii) and (iii) may be regarded as alternatives and students are not

expected to prepare both for examination, although they are encouraged to audit the lectures. See the relevant undergraduate study guides for further details, under Econometric Theory Ec1575 and Topics in Quantitative Economics, Ec1579.

Pre-Requisites: Students should normally have completed an undergraduate course in econometrics or statistical theory. Knowledge of linear algebra, calculus and statistical theory is assumed. The first 10 lectures of Econometric Theory (SM232) should be revision and this material is not examined, but students are encouraged to attend these lectures. See Mr. Davidson if you are in any doubt about your eligibility.

Examination Arrangements: There is a three hour examination in the Summer Term. The examination paper is in three sections, with questions on course segments (i), (ii) and (iii) respectively. Four questions must be answered, at least one on segment (i) and any three others.

N.B. This examination takes place at the same time as the B.Sc. Econometric Theory examination, and so may be a little earlier than the other M.Sc. papers.

# Ec2420

### Advanced Economic Theory

Teacher Responsible: Professor M. Morishima, Room R410 (Secretary, Miss Debbie Clark, R411)

Course Intended Primarily for M.Sc. in Economics. Scope: The aim of the course is to discuss various theories of economic dynamics, in order to enable students to examine economic phenomena from the system-analytic point of view.

Syllabus: The main points will be classical, neodassical and Keynesian views of economic dynamism; apital formation and money; existence and stability of equilibrium; flex-price and fixed-price models; disequilibrium analysis; econometric analysis of growth.

re-Requisites: Third-year undergraduate knowledge feconomic principles.

Teaching Arrangements: Lectures and classes (Ec219) by Professor Michio Morishima in the Michaelmas and Lent Terms.

Vritten Work: Two essays will be required during the ear to be marked and discussed by Professor forishims

Reading List: There is no textbook covering the course. Detailed reading lists are provided for each section of the course. Books which students may like to consult include: M. Morishima, Economic Theory of Modern Society; Marx's Economics; Walras' Economics; J. R. Hicks, Capital and Growth; Capital and Time; E. Malinvaud, The Theory of Unemployment Reconsidered; Profitability and Unemployment; J. Steindl, Maturity and Stagnation in American Capitalism.

Examination Arrangements: There is a three-hour examination. The paper is divided into four parts, each containing two questions. Students are expected to answer three questions, not more than one from each part.

### Ec2425

### History of Economic Thought

Teacher Responsible: Dr. M. Perlman, Room S675 Course Intended Primarily for M.Sc. (Economics), M.Sc. (Economic History).

Scope: The course traces the development of monetary and macroeconomic theory from about the middle 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.

Syllabus: The major authors studies are Hume, Cantillon, Thornton, Ricardo, Senior, J. S. Mill, Wicksell and Marshall. Two important monetary controversies, the Bullionist and Currency Banking School controversies, will be examined in detail.

**Teaching Arrangements:** Ec221. 20 lectures Michaelmas and Lent Terms; 20 seminars devoted to the analytical reading of texts.

Reading List: Apart from the original texts, the following general histories may be consulted: M. Blaug, Economic Theory in Retrospect (3rd edn.), Cambridge University Press; D. P. O'Brien, The Classical Economists, Oxford University Press; P. Deane, The Evolution of Economic Ideas, Cambridge University Press; J. Schumpeter, History of Economic Analysis; J. Viner, Studies in the Theory of International Trade; L. Robbins, Robert Torrens and the Evolution of Classical Economics; T. W. Hutchinson, Review of Economic Doctrines; J. R. Hicks, Critical Essays in Monetary Theory.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the full syllabus covered by the lectures and classes. Students are required to answer three questions out of a wide range of choices covering the syllabus.

#### Ec2426

#### International Economics

Teacher Responsible: Teacher to be announced Course Intended Primarily for M.Sc. in Economics. Scope: The aim of the course is to assist the student in understanding the theory, history and institutions of the international economy.

Syllabus: Introduction to International Trade and International Monetary Economics. Trade Theory: The simplest Ricardian Model of international trade followed by a development of the Heckscher-Ohlin-Samuelson model and its basic theorems.

Monetary Theory: An introductory survey of the development of balance-of-payments theory.

History and Institutions: A brief history of the international economy followed by discussions of the more important international institutions and financial markets

The Theory of International Trade and Commercial Policy: The first part of this course explores the implications of relaxing the major assumptions of the basic model developed in the introductory lectures. The course then turns to issues of commercial policy and protection, quotas and other non-tariff barriers, customs unions, and tariff structure.

International Monetary Economics: The course begins with treatments of monetary, Keynesian and assetmarket models of the international macroeconomy. It continues with a coverage of the following topics: macroeconomic adjustment under flexible exchange rates when domestic prices are 'sticky', the exchange rate and the current account, monetary and fiscal policy with fixed and flexible exchange rates, the efficiency of the foreign exchange market, and relative prices and macroeconomic adjustment in the open

Pre-Requisites: Students are assumed to have completed a good undergraduate course in economic principles.

Teaching Arrangements:

Ec222 Introduction to International Trade and International Monetary Economics. Lectures: (i) Theory, 10 hours; (ii) History and Institutions, 10 hours. No classes.

Ec223 The Theory of International Trade and Commercial Policy. Lectures: 15 hours.

Classes: Ec223a, 15 hours.

Ec224 International Monetary Economics. Lectures: 15 hours. Classes: Ec224a, 15 hours. In the classes Ec223a, each student is expected to present a paper applying international trade theory to some aspect of international economic relations. For Ec224a, sheets of problems and topics will be distributed and students are expected to discuss these in the classes. In addition, several pieces of written work will be assigned during the course.

Reading List: Complete reading lists will be distributed at the beginning of each lecture course, R. Soloman, The International Monetary System 1945-1981. Harper & Row, 1982; A. I. MacBean & P. N. Snowden, International Institutions in Trade and Finance, George Allen & Unwin, 1981; R. E. Caves & R. W. Jones, World Trade and Pavements, Little Brown, 1981; R. E. Caves & H. G. Johnson (Eds.). Readings in International Economics, George Allen & Unwin, 1968; H. G. Johnson, 'Optimal Trade Intervention in the Presence of Domestic Distortions' in R. E. Baldwin et al (Eds.), Trade, Growth and the Balance of Payments, Rand McNally, 1965; R. G. Lipsey, 'The Theory of Customs Unions' (E.J., September 1960); E. Tower, 'Commercial Policy Under Fixed and Flexible Exchange Rates' (Q.J.E., August 1973); R. Dornbusch, Open Economy Macroeconomics, Basic Books, 1980; M. Mussa, 'Macroeconomic Interdependence and the Exchange Rate Regime' in R. Dornbusch & J. Frenkel (Eds.). International Economic Policy, John Hopkins, Baltimore, 1979; W. H. Buiter & M. Miller, 'Real Exchange Rate Overshooting and the Output Cost of Bringing Down Inflation' (European Economic Review, May/June 1982); R. Dornbusch & S. Fischer, 'Exchange Rates and the Current Account' (A.E.R., December 1980).

Examination Arrangements: There is a single three hour examination in the Summer Term. All students are required to answer questions on the material in Ec222, but those on either Ec223 or Ec224 may be omitted if students prefer to specialize.

Theory of Optimal Decisions

See Economics of Investment and Finance Ec1542

Ec2429

Ec2428

#### Labour Economics

Teacher Responsible: Professor R. Layard, Room SR4 Course Intended Primarily for M.Sc. (Econ.) final year

Scope and Syllabus: The course tries to explain the pattern of wages (and wage inequality) and the pattern of employment and unemployment. The aim is to throw light on public policy issues relating to income distribution and employment. But the main focus is on the use of theory and evidence (from the U.K. and the U.S.) to explain what is actually going on. The mai topics concerned are:

(i) The supply of labour: Hours of work. Women's labour force activity. Incentive effects of taxes and income maintenance. Human capital and earnings inequality. The supply of skilled manpower, an occupational choice. Optimal redistribution of income (ii) The demand for labour; Substitution between types of labour and capital. The effect of real wages and of aggregate product demand upon the level of employment, Specific training and short-run fluctuations in employment.

(iii) Unemployment and wage inflation: Models of unemployment, voluntary and involuntary. The role of unions and implicit contracts in determining aggregate wages and employment. The role of search. The role of unemployment benefits. Explaining the path of employment and inflation in the 1970s and 1980 Explaining the structure of unemployment and its duration (by age and occupation). Manpower policy (employment subsidies, public employment and training).

Pre-Requisites: Economics degree or equivalent Calculus required.

Teaching Arrangements: There is one two-part lecture course (Ec227)

(i) Labour Supply. Demand, Unemployment and Wage Inflation. (Professor R. Layard, S84) 25 Lectu Michaelmas and Lent Terms

(ii) Microeconomic Foundations of Unemploymen (Dr. J. Moore, S680) 10 Lectures. Lent Term. There will be 10 classes spread over 3 terms associated

with these lectures. In addition there are 2 optional elements:

(i) Manpower Development Planning (Dr. C. Dougherty, S184) Ec251, 10 lectures, Michaelmas

(ii) Unemployment Seminar Ec452 (Professor R Layard S84 and Mr. R. Jackman, S376) 25 meeti Sessional. This is a research seminar run by the Cent for Labour Economics, which you are welcome attend when you like.

Written Work: Students will write 4 short essays during the year. Professor Layard will supervise all students taking the course.

Reading List: The main reading for the course consists of recent journal articles. Some idea of the material

vided by: B. Fleischer & T. Kneisner, Labour omics: Theory and Evidence; Z. Hornstein et al. The Economics of the Labour Market: E. S. (Ed.), Microeconomics Foundations of oment and Inflation Theory; and the special es on Unemployment in the Review of Economic nidies 1982, and Oxford Economic Papers, reprinted A. Greenhalgh, R. Layard and A. Oswald, The omics of Unemployment.

nore detailed reading list is available from Professor R Layard, (For the reading list for Course Ec251, see arate entry.)

ramination Arrangements: There will be one threeur written paper. 3 questions to be attempted out of bout 8 (1 question may be answered on Ec251 but this not required).

Ec2340

Monetary Economics

eacher Responsible: Professor C. Goodhart and Dr. D. Wehh

ourse Intended Primarily for M.Sc. in Economics and Sc. in Econometrics and Mathematical Economics. cope: The course aims to develop the student's ability undertake research in monetary economics by dying a number of current issues both theoretical

labus: Demand for Money: the simple Baumolin model of the transactions demand for money, and extensions to short-run adjustments, uncertainty, the demand for money by firms. Empirical ence from the United States and United Kingdom. tfolio Selection and Asset Pricing: selection ween many assets with different risks when agents risk averse. Partial equilibrium results and sions to the determination of asset prices in eral equilibrium. Capital market efficiency. irical evidence presented by Fama and others. icial Intermediation: portfolio selection by ial institutions under uncertainty about returns transaction costs. The supply of money as the me of this process. Empirical evidence from the ted Kingdom. Rational Expectations and the tiveness of Monetary Policy; the Lucas-Sargent ostion that when agents form expectations nally and prices are flexible only unanticipated etary policy influences output. Tests of this sition by Barro and others. Derivation of a s curve from this model. The Real Interest Rate Inflation; examination of the question whether pated inflation can influence the real rate of st. The role of rational and adaptive expectations. ence by Fama and others. Disequilibrium Theory; els with fixed prices and quantity contraints, the veness of monetary and fiscal policy, wealth neutrality and the long run impact of economic Money and Growth: the structure of monetary th models, the Tobin effect, the demand for money other assets. Liquidity Constraints: capital market ections, theory of deposit-taking financial tions, theory of the firm under uncertainty, etitive models with Keynesian features, front-end ing and the costs of inflation.

Pre-Requisites: Students are assumed to have done the equivalent of the undergraduate course Economic Principles. Only rudimentary knowledge of mathematics is assumed though more would be helpful. Teaching Arrangements: There are thirty-five hours of lectures (Ec228) and ten hours of classes (Ec228a). There are two hours of teaching per week; these time slots are used for lectures or classes as appropriate. Students will be expected to write at least one term paper, which will be marked by the lecturers, during the year. They will also be set regular exercises in the form of short essays and analytical problems. These exercises will be discussed in the classes and students are expected to have prepared the answers in advance. Students may also wish to attend course Ec229, International Banking and Euro-Markets (10 lectures. Lent Term) given by Mr. Alford; there is no examination for this course.

Reading List: The following items are central to the course but are by no means comprehensive. Students should consult the complete reading list handed out in the lectures. M. Miller & D. Orr, 'A Model of the Demand for Money by Firms' (Quarterly Journal of Economics, 80, 1966); G. Akerlof, 'Irving Fisher on His Head: The Consequence of Constant Threshold-Target Monitoring of Money Balances' (Quarterly Journal of Economics, 93, 1979); S. Goldfeld, 'The Demand for Money Revisited' (Brookings Papers on Economic Activity, 3, 1973 and also BPEA, 3, 1976); K. Arrow, 'The Theory of Risk Aversion' in K. Arrow Aspects of the Theory of Risk-Bearing and also Essays in the Theory of Risk Bearing; E. Fama, Foundations of Finance, chs. 8 & 9; J. Baltensperger, 'Alternative Approaches to the Theory of the Banking Firm' (Journal of Monetary Economics, 6, 1980); D. Gale, Money: in General Equilibrium, Nisbet/Cambridge University Press, Cambridge, 1981; Money and Disequilibrium, Nisbet/Cambridge University Press, Cambridge, in preparation.

Examination Arrangements: The assessment for this course depends entirely on a three-hour formal examination in the Summer Term. The paper contains ten questions of which four must be answered. No credit is given for answering more than four questions and candidates will be penalized for incomplete

Ec2432

**Economics of Transport** 

Teacher Responsible: Dr. Stephen Glaister, Room

Course Intended Primarily for M.Sc. in Economics. Scope: The paper is one of the several options available as the fourth paper to candidates for the M.Sc. in Economics. The course covers the applications of economics and quantitative methods to the various transport industries, including road, rail, urban transport systems, aviation and (subject to availability of teachers) shipping and ports. The course will only be given if there are sufficient candidates who are interested

Syllabus: The course comprises a series of short courses.

(Ec231) Welfare Analysis for Transport Economics (Dr. S. Glaister) 5 lectures, (beginning 12 October). A short introductory survey of the fundamentals of welfare economics as a foundation for the rest of the course.

(Ec232) Road and Rail (Professor C. D. Foster) 10 lectures, Michaelmas Term.

The economics of highways, railways, road haulage. The application of cost benefit analysis to transport. Problems of pricing and analysis, urban transport problems and planning. Early traffic studies; land use — transportation surveys and modelling techniques used in planning. Spacial problems in urban transport planning.

(Ec159) Transport Economics Treated Mathematically (Dr. S. Glaister), 10 lectures, Lent Term.

A quantitative treatment. Consumer surplus, peak pricing, congestion, urban transport subsidy, corporate objectives in the public sector, demand analysis and forecasting.

(Ec233) Aviation (Dr. J. P. Hanlon) 5 lectures, Lent or Summer Term.

The application of economics to aviation and airports. Airport pricing policy. Airport location studies.

(Ec234) Transport Economics Seminar (Professor C. D. Foster and Dr. S. Glaister), 5 fortnightly sessions, Lent Term.

Presentation of research paper, mainly by speakers from outside the School.

(Ec232-3a) Class (**Dr. S. Glaister**), 25 weekly classes. Discussion of lecture material and preparation and presentation of papers.

Reading List: Detailed reading will be provided during the courses. Some of the more important ones are listed here. Advisory Committee on Trunk Road Assessment (Chairman, Sir Leitch), Report, H.M.S.O., London, October 1977; J. Bates, H. Gunn & M. Roberts, A. Disaggregate Model of Household Car Ownership, Department of Transport, London, 1978; W. J. Baumol & P. F. Bradford, 'Optimal Departures from Marginal Cost Pricing' (American Economic Review, 1970); M. E. Beesley, Urban Transport: Studies in Economic Policy, Butterworths, London, 1973; E. Bennathan, & A. A. Walters, The Economics of Ocean Freight Rates, Praeger, New York, 1969; T. A. Domencich, & D. McFadden, Urban Travel Demand, North Holland, Amsterdam, 1975; C. D. Foster, The Transport Problem, Blackie, London, 1963; C. D. Foster, Politics, Finance and the Role of Economics. George Allen & Unwin, London, 1971; G. E. Giles & T. E. Worsley, 'Development of Methods for Forecasting Car Ownership and Use' (Economic Trends, August 1979); S. Glaister, Fundamentals of Transport Economics; K. M. Gwilliam, & P. Mackie, Economics and Transport Policy, Allen & Unwin, London, 1975; A. J. Harrison, The Econimics of Transport Appraisal; R. P. G. Layard, Cost Benefit Analysis, Penguin, Harmondsworth, 1972; H. Mohring, Transportation Economics, Ballinger, Cambridge, Mass., 1976; D. L. Munby (Ed.), Readings in the Economics of Transport; C. A. Nash, The Economics of Public Transport; R. Pryke, The Nationalised Industries; R. Rees, Public Enterprise Economics, Weidenfeld & Nicolson, London, 1976; D.

Starkie, The Motorway Age, Pergamon, 1982; P. R. Stopher, & A. H. Meyberg, Urban Transportation Modelling and Planning, Heath, Lexington, 1975; P. C. Stubbs, W. J. Tyson & M. Q. Dalvi, Transport Economics, George Allen & Unwin, London, 1980; J. C. Tanner, 'Choice of Model Structure for Cat Ownership Forecasting' (Transport and Road Research Laboratory Report SR523, Crowthorne, 1979); J. M. Thomson, Modern Transport Economics, Penguin, Harmondsworth, 1974; A. A. Walters, 'The Theory of Measurement of Private and Social Cost of Highway Congestion (Econometrica, 1961).

Examination Arrangements: Candidates are advised to consult copies of previous years' examination papers so as to gain an idea of the kind of questions they will be expected to answer. Candidates must answer four questions in three hours, freely selected from a total of about nine questions.

Ec2435

#### Public Finance

Teacher Responsible: Professor A. B. Atkinson, Room R407

Course Intended Primarily for M.Sc. in Economics Scope: Theory of Public Finance.

Scope: Theory of Public Finance.

Syllabus: A general idea can be given from the topics

covered in Ec236
Theories of the state. Public choice. Concepts of justice. Measurement of inequality and poverty. Distribution of income and distributional effects of taxes and public spending. Impact of taxes on household decisions with respect to labour supply, savings and risk-taking. General equilibrium aspects of taxation. Optimum taxation and the design of fiscal policy.

Pre-Requisites: No special pre-requisites.

Teaching Arrangements:

Lectures: Ec236 The Economics of Public Finance (Professor Atkinson) Michaelmas Term.

Ec238 Public Enterprise Economics (Professor Bös) 6 lectures, Lent Term.

Ec249 Capital Markets, The Corporation and Taxation (Professor King) Lent Term.

Attention is also drawn to LL231 Problems in Taxation Seminar (Professor King, Dr. Barr and Mr. Avery Jones) Lent and Summer Terms, fortnightly, commencing January.

Reading List: G. Brennan & J. M. Buchanan, The Power to Tax, Cambridge University Press, 1980; R. A. & P. B. Musgrave, Public Finance in Theory and Practice, McGraw-Hill, 1984; J. E. Meade et al., Th Structure and Reform of Direct Taxation, Allen & Unwin, 1978; A. B. Atkinson & J. E. Stiglitz, Lectures on Public Economics, McGraw-Hill, 1980; H. J. Aaron & M. J. Boskin, The Economics of Taxation, Brooking Institution, 1980; N. Kaldor, An Expenditure To Allen & Unwin, 1955; J. A. Pechman, Comprehens Income Taxation, Brookings Institution, 1977; J. Kay & M. A. King, The British Taxation System Oxford University Press, 1983; J. A. Pechman (Ed. What Should be Taxed: Income or Expenditure Brookings Institution, 1981; H. J. Aaron & J. A Pechman (Eds.), How Taxes Affect Econom Behaviour, Brookings Institution, 1981; D. C. Mueller, Public Choice, Cambridge University Press, 1979; R. W. Boadway & N. Bruce, Welfare Economics, Basil Blackwell, 1984.

Examination Arrangements: One 3 hour paper.

Ec2436

# The Economics of Industry

Peacher Responsible: All enquiries to Ms.
Chamberlain, Room S.683

ourse Intended Primarily for M.Sc. in Economics; dustrial Relations and Personnel Management; ecounting and Finance.

scope: A graduate course in the Economics of Industry or in North American terminology, Industrial Organisation)

syllabus: The economics of vertical integration, everification, size of plants and firms, industrial concentration, entry conditions, and pricing policies. Pre-Requisites: Undergraduate level microeconomics. Teaching Arrangements: Twenty lectures, Economics of Industry (Ec240) of  $1\frac{1}{2}$  hours each, in the Michaelmas and Lent Terms. Weekly classes (Ec240a) in the Lent and Summer Terms.

Classes in the Lent Term will be largely devoted to discussion of selected articles, to supplement the lecture murse. Classes in the Summer Term will be largely revoted to revision.

leading List: The following books are useful for eneral reference: F. M. Scherer, *Industrial Market tructure and Economic Performance*; O. E. Williamson, *Markets and Hierarchies*. References to ournal articles and specialised monographs will be usen in the lectures.

rmal written examination in the Summer Term.

Ec2437

## Capital Markets

racher Responsible: Professor M. A. King, Room 404 (Secretary Debbie Clark R411)

Course Intended Primarily for M.Sc. in Economics, iconometrics or Accounting and Finance.

pe: A graduate course in the economics of capital kets. This course comprises the theoretical and nical analysis of capital markets with particular nce to the effects of government policy. The um allocation of risks among economic agents the extent to which this can be achieved with te markets provides a framework within which to the following topics: private and public ent decisions under uncertainty; the theory of orate finance and the behaviour of asset markets taxes; taxes, inflation and the stock market; chold savings and portfolio decisions; optimal ion of capital income, both at the corporate and ial level; the role of pensions and public debt; policy toward take-over and mergers; the nship between tax policy and other forms of ntion, eg legislation and public ownership; the e economics of capital markets with imperfect

be course will examine both the theory of optimal blic policy and the empirical literature on the impact policies actually pursued.

Teaching Arrangements: Twenty five lectures (Ec249) of one and a half hours each in the Michaelmas, Lent and Summer Terms. Weekly classes (Ec249a).

**Examination Arrangements:** a three hour formal written examination in the Summer Term.

Ec2440

# The Economics of Less Developed Countries

Teacher Responsible: Mr. Max Steuer, Room S183 Course Intended Primarily for M.Sc. final year, and Diploma in Social Planning.

Scope: The course provides an advanced treatment of development economics, theory and evidence, explanation and prescription.

Syllabus: Standard topics in development economics are treated at an advanced level. Major critical attention is given to various explanations of the causes of underdevelopment, contrasting those views that see the causes as mainly external to the underdeveloped countries with those views that see the causes as mainly internal. A second and closely related major concern is analysis of policies intended to raise income in low income countries. Important theories in development economics and economics generally are explored. Empirical studies are reviewed from many parts of the underdeveloped world. As in other M.Sc. economics courses, modern techniques of modelling testing theories and estimating relationships are applied to a variety of issues. These issues include the question of peasant rationality, savings behaviour in low income countries, income distribution and growth, the role of government including public finance and macro stabilization, international trade policy and both direct and indirect foreign borrowing, the economics of aid, population issues, internal migration, and the roles of education, health, transport and technical change, especially agricultural technical change, in economic development. The course highlights particular studies and approaches for selective treatment in depth rather than comprehensive coverage. The emphasis is on recent literature.

Pre-Requisites: Students are assumed to be well qualified for an M.Sc. in Economics. They are expected to have a good grounding in micro and macro theory, a knowledge of standard empirical techniques used in economics, and some practice in applied economics. Prior training in development economics can be an advantage but certainly is not a pre-requisite. More important is a good grasp of price theory and income analysis

**Teaching Arrangements:** Lectures (Ec242), one hour per week during the Michaelmas and Lent Terms giving a total of twenty hours.

Classes (Ec244), ten classes, Lent and Summer Terms. The Seminar on the **Economics of Less Developed Countries** (Ec243) often relates to the course.

Reading List: P. T. Bauer, Dissent on Development; Equality, Third World and Economic Delusion; D. Seers, Dependency Theory, A Critical Reassessment; H. Barnum & L. Squire, A Model of an Agricultural Household; H. Chenery & R. Surquin, Patterns of Development 1950–1970; R. Findlay, International Trade and Development Theory; P. Yotopoulos & J.

Nugent, Economics of Development; C. J. Bliss & N. H. Stern, Palanpur: The Economy of an Indian Village; K. Dervis, J. de Melo & S. Robinson, General Equilibrium Models for Development Policy; A. Sen, Poverty and Famines, An Essay on Entitlement and Deprivation; L. Taylor, Macro Models for Developing Countries; M. Gersovitz, C. F. Diaz-Alejandro, G. Rahis & M. R. Rosenzweig, The Theory and Experience of Economic Development; L. G. Reynolds, Agriculture in Development Theory.

Most of the specific reading for the course comes from the recent journal literature.

**Examination Arrangements:** The final grade is assigned solely on the basis of performance in a three hour written examination held towards the end of the Summer Term. Students are asked to write on four questions from a list of twelve.

# Ec2442

# Theory and Implementation of Detailed Planning and Development Planning

Teacher Responsible: Dr. S. Gomulka

Course Intended Primarily for M.Sc. in Economics final year.

Scope: Part A of the course gives the background in social institutions and ownership to detailed planning (U.S.S.R.) and rather detailed planning (France). It also discusses the planner's implementation problem. Part B covers the theory, techniques and actual practice of macroeconomic planning; all these in reference to (mainly) centrally planned economies, some developing countries and France.

#### Syllabus:

Part A: Resource allocation models. Planning versus forecasting. Normative planning versus indicative planning. Implementation models: Hierarchies of administrative power, including banks. Property. The level of development and the type of planning. Political power and size of country as factors in planning. The aggregation problem. Disaggregation by decentralization by quasi-markets. Shadow prices, ordinary prices, passive prices. Prices and physical commands; prices and decentralization. Growth versus choice. Location versus commodity-structure as hierarchical principles. Inflation and planner's tension. Part B: Aggregative planning: policy variables and alternative development strategies. Multi-sectorial planning: consistency models of the Leontief inputoutput type and optimal models of the programming type. Detailed planning of the Soviet type: the method of product, labour and investment balances.

Planning as a bargaining process under limited information: micro and macroeconomic implications. Macroeconomic econometric models for centrally planned economies: Sovmod and others. Market socialism of the Lange-Taylor-Brus type and market communism of the Arrow-Hurwicz-Malinvaud type. Western indicative planning and the French Fi-Fi model.

Part C: Development policies and their relation to (i) plan implementation mechanisms; (ii) the contents of plans.

Pre-Requisites: Any M.Sc. Economics student should be able to follow.

Teaching Arrangements:

Part A: Ten one-hour lectures (Ec247i) by Professor Peter Wiles and Dr. S. Estrin.

Part B: Eighteen one-hour lectures (Ec247ii) by Dr. S. Gomulka.

Part C: Seven one-hour lectures (Ec247iii) by Professor Wiles and Dr. Estrin.

Seminars: On the Economic Problems of the Communist World (Ec246), meets fortnightly, and Planning and Comparative Economics (Ec248), meets also every other week. The seminars' conveners: Dr. S. Gomulka, Dr. S. Estrin and Professor Peter Wiles. The seminars discuss topics related to the course and students are advised to attend.

Students may find it useful to attend also Ec245 Soviet Economic Development.

Written Work: There are no classes, but students are expected to prepare essays for their supervisors.

Reading List: Part A: E. Devons, Planning in Practice, P. Bauchet, Planning: the French Experience; L. Bern (Ed.), Planning and Socialist Economy; H. Levine in Bornstein & Fusfeld (Eds.), The Soviet Economy, A Book of Readings; D. Liggins, National Economic Planning in France.

Part B: Blitzer-Clark-Taylor (Eds.), Economy-Wide Models and Development Planning especially the contributions by Taylor and by Clark, Oxford University Press, 1975; Carter-Brody, Application in Input-Output Analysis Vols. 1 and 2, North-Holland Publishing Company, 1970; M. Ellman, Plann Problems in the U.S.S.R., Cambridge Univer Press; D. Green & C. Higgins, SOVMOD I: A Macroeconomic Model of the Soviet Union, 1977; G. Healm, The Theory of Planning, North-Holland Publishing Company; L. Johansen, Lectures on Macroeconomic Planning, Vols. 1 and 2, 1977; Kornai, Mathematical Planning of Structural Decisions, chaps. 1-3, North Holland Publish Company; J. Kornai, Economics of Shortage, 1980; D. Liggins, National Economic Planning in France; E. Malinvaud, 'Decentralised Procedures for Planning'in E. Malinvaud & Bachardach (Eds.), Activity Analysis in the Theory of Growth and Planning; Nove-Nut (Ed.), Socialist Economics, Part I, 1972.

Articles by Lange, Brus-Laski, Dobb, Domar and Kornai.

Lists of journals papers and optional references are circulated.

Examination Arrangements: The examination paper is in two sections, A and B, containing questions corresponding to Parts A and B above. Students are required to answer one question from section A and two questions from section B. All questions have equal weight.

#### Fc2455

# Marx, Walras and Keynes in the Light of Contemporary Economic Analysis Teacher Responsible: Professor Desai

Course Intended Primarily for M.Sc. (Economics) but also available for M.Sc. (Econometrics and Mathematical Economics)

Scope: The aim of this course is to treat critically the questions of methodology and of model construction in classical and modern economics with special attention to theory of value and monetary theory.

Syllabus: The course is in two parts. Part 1 deals with the theory of value in the classical economists, Marx, and the early marginalists; and the methodology of all these economists, the neo-classical economists and Keynes. Part 2 deals with attempts in the economic iterature to construct a theory of a monetary economy. It covers the theories of Marx, Walras, Wicksell, Havek, Myrdal and Keynes.

Pre-Requisites: None.

Teaching Arrangements: 25 lectures (Ec253), one each week in Michaelmas, Lent and Summer Terms plus a seminar (Ec254) of one and a half hours for ten weeks in which students will be expected to present papers on the course material.

Reading List: There are no set textbooks in this course and the reading list is updated each year to take into account new developments. Selections from the reading lists of recent years are given below but relevant reading lists will be made available at the beginning of the course.

Value and Methodology: P. A. Samuelson, in rnal of Economic Literature, June 1971; Piero Mini, Philosophy and Economics, Ch. 13; M. man, "The Methodology of Economics" in his ssays in Positive Economics; P. Wiles, in Journal of Post-Keynesian Economics, 1979; K. Marx, Capital, ol. 1/1-3, Vol. III/12; D. Ricardo, Principles of litical Economy and Taxation, Chs. 1, 2, 4, 5, 6, 30. Theory of a Monetary Economy: M. Desai, Marxian nomics; F. Hayek, Prices and Production; M. keynes, Treatise on Money, Vol. 1, General Theory of oyment, Interest and Money; K. Marx, Capital, ols. 1-3; G. Myrdal, Monetary Equilibrium; L. Valras, Elements Translated by Jaffe; K. Wicksell, terest and Prices; Lectures on Political Economy. vamination Arrangements: A three hour written mination in the Summer Term along with other Sc. examinations.

# Ec2465

#### **Economic Inequality**

Teacher Responsible: Professor A. B. Atkinson, Room

course Intended Primarily for M.Sc. in Economics cope: The aim of the course is to show how economic nalysis can be applied to the distribution of income and wealth.

yllabus: Principles of economic justice. Measurement finequality. Measurement of poverty. Models of the istribution of income and wealth. Theories of the istribution of earnings.

re Requisites: Third-year undergraduate knowledge feconomic principles.

#### leaching Arrangements:

Lectures: Ec258 by Professor Atkinson and Dr. F. A. Cowell commencing in the Michaelmas Term.

Seminar on Economic Inequality (Ec259) organised by Professor Atkinson and Dr. Cowell. Classes organised by Dr. Cowell.

Reading List: A. B. Atkinson, The Economics of Inequality; A. K. Sen, On Economic Inequality; F. A. Cowell, Measuring Inequality; J. E. Meade, The Inheritance of Inequalities; A. B. Atkinson (Ed.), Wealth, Income and Inequality.

**Examination Arrangements:** There is a three-hour examination. Students are expected to answer three questions out of eight.

# Ec2470

# The Economics of Technological Change and Long-Term Growth

Teacher Responsible: Dr. S. Gomulka

Course Intended Primarily for Final Year M.Sc. in Economics.

Scope: The course covers an integrated (microeconomic) theory of innovation and market structure, an integrated (macroeconomic) theory of innovation, international diffusion and long-term growth and a treatment of institutional and cultural factors in technological change.

#### Syllabus:

Microeconomics: the aim is to show how basic ingredients, such as demand conditions, R & D technological possibilities, the nature of the capital market and patent regulations affect both the industrial concentration and the rate of innovative activity.

Macroeconomics: measures of innovation and measurement problems, optimal rate and direction of technological change, variation in technological levels and mechanisms of international technological transfer, models of innovation and growth in the technology-importing country, technological unemployment and cycles, a theory of international variation in innovation and productivity growth.

**Pre-Requisites:** No particular pre-requisites. The first two courses are theoretical in orientation, but their level of mathematics and economic theory is comparable to that of the main M.Sc. micro and macro courses.

Teaching Arrangements: Lectures: There are two sections in the course and a seminar.

(i) Microeconomics: Ec260 The Relationship Between Industrial Structure and Technological Change. 18 lectures Michaelmas and Lent Terms given by Mr. D. de Meza and Dr. T. Horsley.

(ii) Macroeconomics: Inventive Activity, Diffusion and the Dynamics of Long-Term Growth. 13 lectures Michaelmas and Lent Terms given by Dr. S. Gomulka. Written Work: There are no classes, but students are expected to present seminar papers and prepare essays for their supervisors.

Reading List: Microeconomics: M. Kamien & N. Schwarz, Market Structure and Innovation, Cambridge University Press, 1982; P. Stoneman, The Economic Analysis of Technological Change, Oxford University Press, 1983; K. Arrow, 'Economic Welfare and the Allocation of Resources to Inventions' in R. R. Nelson (Ed.), The Rate and Direction of Inventive Activity; B. Spencer & J. Brander, 'International R & D Rivalry and Industrial Strategy' in Review of Economic Studies, 1983; P. Dasgupta & J. Stiglitz, 'Industrial Structure and the Nature of Innovative Activity' in Economic Journal, 90, 1980; P. Dasgupta

& J. Stiglitz, 'Uncertainty, Industrial Structure and the Speed of R & D' in *Bell Journal*, Spring 1980; D. Fudenberg, 'Pre-emption Leapfrogging and Competition in Patent Races' in *European Economic Review*, 22, 1983; D. Fudenberg & J. Tirole, 'The Fat-Cat Effect, The Puppy-Dog Ploy and the Lean and Hungry Look' in *American Economic Review*, May 1984; J. Reinganum 'Practical Implications of Game Theoretic Models of R & D in *American Economic Review*, May 1984; P. Tandon, 'Optimal Patents with Compulsory Licences' in *Journal of Political Economy*, Vol. 90, No. 3, 1982.

Macroeconomics: Required reading – some ten papers by Findly, Gomulka, Nelson-Winter, Phelps and others. Also S. Gomulka, *Inventive Activity: Diffusion* and the Stages of Economic Growth; W. D. Nordhouse, *Invention, Growth and Welfare*.

**Examination Arrangements:** The examination is in three sections. Four questions should be answered, at least one from the first two sections and not more than one from the final part. All questions have equal weight.

Ec2495

## Topics in Economic Analysis

Teacher Responsible: Professor M. A. King, Room S404

Course Intended Primarily for M.Phil. or Ph.D. students in Economics.

**Scope:** The aim of the course is to cover recent developments in Economic Analysis, both theoretical and applied; with the particular aim of suggesting areas for fruitful research.

Teaching Arrangements: There will be six units, each consisting of ten hours of lectures comprising the course Topics in Economic Analysis (Ec410).

Reading List: A separate reading list will be supplied for each section at the time of the course.

Examination Arrangements: There will be a three hour examination. The paper will be in six sections, and candidates will be expected to answer four questions, drawn from at least two sections.

Ec2510

# The Economics of Regional and Urban Planning

Teachers Responsible: Mr. R. A. Jackman, Room S376 (Secretary, Ms. J. Canfield Room S478) and Dr. C. M. E. Whitehead, Room S579

Course Intended Primarily for M.Sc. Regional and Urban Planning Studies

Scope: The course examines the economic principles and techniques necessary for the analysis of regional and urban structure and uses these principles to examine regional and urban problems and to evaluate policies which have been employed to alleviate these problems. The course relates mainly to the industrialized nations of Europe and North America with some discussion of the particular problems of developing nations.

Pre-Requisites: Students should normally have completed an introductory course in Economics. A

higher level of attainment will enable the student to cover the material in more depth. Students without this background must attend Ec101 Economics A2 as a pre-requisite.

Syllabus: Industrial and residential location decisions The determination of urban rents and land values. The structure of the urban area. The determination income, growth and decline of cities and regions. The possible convergence of disparities between regi Urban and regional factor markets. The role of trade and factor mobility. The rationale of government intervention. Public goods, externalities and other causes of market failure. Methods of intervention: land use controls, regulations and standards, taxation an subsidy. Financing the public sector: grants, prop taxation, other local taxes. Pricing and investi decisions in the public sector. The principles of cost benefit analysis and their application to public sector decision making. Local public finance. Urban hou and transport problems and policies. The rational regional policies. Instruments of regional policy.

Teaching Arrangements:

Ec400 Elements of Urban and Regional Economics is hours lectures, C. M. E. Whitehead, Michaelmas Term. Ec400a Elements of Urban and Regional Economics 10 hours classes, S. Roper, Michaelmas Term.

Ec401 Seminar in Regional and Urban Economics IS 1½ hour seminars, R. A. Jackman and others, Lent and Summer Terms.

Ec235 Cost-Benefit Analysis 6 hours lectures, Professor C. D. Foster, Lent Term.

Ec234 Urban and Transport Economics 10 1½ hour seminars, Professor C. D. Foster, S. Glaister, R. A. Jackman, C. M. E. Whitehead, Lent Term.

In addition students may wish to attend Ec149

Economics and Geography of Transport Professor C.

D. Foster and K. R. Sealy, Michaelmas and Lent
Terms.

Written Work: Students are expected to prepare seminar papers and to do regular exercises for the class Reading List: The recommended text books for Ec400 are: R. W. Vickerman, Urban Economics and H. Armstrong & J. Taylor, Regional Economic Policy and its Analysis. In addition students may wish to refer to A. J. Harrison, Economics of Land Use Planning; B. Walker, Welfare Economics and Urban Problems; K. Willis, Economics of Town and Country Planning; H. Richardson, Elements of Regional Economics; H. Dunkerley (Ed.), Urban Land Policies: Issues and Opportunities. Reading on specific topics may be provided at the lectures.

Texts for Ec235 include: R. Layard (Ed.), Cost Benefit Analysis; R. Sugden & A. Williams, The Principles of Practical Cost-Benefit Analysis; D. W. Pearce and C. A. Nash, The Social Appraisal of Prospects.

A detailed reading list for each seminar topic covered in Ec401 will be provided at the beginning of the course Examination Arrangements: There will be a three-how formal examination in the Summer Term. The examination paper normally contains nine questions of which three must be attempted. Students are also required to sit a short examination covering Ec101 and Ec400 at the beginning of the Lent Term.

Ec2515

# The Economics of European Integration

Jeacher Responsible: A. Marin, Room S566
Course Intended for M.Sc. (Econ.) in European studies, Paper 3(e).

Scope: This course may be taught if there is sufficient demand by those for whom the economic analysis and content of Ec256 are too simple.

Ec2516

# The Economic Organisation of the European Community

Teacher Responsible: A. Marin, Room S566
Course Intended Primarily for M.Sc. (Econ.) in
European Studies, Paper I and 2(c).
Scope: As title.

Syllabus: The course covers various economic aspects of the EEC. These include the gains/losses from formation of a common market, the European Monetary System, the Common Agricultural Policy, competition and regional policy, relations with non-members.

Pre-Requisites: Students who have not previously sudied economics should also take Ec257 during the Michaelmas Term to acquire the necessary background.

teaching Arrangements: Twenty lectures (Ec255) will be given by Mr. Marin and there will be fifteen seminars (Ec256). Some of the seminars will be given by students. A mid-year examination is given to help assess students progress (see M.Sc. description).

Reading List: A detailed reading list will be given out the beginning of term. Many of the topics are covered D. Swann, The Economics of the Common Market; R. Robson, The Economics of European Integration; A. El Agraa (Ed.), The Economics of the European Community.

namination Arrangements: A written 3-hour formal amination in the Summer Term, with three questions be answered out of ten.

Ec2520

#### Economics for M.Sc. Sea-Use

eacher Responsible: David de Meza, Room S681 ourse Intended Primarily for students for M.Sc. in ea-Use

epper Application of economic analysis to explaining a pattern of marine resource use and to designing management policies.

yllabus: Economics of exhaustible resources: fish, fishore oil and gas, manganese nodules. Cost benefit nalysis, particularly applied to port pricing and westment. Externalities as applied to pollution portrol

taching Arrangements: Two meetings of two hours week during Lent Term and also parts of lichaelmas and Summer Terms. The meetings will ambine lecture and discussion.

Written Work: Two essays and preparation for class decussion.

Reading List: L. Anderson, The Economics of Fisheries Management; P. Dasgupta, The Control of Resources; R. Eckert, The Enclosure of Ocean Resources; E. Benathan & A. Walters, Port Pricing: A. Fisher, Resource and Environmental Economics.

**Examination** Arrangements: Written 3 hour examination in Summer Term. 50% of marks for choice of six from twelve short questions, remaining marks for two from six longer questions.

Ec2550

## Advanced Quantitative Economics I

Teacher Responsible: Mr. S. E. Pudney, Room S283 Course Intended Primarily for M.Sc. (Econometrics) Final Year.

Scope: The course is intended (a) to introduce students to new developments in applied econometrics research in some central fields of econometrics paying particular interest to new methodology, (b) to give students experience of seminar presentation. It is complementary to Advanced Quantitative Economics II which specialises on economic model building particularly in the field of macro-economics.

Syllabus: The seminar explores recent journal articles covering estimation and testing of models drawn from various fields of micro economics. The lectures provide background material for the seminar.

Pre-Requisites: A knowledge of econometric theory and applied econometrics corresponding to the undergraduate courses at LSE. Students must be prepared to read journal articles with difficult mathematical and statistical content.

Teaching Arrangements:

Ec302(i): Graduate Seminar for Advanced Quantitative Economics 1: S. E. Pudney. Lent Term 10 two-hour seminars. All students attending the course are required to present papers and act as discussants in the seminar. The number of occasions per student depends on the number of students in the seminar but is normally three times in the term.

Ec303(i): Advanced Quantitative Economics I S. E. Pudney, Lent Term. 10 lectures.

Reading List: Since this course is an attempt to cover recent research in applied econometrics, no textbook is entirely up-to-date. Background reading from textbooks such as Deaton & Muellbauer, Economics of Consumer Behaviour and M. J. Desai, Applied Econometrics might be regarded as pre-requisites for the course. The student will not be expected to read the whole literature of the subjects covered, and might be expected to read one or two journal articles on two-thirds of the topics, but to read more widely on topics where he is presenter or discussant.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Eight questions are based on the work of the Michaelmas Term from courses Ec302(i) and Ec303(i). Three questions are based on the first half of the course Ec304. Students are required to write three questions.

## **Advanced Quantitative Economics II**

Teacher Responsible: Dr. C. R. Bean, Room S480 Course Intended Primarily for students taking the M.Sc. in Econometrics and Mathematical Economics although the lectures may be of interest to M.Phil. and Research Fee students.

Scope: This course aims to familiarise the student with a broad range of topics which illustrate the use of quantitative techniques in economics research. There is some emphasis on modern macro-economics, particularly in the lecture course, but in the seminars a wide variety of other subjects are dealt with.

The lecture course (Ec303(ii) (10 hours Michaelmas Term)

This course will be concerned with an analysis of the extent to which existing theoretical and empirical work helps up to understand major movements in macro variables. Among the topics which will be considered are:

- 1. Equilibrium Models of the Economy; Rational Expectations; Anticipated and unanticipated Changes.
  2. Explanations of aggregate fluctuations in output, prices and unemployment in the context of the above, and a comparision with 'disequilibrium' or Keynesian models.
- 3. Intertemporal models of consumer behaviour and empirical tests thereof.
- 4. Implicit contract models of the labour market under both perfect and imperfect information.
- 5. Testing the efficiency of financial markets.
- The seminar series (Ec302(ii) (20 hours Michaelmas Term).

These seminars will cover a variety of topics and will be presented by the students. Furthermore, those students writing projects are invited to discuss their results in this seminar. The topics which will be discussed, the order in which they will be taken and who will do what will be decided at a meeting towards the end of the Michaelmas Term, and at the first meeting of the seminar. Students are encouraged to choose a topic in which they are particularly interested. Below I have listed a selection of potential topics. Any other area of economics which comes under the broad heading of Quantitative Economics will be considered, however, although I do reserve for myself a final right of veto.

#### Possible Topics

#### Incentives

- 1. The impact of taxes on the supply of labour.
- 2. The impact on unemployment insurance on the level of unemployment.
- 3. Company profitability and growth and managerial remuneration.
- 4. Incentives and labour turnover why do people change jobs.

## Macroeconomic Theory and Policy

- 1. The role of expectational errors in determining supply fluctuations.
- Business cycles as an equilibrium or disequilibrium phenomenon.
- 3. Unemployment as an equilibrium or disequilibrium phenomenon.

- 4. The ineffectiveness of monetary policy.
- 5. Contracts, wage stickiness and unemployment
- Cost push, unemployment and monetary accommodation.

#### Other Topics

- 1. The determinants of individual earnings genes, environment, education, luck, etc.
- The effect of trade unions on pay, productivity and turnover.
- 3. Firm behaviour under uncertainty what do firms maximise, if anything?
- 4. Testing theories of exchange rate determination. The seminar programmes for the last three years are made available to M.Sc. students at the start of the academic year.

Reading List: There is no central text. A full reading list will be available at the beginning of the session. Examination Arrangements: There is a three-hour examination towards the end of the Summer Term. Four questions have to be answered and students have a free choice from around twelve questions on the paper. Typically four questions are based on the Lent Term lecture course and eight questions on the seminar series.

#### Ec2560

# Advanced Econometric Theory I

Teacher Responsible: Professor P. M. Robinson, Room S577

Course Intended Primarily for for M.Sc. (Econometrics) Final Year and M.Sc. (Statistics).

Scope: The courses are intended for students with a considerable background in econometric theory (either at the undergraduate level or in the preliminary year of the M.Sc. (Econometrics)) to provide (a) a general review of econometric theory at a more advanced level, and (b) an introduction to the statistical analysis of time

#### Syllabus:

#### Advanced Econometric Theory:

- 1. Asymptotic statistical theory: convergence in probability and distribution, stochastic orders of magnitude, laws of large numbers and central limit theorems for sums of independent and dependent random variables.
- 2. Linear simultaneous equations system: structural and reduced forms, identities, lagged endogenous variables.
- Identifiability: observational equivalence, global and local identifiability, multicollinearity, system and equation identifiability under linear and non linear constraints.
- 4. Estimations of simultaneous equations systems subsystems and single equations: Gaussian pseudomaximum likelihood, minimum distance, two and three stage least squares, instrumental variable and other estimators, their asymptotic statistical properties.
- 5. Hypothesis testing: Wald, Lagrange multiplier and likelihood ratio test: statistics, their relationship and asymptotic properties, testing overidentifying constraints, testing for misspecification.

Basic Time Series Analysis: basic structure of time series, stationarity autocorrelation, ARMA models filtering and testing, linear forecasting, regression with autocorrelated errors, tests of serial independence, Wald decomposition.

Pre-Requisites: A background in statistical theory and conometric theory similar to our undergraduate courses Probability and Distribution Theory and Feonometric Theory.

reaching Arrangements: There are two lecture courses, with classes associated with one of the courses, advanced Econometric Theory.

Ec316 Advanced Econometric Theory. Professor P. M. Robinson 25 lectures: 10 in the Michaelmas and lent Terms, 5 in the Summer Term.

Ec316a Class for Advanced Econometric Theory.

Professor P. M. Robinson. 20 classes: 5 in the
Michaelmas Term (beginning 6th week), 10 in the Lent
Term and 5 in the Summer Term.

SM257 Basic Time Series Analysis. J. Durbin and A. Harvey. 20 lectures, Michaelmas Term. The lectures for Ec316 are arranged to take place in two successive hours each week. Each second lecture is intended to be more informally conducted with the possibility of questions, discussion, and some problem setting.

Written Work: Problems will be set regularly in connection with Ec316. Solutions which are handed in will be reviewed.

#### Reading List:

Advanced Econometric Theory: A list of books will be handed out at the start of the course. The most relevant books are perhaps C. R. Rao, Linear Statistical Inference and its Applications; R. J. Serfling, Approximation Theorems of Mathematical Statistics; E. Malinvaud, Statistical Methods of Econometrics; P. Schmidt, Econometrics; P. C. B. Phillips and M. R. Wickens, Exercises in Econometrics Vols. I and II. Basic Time Series Analysis: E. J. Hannan, Time Series Analysis: A. Harvey, Time Series Models.

Students might be expected to buy G. Judge et al. and A. Harvey.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper is divided into two parts. Part I is based on Asymptotic Theory for Econometrics and Advanced Econometric Theory I. It contains eight questions, two of which are intended to be particularly relevant to the former course. Part II contains four questions on the Basic Time Series Analysis course. Candidates are required to answer four questions, at least two questions from Part I of the paper.

#### Ec2561

# Advanced Econometric Theory II

Teacher Responsible: Dr. J. Magnus, Room S479
Course Intended Primarily for M.Sc. (Econometrics).
Scope: This paper covers a set of courses given by different members of staff with interests in different pecial topics in econometrics and the statistical malysis of time series.

yllabus: The courses consist of a set of short lecture ourses of 10 hours plus a rather longer course Further Time Series Analysis" of 20 hours. The topics re as follows.

ectures. Michaelmas Term. Matrices, differentials,

optimization (general), typical optimization problems, the linear model, maximum likelihood, comparative statics, other applications, L-structures, (0,1), matrices, Jacobians, inequalities.

Ec320 Statistical Forecasting and Control A. C. Harvey. 10 lectures. Michaelmas Term. State space models, Kalman filter, forecasting and control theory. Ec321 Non-Linear Techniques in Econometrics. J. Davidson. 10 lectures. Michaelmas Term. Numerical methods of non-linear optimisation, identification, maximum likelihood and minimum distance estimators, non-linear simultaneous equation models. Ec317 Finite Sample Properties. J. D. Sargan. 10 lectures. Lent Term. Exact distribution for simple time series and single equation estimators, the Imhof procedure, asymptotic expansions of monents, Edgeworth and X<sup>2</sup> approximations.

SM258 Further Time Series Analysis. Professor J. Durbin. 20 lectures. Lent Term. Spectral methods, multivariate models, causality.

Pre-Requisites: Intended for the student with a good general background in econometric theory and time series analysis. Normally only for the student who is also taking the paper "Advanced Econometric Theory I".

Teaching Arrangements: The short courses follow each other through the year using the same weekly hours and locations. A student might expect to take up to about 40 hours on these lectures to have an adequate choice in the examination. The actual course identifiers and teachers are given above. The numbers taking the courses are expected to be sufficiently small that some informal interaction and problem solving will be organised by the teacher.

#### Reading List:

Matrix Differential Calculus: References will be provided at the start of the course.

Statistical Forecasting and Control: A. Harvey, Time Series Models; G. Chow, Analysis and Control of Dynamic Economic Systems; B. D. O. Anderson & J. B. Moore, Optimal Filtering.

Non-Linear Techniques in Econometrics: S. M. Goldfield & R. E. Quandt, Non-Linear Methods in Econometrics.

Finite Sample Theory: A list of articles will be given at the start of the course.

Further Time Series Analysis: P. Bloomfield, Fourier Analysis of Time Series; A. C. Harvey, Time Series Models.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper is divided up into parts corresponding to each separate course. One question is set per five hours of lecturing. Students are required to answer four questions, to be selected from at least two parts of the paper.

#### Ec2563

#### Advanced Econometrics

Teacher Responsible: Professor P. M. Robinson, Room S577 (Secretary, Jean Canfield, S566)

Course Intended Primarily for M.Sc. (Statitics)

**Scope:** The courses are intended for students with a strong background in econometric theory (they provide

a general review of econometric theory at an advanced

#### Syllabus:

- 1. Asymptotic statistical theory: convergence in probability and distribution, stochastic orders of magnitude, laws of large numbers and central limit theorems for sums of independent and dependent rundown variables.
- 2. Linear simultaneous equations system: structural and reduced forms, identities, lagged endogenous
- 3. Identifiability: observational equivalence, global and local identifiability, multicollinearity, system and equation identifiability under linear and nonlinear constraints.
- 4. Estimation of simultaneous equations systems, subsystems and single equations: Gaussian pseudomaximum likelihood, minimum distance, two and three stage least squares, instrumental variable and other estimators, their asymptotic statistical properties.
- 5. Hypothesis testing: Wald, Lagrange multiplier and likelihood ratio test statistics, their relationship and asymptotic properties, testing over-identifying constraints, testing for misspecification.

Pre-Requisites: A background in statistical theory and econometric theory similar to our undergraduate courses, Probability and Distribution Theory and Econometric Theory.

Teaching Arrangements: There is one lecture course. with associated classes

Ec316 Advanced Econometric Theory. Professor P. M. Robinson 25 lectures: 10 in the Michaelmas and Lent Terms, 5 in the Summer Term.

Ec316a Class for Advanced Econometric Theory. Professor P. M. Robinson 20 classes: 5 in the Michaelmas Term (beginning 6th week), 10 in the Lent Term and 5 in the Summer Term.

Written Work: Problems will be set regularly in connection with Ec316. Solutions which are handed in

#### Reading List:

Advanced Econometric Theory: A list of books will be handed out at the start of the course. The most relevant books are perhaps C. R. Rao, Linear Statistical Inference and its Applications; R. J. Serfling, Approximation Theorems of Mathematical Statistics: E. Malinvaud, Statistical Methods of Econometrics; P. Schmidt, Econometrics; P. C. B. Phillips and M. R. Wickens, Exercises in Econometrics Vols I and II; A. C. Harvey, The Econometric Analysis of Time Series. Examination Arrangements: There is a three hour formal examination in the Summer Term. Candidates are required to answer four questions out of eight. Candidates are not permitted to answer the time series questions, which make up part II of the paper.

Ec2570

### Advanced Mathematical Economics I Teacher Responsible: To be announced

Courses Intended Primarily for M.Sc. in Econometrics and Mathematical Economics and M.Sc. in

Scope: These papers introduce the student to a number

of related topics in advanced economic theory which are currently the subject of research interest

Pre-Requisites: Students are expected to be familiawith the material covered in the undergraduate paper Mathematical Economics. Some of the lectures assuma familiarity with calculus, linear algebra and element

Teaching Arrangements: There are 5 lecture courses of 10 hours each.

Ec305 Introduction to General Equilibrium (Ten hours. Michaelmas Term)

Ec306 Topics in Advanced Mathematical Econom (Ten hours, Michaelmas Term)

Ec310 Organization and Information (Ten hours, Lent Term)

Ec311 Public Economics (Ten hours, Michaelman

Ec312 Intertemporal Economics (Ten hours, Lent

All students should attend the fortnightly seminar in Mathematical Economics (Ec314) as well as the Theoretical Economics Workshop at the International Centre for Economics and Related Disciplines.

Syllabuses and Basic References: Introduction to General Equilibrium: This course begins with a revision of the elements of the Arrow-Debreu model and then applies these to the question of existence of equilibrium It goes on to consider the question of existence equilibrium. It goes on to consider how these meth can be applied to the analysis of a variety of situation equilibrium when there are fixed prices and quantil rationing, equilibrium over time, stochastic equilibrium and so on. The emphasis is on the structure of these models and on the nature and existence of equilibrium Basic Reference: G. Debrey, Theory of Value (Wiley,

Topics in Advanced Mathematical Economics Debreu-Scarf theorem; markets with a continuum traders; monopolistic competition and product differentiation.

Basic Reference: W. Hildenbrand & A. Kirman Introduction to Equilibrium Analysis: Variation Themes of Walras and Edgeworth, (North Holland Organization and Information: A theory organization will be developed with special attention to differential information possessed by agent Organization coordination will be discussed in the context of the theory of teams, to be followed by the problem of incentives arising due to moral hazard and adverse selection.

Basic References: K. J. Arrow, The Limits of Organization: C. B. McGuire & R. Radner (Eds.) Decision and Organization.

Public Economics: The programming approach to optimality and equilibrium. The Diamond-Mirrlee Theorems, productive efficiency and optimal taxation Externalities and public goods. Revelation of preferences and incentive compatibility. Accounting prices and Social Benefit-Cost analysis.

Intertemporal Economics: Exhaustible resource optimum population growth and intergeneration equality.

Examination Arrangements: In AME I the entire assessment is based on the candidate's performance in

three-hour examination held in the Summer Term. e paper is divided into five sections. Each section responds to one of the lecture courses offered for hat paper and contains three questions relating to that ourse. Candidates must answer four questions chosen om at least three sections. No credit is given for empting more than four questions or for attempting ore than the permitted number of questions from each ction. Candidates are expected to answer all estions fully and will be penalized for not answering ny part of a question.

Ec2590

## Preliminary Year Macroeconomics

Teacher Responsible: To be announced.

Course Intended Primarily for students admitted to the

M.Sc. Economics Preliminary Year programme. Scope: The aim of the course is to provide students with grounding in macroeconomics sufficient to proceed rectly to Ec2402 or Ec2403

Syllabus: Analysis of the determination of the level of ployment, the price level and its rate of change, and exchange rates. The first part of the course will focus the similarities and contrasts between Keynesian and classical models of the economy. The second half will develop the properties of more recent syntheses of

Pre-Requisites: Admission to the Preliminary Year M.Sc. programme.

Teaching Arrangements: There is one lecture course (Ec203) consisting of 20 lectures in the Michaelmas and Lent Terms and 24 accompanying classes essional).

Reading List: R. Dornbusch and S. Fischer,

Macroeconomics is the recommended text. Supplementary readings will be recommended at the beginning of the course.

Examination Arrangements: One two-hour closedbook written examination held in the Summer Term.

#### Ec2591

### Preliminary Year Microeconomics

Teacher Responsible: Dr. M. Perlman, Room S675 Course Intended Primarily for students admitted to the M.Sc. Economics Preliminary Year programme.

Scope: The aim of the course is to provide students with a grounding in microeconomics sufficient to proceed directly to Ec2404 or Ec2405.

Syllabus: The allocation of resources under a system of exclusive private property rights. The effects of interventions by Government in the functioning of that system. Economic bases for the normative assessment of the private property rights system, of imperfections in it, and of deviations from it.

Pre-Requisites: Admission to the Preliminary Year M.Sc. programme

Teaching Arrangements: There is one lecture course (Ec202) consisting of 20 lectures in the Michaelmas and Lent Terms and 24 accompanying classes

Reading List: The main textbook for the course is D. Laidler, Introduction to Microeconomics, Further reading will be given at the beginning of the course. Those students who have had very little economics previously are strongly advised to read the relevant chapters of Lipsey before going on to the assigned

Examination Arrangements: One two-hour closedbook written examination held in the Summer Term.

# **ECONOMIC HISTORY**

The section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

## Lectures and Seminars

Lecture/ Seminar Number			Study Guide Number
EH100	The Economic History of Great Britain and the U.S.A., 1850-1939 Mr. D. E. Baines and Mr. J. Potter	24/MLS	EH1600
EH101	Modern British Society in Historical Perspective Professor T. C. Barker, Dr. P. Earle, Dr. E. H. H. Mr. M. Falkus, Professor L. Hannah and Dr. P.		EH1601
EH102	Society and Economy of Early Modern England Dr. P. Earle	20/ML	EH1626
EH103	Economic and Social History of Britain from 1815 Dr. E. H. Hunt	20/ML	EH1630
EH104	Family and Community in Britain Since 1830 Dr. P. Johnson	20/ML	EH1631
EH106	Economic History of the U.S.A. from 1783 Mr. J. Potter and Dr. S. J. Kleinberg	28/MLS	EH1641; EH2615; EH2660
EH107	Modern British Business in Historical Perspective, 1900–1980 Dr. G. G. Jones and others	25/MLS	EH1660
EH108	Economic History of England, 1216–1603 Dr. A. R. Bridbury	20/ML	EH1620
EH109	A Comparative Study of Modern Economic Development in Russia, Japan and India Mr. M. Falkus and Dr. G. G. Jones	20/ML	EH1643
EH110	Latin America and the World Economy Dr. C. M. Lewis	24/MLS	EH1644
	Introduction to Quantitative Methods in Economic History Mr. J. Potter and Dr. W. P. Kennedy	22/MLS	EHIII
	Economic and Social History of England, 1377–1485 Dr. A. R. Bridbury	24/MLS	EH1720; EH2640
	The Economy and Society of London, 1600–1800 Dr. P. Earle	20/ML	EH1726; EH2646
	The Peopling of America Mr. J. Potter	25/MLS	EH1727

Lecture/ Seminar Number			Study Guide Number
ЕН116	The Development of the International Economy, 1870–1914 Mr. M. Falkus	25/MLS	EH1728
EH117	Problems in Quantitative Economic History Dr. W. P. Kennedy	25/MLS	EH1750
EH118	Britain and the International Economy, 1919–64 Mr. D. E. Baines	25/MLS	EH1740; EH2655
ЕН119	The Economy of England, 1350–1500 (Intercollegiate Class) Dr. A. R. Bridbury	30/MLS	EH1770
EH120	Life and Labour in London, 1880–1920 Dr. P. Johnson	20/ML	EH1729
EH130	British Labour History, 1815-1939 Mr. D. E. Baines and Dr. E. H. Hunt	25/MLS	EH2700; Id4222
EH131	History of Transport from the Turnpike to the Motorway Professor T. C. Barker	25/MLS	EH2701; Gy2824
EH132	The Sources and Historiography of the Economic History of England, 1350-1500 — Seminar Dr. A. R. Bridbury	25/MLS	EH2600
ЕН133	The Sources and Historiography of the Economic History of England in the 17th Century — Seminar Dr. P. Earle	25/MLS	EH2605
EH134	The Sources and Historiography of British Economic History from the later 18th Century — Seminar Professor T. C. Barker and Dr. W. P. Kennedy	24/MLS	EH2610
EH135	Workshop in Economic History Research Dr. W. P. Kennedy and others	12/MLS	EH135
EH136	The Sources and Historiography of the Economic History of the U.S.A., 1890–1930 — Seminar Mr. J. Potter and Dr. S. J. Kleinberg	30/MLS	EH2615
EH138	Economic History of the 16th and 17th Centuries — Seminar Dr. P. Earle	12/MLS	EH138
EH139	Seminar on Modern Economic History Professor T. C. Barker and Mr. M. Falkus	10/ML	EH139
EH140	The Population of the United States of America from Colonial Times to the Present Mr. J. Potter	25/MLS	EH2710

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Lecture/ Seminar Number			Study Guide Number
EH141	Seminar Mr. J. Potter and Dr. S. J. Kleinberg	24/MLS	EH2660
EH142	Aspects of Latin American Economic History Since Independence — Seminar Dr. C. M. Lewis, Mr. M. Falkus	26/MLS	EH2715
EH143	Quantitative Economic History Discussion Group Mr. D. E. Baines, Dr. W. P. Kennedy and Professor Floud	12/MLS	EH143
EH144	Modern Business History — Seminar Professor L. Hannah	10/M	Ac2002; Ac2003
EH145	The Latin American Experience of Economic Imperialism Dr. C. M. Lewis, Mr. M. Falkus and Dr. G. G. Jones	20/ML	EH2780
EH146	Growth, Poverty and Policy in the Third World Since 1850 Dr. C. M. Lewis	25/MLS	EH2790
EH147	The Brazil Workshop Dr. C. M. Lewis	12/MLS	EH147
	Long Essay in Social or Economic History All members of the Economic History Department		EH1799

# Study Guides

# EH111

# Introduction to Quantitative Methods in Economic History

Teachers Responsible: Mr. J. Potter, Room C420 and Dr. W. P. Kennedy, Room C319 (Secretary, Mrs. arbara Mistry, C321, Ext. 368)

Course Intended Primarily for B.Sc. (Econ.) Part II; raduate students in Economic History and others

Syllabus: Will be given during the course.

Teaching Arrangements: 22 lectures (EH111),

Recommended Reading: Will be given during the

Examination Arrangements: This course is not

#### EH135

#### Workshop in Economic History

Teachers Responsible: Professor T. C. Barker, Room 222, Dr. W. P. Kennedy, Room C319 and others Secretary, Ms. Jenny Law, C419)

Course Intended Primarily for Research students and

Teaching Arrangements:

(i) For Research students:

tnightly, Michaelmas and Lent Terms,

(i) For M.Sc.:

rtnightly. Sessional.

Examination Arrangements: This course is not amined and is not intended as preparation for any rticular examination.

#### EH138

# Economic History of the Sixteenth and Seventeenth Centuries (Seminar)

Teacher Responsible: Dr. Peter Earle, Room C422 ecretary, Ms. Jenny Law, C419)

Course Intended Primarily for Research students. Teaching Arrangements: Fortnightly seminars H138), Michaelmas, Lent and Summer Terms, at the itute of Historical Research.

Examination Arrangements: This course is not amined and is not intended as preparation for any icular examination.

#### EH139

#### Seminar on Modern Economic History eacher Responsible: Professor T. C. Barker Room

22, and Mr. M. E. Falkus, Room C314 (Secretary Jenny Law, C419)

ourse Intended Primarily for Research students. eaching Arrangements: Fortnightly seminars (EH139), Michaelmas and Lent Terms, at the Institute f Historical Research.

xamination Arrangements: This course is not nined and is not intended as preparation for any ticular examination.

#### EH143

# Quantitative Economic History Discussion Group

Teachers Responsible: Dr. W. P. Kennedy, Room C319 and Mr. D. E. Baines, Room C414 (Secretary, Mrs. Barbara Mistry, C321, Ext. 368) and Professor R. Floud, Birkbeck College.

Course Intended Primarily for any interested students. Teaching Arrangements: Fortnightly seminars (EH143), Sessional.

Examination Arrangements: This course is not examined and is not intended as preparation for any particular examination.

### EH147

#### Brazil Workshop

Teacher Responsible: Dr. C. M. Lewis, Room C320 (Secretary, Mrs. T. Truman, C321, Ext. 368)

Course Intended Primarily for Research students. Teaching Arrangements: Fortnightly seminars (EH147), Sessional.

Examination Arrangements: This course is not examined and is not intended as preparation for any particular examination.

#### EH1600

#### Economic History of Great Britain and the USA 1850-1939

Teachers Responsible: Mr. D. E. Baines, Room C414 and Mr. J. Potter, Room C420 (Secretary, Mrs. Tess Truman, C321, Ext. 368).

Course Intended Primarily for for B.Sc. (Econ.) Part I but it may be taken at Part II level.

Scope: The course compares the economic development of Britain and the USA and the changes in the relationship between them. The course also examines the growth of the international economy and its breakdown after the First World War.

Syllabus: The British and American economies in 1850. The effects of differences in their economic and social environment. The Southern slave economy. The long and short run effects of the American Civil War in the USA. Changes in the economic relationships between the two countries. The causes of westward expansion in the USA. The growth of an international market in agricultural products and its effects on the British and American economies. The finance of industry in Britain and America. Reasons for the dominance of British trade before the First World War. The relative efficiency of British and American industry and the growth of mass production. The causes and consequences of immigration into the USA. The long and short run effects of the First World War. Changes in the role of government. The British and American economies in the 1920s. The causes of the American slump of 1929 and the international crisis. British and American recovery from the 1930s depression. A comparison of the growth of trade unions.

Pre-Requisites: There are no formal pre-requisites for the course and no previous knowledge is assumed. It is assumed that most students will also concurrently be following a course in economics.

Teaching Arrangements: Lectures: There is one lecture course (EH100) with 24 lectures in the Michaelmas, Lent and Summer Terms. The lectures are shared by Mr. Baines and Mr. Potter. Mr. Baines lectures on Britain and the international economy and Mr. Potter on the USA - usually in alternate weeks. A lecture programme will be circulated at the first meeting.

Classes: The lectures are accompanied by weekly classes (EH100a) sessional. 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 present five essays or class papers during the year.

Reading List: The following are particularly useful. B. W. Poulson, Economic History of the United States; R. M. Robertson & G. M. Walton, History of the American Economy; P. Mathias, The First Industrial Nation; D. H. Aldcroft, The British Economy Between the Wars.

Other useful books are:

A. G. Kenwood & A. L. Locheed, The Growth of the International Economy, 1820-1960; J. Potter, The American Economy between the World Wars; M. Jones, American Immigration; E. Hobsbawm. Industry and Empire 1750-1950; A. W. Coats and R. M. Robertson (Eds.), Essays in American and Economic History; L. J. Williams, Britain and the World Economy, 1919-70; A. Milward, The Economic Effects of the World Wars on Britain (Pamphlet); P. Fearon. The Origins of the Great Slump, 1929-33. (Pamphlet); R. Floud & D. McClosky (Eds.), The Economic History of Britain Since 1700 Volume 2 1860 to the 1970s.

(There is a fuller reading list available and list of class topics in the Library.)

Examination Arrangements: There is a 3 hour examination containing 10 questions of which 4 have to be answered. About half of the questions are

Both Part I and Part II students take the same examination but Part II candidates are marked to a higher standard

Past examination papers are available from C419.

EH1601

# Modern British Society in Historical Perspective

Teacher Responsible: Professor T. C. Barker, Room C222 (Secretary, Ms. Jenny Law, C419)

Course Intended Primarily for B.Sc. (Econ.) Part I

Scope: The course examines in outline the historical background to the institutions and problems of presentday British society.

Syllabus: The course is in two parts. The first part provides an outline of British economic and social history since c. 1700, concentrating particularly on the past hundred years; the second part examines various modern institutions and problems in their historical context. Social, economic and demographic background to the Industrial Revolution; social and economic effects of the Industrial Revolution; the demographic transition after 1870; changes and problems in British society and economy, 1870-1914 effects of World Wars on British society; the interwa years; social and economic change and problems sine the Second World War; the changing nature poverty; rise of big business; immigration; trade unions; unemployment; the growth of leisure and the media; motorization; changing role of women; class the State and society.

Pre-Requisites: None.

Teaching Arrangements: Lectures: Weekly lecture (EH101) will be given by a variety of lecturers, each of whom is a specialist in his subject.

Classes: Each lecture is followed by a class (EH101a) in which students will have the opportunity to discu the lecture, having read further about its subject-matt in the interval. Each class will have the same teach throughout the session. Students are expected to prepare essays to be handed in at class and marked by class teachers. Each student should write four or fiv essays in the session

Reading List: There is no single textbook which cover the whole course satisfactorily and the lectures themselves are intended to serve this purpose. The following is a list of general books which can be used to provide background to the detailed readings which are provided for each week's class topic.

E. H. Hunt, British Labour History, 1815-1914: Then Barker & Michael Drake (Eds.), Population and Society in Britain, 1850-1980; François Bedarida, A Social History of England 1851-1975; Harold Perkin, Origins of Modern English Society, 1780-1880; En Hobsbawm, Industry and Empire: an Econo History of Britain since 1750; S. Pollard, Developm of the British Economy, 1914-67; A. S. Milward Economic Effects of the World Wars on Britain; A Marwick, Britain in the Century of Total War: wa peace and social change, 1900-67; J. F. Wright, Brite in the Age of Economic Management: Eric Thompson (Ed.), Social Trends, No. 10 (Central Statistical Office 1980); A. H. Halsey, Change in British Society

Supplementary Reading List: A detailed handout will be issued at the beginning of the course. This lists lectures and class topics and the readings for each class. Xeroxed copies of the specified readings will be available on request at the Reserve Counter in the Main

Examination Arrangements: There is a three-hour formal examination after the end of the course in which four questions have to be answered out of a choice of twelve. Previous years' examination papers are available from C419.

EH1620

# **Economic History of England** 1216-1603

Teacher Responsible: Dr A. R. Bridbury, Room C315 (Secretary, Mrs Tess Truman, C321, Ext. 368)

Course Intended Primarily to be taken as an original paper by B.Sc. (Econ.) students in their second or third

Scope: This paper surveys the interaction of market forces with a feudal social structure that shows what

opments took place in town and countryside when ent demographic changes dissolved many feudal es and industrialisation created new opportunities in ety. It then shows how society responded to a ewal of demographic pressure in the sixteenth

vilabus: Manorial structures and estate management: ant life and village communities; the function and ence of towns; internal and foreign trade; industrial anisation; pestilence and famine; the dissolution of manorial demesne and the rise of the copyholder: expansion of clothmaking; the impact of rmation and enclosure movements on the land: ocial and economic consequences of inflation and ographic recovery.

Pre-Requisites: No previous knowledge of the subject ecessary.

Teaching Arrangements: The course consists of weekly tures (EH108) and classes (EH108a) throughout the haelmas and Lent Terms. Students are encouraged hand in short papers on topics prepared for ssion in class as often as they can find time to are them. None of these papers is read out in class. tten Work: At least one thoroughly prepared essay

Reading List: An annotated reading list will be ided at the start of the course. There are two good ductory studies: J. Bolton, The Medieval English omy; E. Miller & J. Hatcher, Medieval England. important work on particular problems, see:

M. Carus-Wilson, Essays in Economic History, Vol. Eileen Power, The Medieval Wool Trade; Z. Razi, Marriage and Death in a Medieval Parish; R. A. Smith, Canterbury Cathedral Priory; P. D. A. vev. A Medieval Oxfordshire Village.

Examination Arrangements: Three-hour formal

EH1626

# Society and Economy of Early Modern England

(Not available 1986-87)

Teacher Responsible: Dr. Peter Earle, Room C422 retary, Ms. Jenny Law, C419)

ourse Intended Primarily for B.Sc. (Econ.) students alising in Economic History 2nd year; other B.Sc con.) students as optional course 2nd or 3rd year. Scope: The course examines in outline the social and mic history of England between the late sixteenth and early nineteenth centuries.

Syllabus: Demography, social structure and mobility; age life and town life; the family and the role of nen in society; education, literacy, popular culture recreation; ideology and mentality, law and order, e and social conflict. The organization of work and labour market; agriculture, protoindustrialization, anization and the beginning of industrialization; and and foreign trade and communications and the owth of a consumer society.

Pre-Requisites: None.

eaching Arrangements:

res: Weekly lectures (EH102 ML) given by Dr.

Classes: Weekly classes (EH102a ML) also given by Dr. Earle.

Some classes are broadly linked to the lectures, some are designed to cover topics not discussed in lectures. Each week, two or more students are required to prepare a paper and to lead a discussion on a specific topic. Each student is expected to do some background reading for each class and to prepare four or five papers in the course of the session.

Reading List: There is no satisfactory textbook covering the whole course. Textbooks, both in social and economic history tend to cover either the period up to about 1700 or the period of the Industrial Revolution (roughly 1700-1850). Students are recommended to buy at least two textbooks to cover the whole period but to make their choice after they have sampled the books in the library. Peter Laslett. The World We Have Lost; Keith Wrightson, English Society, 1580-1680; B. A. Holderness, Pre-Industrial England: Economy and Society, 1500-1700; M. Anderson, Approaches to the History of the Western Family, 1500-1914: L. Stone, The Family, Sex and Marriage in England, 1500-1800, Rosemary O'Day, Education and Society, 1500-1800; E. A. Wrigley & R. S. Schofield, The Population History of England. 1541-1871; D. Cressy, Literacy and the Social Order: Reading and Writing in Tudor and Stuart England; Keith Thomas, Religion and the Decline of Magic: Studies in Popular Beliefs in Sixteenth and Seventeenth-Century England; M. Spufford, Small Books and Pleasant Histories: Popular Fiction and its Readership in Seventeenth-Century England; Peter Mathias, The First Industrial Nation; Roy Porter, English Society in the Eighteenth Century; R. W. Malcolmson, Life and Labour in England, 1700-1780; Harold Perkin, The Origins of Modern English Society, 1780-1880; Peter Earle, The World of Defoe; Douglas Hay et al., Albion's Fatal Tree: Crime and Society in Eighteenth-Century England: J. S. Cockburn (Ed.), Crime in England, 1550-1800; E. J. Hobsbawm, The Age of Revolutions, 1789-1848; Clive Emsley, British Society and the French Wars, 1793-1815; Neil Kendrick (Ed.), The Birth of a Consumer Society; Geoffrey Holmes, Augustan England: Professions. State and Society, 1680-1730. Supplementary Reading List: Students should note that most of the books recommended above are textbooks or books of a general nature that provide an introduction to the course. In preparing class papers and essays, students will be expected to be familiar with the more specialized literature - often recent articles in periodicals - on specific topics. A detailed reading list will be handed out together with the list of topics at the beginning of the course.

Examination Arrangements: Three-hour formal examination in the Summer Term.

EH1630

# Economic and Social History of Britain from 1815

Teacher Responsible: Dr. E. H. Hunt, Room C415 (Secretary, Ms. Jenny Law, C419)

Course Intended Primarily for B.Sc. (Econ.) Part II:

Syllabus: The course surveys the main aspects of British economic and social history since 1815 with some emphasis upon the reasons for Britain's economic pre-eminence up to the 1870s and the causes of economic decline over the last century. For further details see the list of lecture and class topics available from Dr. Hunt or Jenny Law.

Pre-Requisites: 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.

Teaching Arrangements: Classes (EH103a) and lectures (EH103) 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 Jenny Law. 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). The booklets by Alford, Gourvish, Milward, Musson and Saul in the Macmillan Studies in Economic and Social History series.

Examination Arrangements: A three hour formal examination in the Summer Term. Four questions to be selected from a wide choice of questions. Past examination papers can be obtained from C419.

EH1631

# Family and Community in Britain Since

Teacher Responsible: Dr. Paul Johnson (Secretary, Mrs. Tess Truman, C321, Ext. 368)

Course Intended Primarily for B.Sc. (Econ.) students specialising in Economic History 2nd year; other B.Sc. (Econ.) students as optional course 2nd or 3rd year. Scope: The course examines the impact on British society of urban growth and industrial development since 1830.

Syllabus: Social change is studied by looking at developments in the structure and function of family and community groups from the early years of the industrial revolution to the modern 'post-industrial world. Among the topics covered are: Urba development and class formation; children employment; education and social control; domesti servants and female workers; prostitution and the 'double standard'; middle-class suburban developmen town planning; the remaking of the working class 1870-1914; professional sport and commercialis leisure; religion and the decay of urban churches; the people's health; urban poverty and rural romanticism the decline in fertility and the liberation of women philanthropy and self-help; municipal socialism; th role of the workplace in community development; the social impact of the First World War; long-run change in relative welfare; unemployment and demoralisation holidays and landladies; the mass media; the decline aristocratic influence; 'traditional' communities and th rise of the nuclear family; the welfare state.

Pre-Requisites: None.

Teaching Arrangements: There are weekly lectures (EH104) and classes (EH104a) in the Michaelmas and Lent Terms. A list of class topics will be distributed at the start of the course.

Reading List: A detailed reading list covering class and lecture topics will be handed out at the start of the course. Students are not expected to look at all the works listed, but they should cover their selected topic in considerable depth. The following books provide brief introduction to the course: Theo Barker & Michael Drake (Eds.), Population and Society in Britain, 1850-1980; Francois Bedarida, A Social History of England 1851-1975; A. H. Halsey, Change in British Society; Paul Thompson, The Edwardian, John Scott, The Upper Classes; Standish Meacham, A Life Apart; J. H. Treble, Urban Poverty in Britain, Robert Roberts, The Classic Slum; Maud Pembe Reeves, Round About A Pound a Week.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 12 questions, any four of which are to be

EH1641

# Economic History of the USA from

Teachers Responsible: Mr. J. Potter, Room C420 and Dr. S. J. Kleinberg, Room C316 (Secretary, Mrs. Barbara Mistry, C321, Ext. 368)

Course Intended Primarily for B.Sc. (Econ.) VIII Economic History; B.Sc. (Econ.) Other Part II students; B.Sc. c.u.

Scope: Following a brief introduction to the American economy during the Colonial Period, the course examines American economic experience as a case study in economic development and studies the main themes of American economic history from the achievement of nationhood to the present.

Syllabus: Economic problems and policies in the first decades of the American republic. Consideration of factors influencing American economic development before and during the Civil War; the frontier and access

natural resources; supply of capital and the evolution financial institutions; supply and recruitment of our: invention and innovation.

lopments in transport, agriculture and industry: ancing and construction of canals and railroads; disposal of public lands and the westward nent; the first phase of growth in manufacturing. ments and economic life; federal and state nce: role of governments in the growth of the . The USA and the outside world; Atlantic v; trade and shipping; migration and capital rtation; economic fluctuations.

aftermath of the Civil War. The completion of ad building and territorial settlement. Agricultural on: foreign and domestic markets.

tion: immigration; geographic dispersion and ional structure; labour and trade unions.

variations: economic problems of the an West and South; growth of industries in new as, distribution and marketing. The capital market. sation. The rise of modern industry in the ISA: changes in industrial structure; mass fuction and mass marketing. New means of ransport and new forms of industrial energy.

of governments in economic life. Protest ents; populism and progressivism and the onse of government. The First World War and its uences. The U.S. economy in the 1920s: ements and problems. Economic and other ects of the New Deal. The American economy since

Pre-Requisites: An outline knowledge of American history is desirable, but not essential. Similarly, larity with simple economic concepts is desirable. not essential. B.Sc. (Econ.) Part II students who ave taken the course EH100 as Part I (The Economic listory of Great Britain and the USA 1850-1939) are t debarred from taking this course at Part II, but H100 is not an essential pre-requisite. General Course mts may take both EH100 and EH106.

leaching Arrangements: The course is divided into ree parts and students taking the final examination hust take all three parts. Part i and Part ii of the course available to Single-Term students during the elmas and Lent Terms respectively.

Part (i) 1790-1865; Michaelmas Term: one lecture and

one class per week.

Part (ii) 1865-1930; Lent Term: one lecture and one iss per week.

Part (iii) since 1930; Summer Term: Eight or more eetings of 1½ hours consisting of talks on selected opics by different speakers followed by discussion; tings held thrice weekly during the first three weeks le Summer Term. Classes will also continue for the it four weeks of the Summer Term.

tures (EH106) and classes (EH106a) for Part (i) nd Part (ii) of the course are given by Mr. Potter and Dr. Kleinberg. In Part (iii) of the course lectures will o be given by outside speakers.

tten Work: All students joining the classes for the arse will be required to give class papers and submit tten essays to their class teacher.

leading List: (Textbooks)

Brownlee, Dynamics of Ascent: History of the rican Economy (2nd edn.), 1979; L. W. Davis, J. R. T. Hughes & D. M. McDougall, American Economic History, 1961; L. E. Davis & others. American Economic Growth, 1972; E. C. Kirkland, A. History of American Economic Life (4th edn.) 1969; S. P. Lee & P. Passell, A New Economic View of American History, 1979; A. W. Niemi, U.S. Economic History (2nd edn.) 1980; B. W. Poulson, Economic History of the United States, 1981; R. M. Robertson & G. M. Walton, History of the American Economy, 1979; H. N. Schieber, H. G. Vatter & H. U. Faulkner. American Economic History, 1976; S. Ratner, J. H. Soltow & R. Sylla, The Evolution of the American Economy, 1979.

Examination Arrangements: One three-hour examination held in June. The examination paper consists of twelve questions out of which any four must be answered.

EH1643

# A Comparative Study of Modern Economic Development in Russia, Japan and India

Teachers Responsible: Mr. M. E. Falkus, Room C314 and Dr. Geoffrey Jones, Room C313 (Secretary, Mrs. Barbara Mistry, C321, Ext. 368)

Course Intended Primarily for B.Sc. (Econ.) 2nd or 3rd

Scope: The paper surveys the economic development of Russia, India and Japan over the last two hundred

Syllabus: The course will cover the broad trends in the economic development of Russia, Japan and India during the 19th and 20th centuries. The emphasis will be comparative, and the course will concentrate on the particular problems of economic growth. Particular attention will be paid to the impact of the international economy, and to the political environment in which development has taken place.

Pre-Requisites: None.

Teaching Arrangements: Lectures: There are weekly lectures (EH109) in the Michaelmas, Lent and Summer Terms. These lectures are designed to provide a course outline, and attendance is strongly advised.

Classes: There are also weekly classes (EH109a), which are broadly linked to the lectures but which are designed to discuss topics in more detail than the lectures. The general format is that in each class a student presents a paper on a specific topic, which is followed by a general discussion. Attendance at every weekly class is expected, and students are also expected to have some background reading before the class. A list of the class topics covered in the course, and the recommended reading for each topic, will be given out at the first class of the course. All lectures and classes are taken either by Dr. G. Jones or Mr. Falkus. The teachers may cover different topics in their classes, a procedure which helps to reduce pressure on specific reading material in any one week. The teachers are available to see students during their office hours (see notices on their doors), or at other times by appointment.

Written Work: Students will be expected to present one essay to their class each term, which will be handed in for marking after the class. In addition, students are encouraged to write at least two other essays during the

Reading List: There is no general textbook covering the whole course. However, there are a number of books providing good general surveys of the economic development of the three countries (those marked with an asterisk\* are in cheap paperback editions and the student may find it convenient, although not absolutely necessary to purchase their own copies).

\*G. C. Allen, A Short Economic History of Modern Japan; \*N. Charlesworth, British Rule and the Indian Economy, 1800-1914; P. Chaudhuri, The Indian Economy: Poverty and Development; \*M. Falkus, The Industrialisation of Russia, 1700-1914: \*J. Hirschmeier & T. Yui, The Development of Japanese Business (2nd end., 1981); W. W. Lockwood, The Economic Development of Japan; T. Nakamura, The Postwar Japanese Economy; \*A. Nove, An Economic History of the USSR; \*R. K. Ray Industrialisation in India, 1914-1947; B. R. Tomlinson, The Political Economy of the Raj, 1914-1947.

Supplementary Reading List: It is important for students to note that the books on the recommended reading list are only designed to provide a general introduction to the course. In preparing class papers and essays, student will be expected to be familiar with the more specialised literature - often recent articles in journals - on specific topics. The class reading lists circulated at the beginning of the year will provide the references to this literature.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 17 questions, of which four are to be answered. About one quarter of the questions are comparative, and the rest of the questions are on one of the three countries. The questions are closely related to the topics covered in the classes. Copies of previous years' papers are available from C419.

#### EH1644

Latin America and the World Economy Teacher Responsible: Dr. Colin M. Lewis, Room C320 (Secretary, Mrs. Tess Truman, C321, Ext. 368)

Course Intended Primarily for B.Sc. (Econ.), B.Sc. c.u. Scope: The course examines the nature of Latin America's evolving relationship with the international economy since the mid-nineteenth century.

Syllabus: Locating current development problems within an historical context, the programme will test recent controversies - from the Platt/Steins dependency debate to the discussion about the new international economic order - with reference to specific issues and case-studies. The principal themes addressed include: the political economy of incorporation within the world economy - alternative development stategies; domestic structures and patterns of overseas trade; population and natural resource; urbanisation; migration and social change; agriculture - land usage and agrarian reform; industrialisation - national capital and multinational corporations; wars, depressions and crises; the state, ECLA and regional co-operation; foreign economic policy; authoritarian regimes - economic policies and performance.

Pre-Requisites: None.

Teaching Arrangements: Parallel programme of lectures (EH110) and class (EH110a) (one hour each per week) MLS.

Lectures: Weekly data handouts.

Classes: Weekly pre-circulated synopses of discussi

Written Work: Four items of written work (class papers/vacation essays) to be produced during the

Reading List: C. Abel & C. M. Lewis (Eds.), Latin America: Economic Imperialism and the State: Albert, South America and the World Economy; F. Cardoso & E. Faletto, Dependency and Develop in Latin America; K. Duncan, & I. Rutledge (Eds.) Lands and Labour in Latin America; R. ffrench Day & E. Tironi (Eds.), Latin America and the Ne International Order; E. V. K. Fitzgerald et al. Ti State and Economic Development in Latin America: Furtado, Economic Development of Latin America: O. Hirschman, A Bias for Hope; Rh. O. Jenkin Dependent Industrialisation in Latin America; D. C. M. Platt (Ed.), Business Imperialism; S. J. & B. Stein, The Colonial Heritage of Latin America; M. Todaro, Economic Development in the Third World: L. Urquidi & R. Thorp (Eds.), Latin America in the International Economy

Supplementary Reading List: Detailed biographies w be distributed in connection with the lecture.

Examination Arrangements: One three-ho examination.

## EH1660

# Modern British Business in Historical Perspective

Teacher Responsible: Dr. Geoffrey Jones, Room C3 (Secretary, Mrs. Barbara Mistry, C321, Ext. 368) Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u.; Dip Acct.; Dip. Bus. Studies: oth

Syllabus: This course attempts to integrate the writing of economists, sociologists, historians and others on rise of "managerial capitalism" in the context of the twentieth century history of British busine Comparisons are made with the experience of ot countries, particularly with Germany and Amer Topics include the historical background to the rise the corporate economy; advantages and disadvantage of large scale enterprise; rising industr concentration; the divorce of ownership and cont multinationals; technology and science in business; role of the state; the professionalisation of manager and the recruitment of business leaders; developing in labour management; and the social responsibility business. The course includes case studies of ma British firms as well as a thematic treatment of ma issues in interpreting the modern corporation.

Pre-Requisites: None

Teaching Arrangements: EH107 weekly lectures from the 1st week of the Michaelmas Term to the 5th week of the Summer Term. The first term focuses on Britain economic decline and the background to Brit business history; subsequently more specific ther

nvestigated. As no textbook for this new topic is ble, lectures are essential

107a classes related to the above, starting in the nd week of the Michaelmas Term.

en Work: Two orally-delivered papers and two are written essays are required from each student ection with the seminars.

Reading List: A full list will be distributed at the ne lectures and classes. It is also available from Fconomic History Department (C321 where there Iso a selection of the reading available) and the iness History Unit (R427).

following are among the major recommendations: D. Chandler & H. Daems (Eds.), Managerial chies; J. Child, The Business Enterprise in ern Industrial Society; C. Erickson, British dustrialists: Steel and Hosiery, 1850-1950; L. mah, The Rise of the Corporate Economy; S. J. rais, The Evolution of Giant Firms in Britain; R. S. vers. A History of Economic Change in England 1880-1939; B. Supple (Ed.), Essays in British Business ory, J. F. Wright, Britain in the Age of Economic anagement: An Economic History Since 1939.

Examination Arrangements: There is a three-hour final ination in the Summer Term for the B.Sc. (Econ.). at of 17 questions must be answered, and the ment for the course is based upon the

# EH1720 EH2640

# Economic and Social History of England 1377-1485

eacher Responsible: Dr. A. R. Bridbury, Room C315 tary, Mrs. Tess Truman, C321, Ext. 368) ourse Intended Primarily for B.Sc. (Econ.) Part II ents and for M.Sc. students.

cope: This course examines the adaptation forced in the feudal structure by the violent demographic heavals caused by the Black Death. It studies the ects of these upheavals upon each of the classes of ciety as well as upon the towns and upon government crests. And it surveys the economy that emerged this fourteenth-century crisis, its demography, its age life, its commercial and industrial developments, conflicts, and its regulation by central and local

llabus: Wage and price history; labour legislation; pular disturbances; the disappearance of the orial demesne; changes in farming patterns; strial development; urban protest and renewal; the e-style of the aristocratic, middle and peasant classes the fifteenth-century; the Black Death as a mographic regulator; foreign policy and government ance; economic and social implications of foreign ind civil war; the regulation of economic and social life; role of aliens.

Requisites: It would be an advantage to have taken paper Economic History of England 1216-1603 re tackling this special subject.

eaching Arrangements: There are 24 weekly classes EH113) only.

itten Work: At least two thoroughly prepared ays per term.

Reading List: A full reading list will be provided at the start of the course.

Examination Arrangements: The examination consists of one three-hour paper.

# EH1726 EH2646

# The Economy and Society of London, 1600-1800

# (Not available 1986-87)

Teacher Responsible: Dr. Peter Earle, Room C422 (Secretary, Ms. Jenny Law, C419, Ext. 371)

Course Intended Primarily for B.Sc. (Econ.) students specializing in Economic History 3rd year; M.Sc. students specialising in Economic History. Other students are welcome.

Scope: Social, economic and some cultural history of London in the seventeenth and eighteenth centuries. A specialized course which requires wide reading in contemporary printed sources.

Syllabus: Demography, immigration, health and medicine; economic growth and change, the industries of London, finance, banking and the rise of the City, inland trade and inland transport, the port and overseas trade, changes in consumption and the retail business; the rise of the professions, the merchant community. artisans and journeymen, poor relief and charity; apprenticeship, changing roles of London Livery Companies, government of the metropolis: topography, building, social structure and social geography; education and the growth of literacy; crime and police; the rise of the newspaper, entertainment and the commercialisation of leisure.

Pre-Requisites: Undergraduates are expected to have taken the course Society and Economy of Early Modern England in their second year.

Teaching Arrangements: Two-hour seminars (EH114) in C422. Time to be arranged at beginning of session. Reading List: Very wide reading in both modern historical literature and in contemporary printed sources is necessary for success in this course. The list below is designed to provide a general background only. N. Brett-James, The Growth of Stuart London (1935); J. Summerson, Georgian London (3rd edn., 1978); G. Rude, Hanoverian London, 1714-1808 (1971); D. George, London Life in the Eighteenth Century (1925); R. Finlay, Population and Metropolis (1981); P. G. M. Dickson, The Financial Revolution in England (1967); P. Earle, The World of Defoe (1976); G. Holmes, Augustan England: Professions, State and Society, 1680-1730 (1982); P. Rogers, Grub Street (1972); N. McKendrick, The Birth of a Consumer Society (1982); R. C. Latham & W. Matthews, Samuel Pepy's Diary (1970-82); D. Defoe, A Tour Through the Whole Island of Britain (Everyman, 2 vols., 1927); D. Defoe, The Complete English Tradesman (1727); R. Campbell, The London Tradesman, (1747); A. S. Turberville, Johnson's England (1933).

Supplementary Reading List: A detailed list will be given to students at the beginning of the course.

Examination Arrangements: Three-hour formal examination in which three questions are to be answered.

EH1727

The Peopling of America

Teacher Responsible: Mr. J. Potter, Room C420 (Secretary, Mrs. Barbara Mistry, C321, Ext. 368) Course Intended Primarily for B.Sc. (Econ.) Part II Papers 4 & 5, Special Subject, Economic History, 3rd Year. Other B.Sc. (Econ.) options. It is possible to write a Project as Paper 6 within the syllabus of the course. Scope: The course studies demographic aspects of American History since the first Census of 1790. Its intention is to examine the complexities of the question asked by de Crevecour in 1782: "What is an American?".

Syllabus: An introduction to the study of the population of America since 1790. Topics studied include: population growth rates and their variations and determinants over time and among regions; natural growth and immigration; the family in American life; age and sex structures, causes and consequences; slavery; ethnic groups, the frontier, internal mobility; urbanisation; the changing role of women. Case studies will be taken from among the topics listed. Emphasis will be placed on changes over time, and on geographical and ethnic diversity.

Pre-Requisites: The course assumes prior knowledge of the main outlines of American history. It will be an advantage, but not a requirement, for students to have taken, or be taking, Course EH106 and/or EH100. Prior knowledge of demographic theories and statistical methods is not necessary, but students are required to make use of statistical materials from the US Censuses.

Teaching Arrangements: The course is taught in seminars (EH115) of 90 minutes, meeting weekly during the Michaelmas and Lent Terms and for about five weeks of the Summer Term.

Lectures: There will be a combination of lectures and student papers throughout the year.

Written Work: All students are expected to submit at least two written essays, and two oral presentations to the class. One of the oral reports is a project based on direct use of one or more of the US Censuses.

Reading List: A full list is provided for all participants. The following bibliography is not inclusive, but is intended to indicate the standard and nature of the course D. J. Bogue, Population of the United States (1985); K. Conzen, Immigrant Milwaukee, 1836-80 (1976); N. F. Cott & E. H. Pleck (Eds.), A Heritage of Her Own (1979); C. N. Degler, At Odds: Women and the Family in America from the Revolution to the Present (1980); R. W. Fogel & S. L. Engerman, Time on the Cross (1974); C. N. Glaab & T. Brown, The History of Urban America (1976); H. G. Gutman, The Black Family in Slavery and Freedom, 1730-1925 (1976); O. Handlin, Boston's Immigrants, 1790-1865 (1941); T. K. Haroven & M. A. Vinovskis, Family and Population in Nineteenth Century America (1978); T. K. Haroven (Ed.), Anonymous Americans (1971); M. Holli & P. d'A. Jones, The Ethnic Frontier (1977); Ethnic Chicago (1981); P. D. McCelland & R. J. Zeckhsusen, Demographic Dimensions of the New Republic (1982); Yans McLaughlin, Family and Community: Italian Immigrants to Buffalo, 1880-1930 (1971); T. R. Malthus, An Essay on the Principle of

Population (1798); H. S. Nelli, The Italians in Chicago 1880-1930 (1970); G. Osofsky, Harlem: The Making of a Ghetto (1967); J. Potter, "The Growth Population in America, 1700-1860" in D. V. Glass D. E. C. Eversley, Population in History (1965): ( & I. R. Taeuber, The Changing Population of United States (1958); S. Thernstrom, Poverty Progress: Social Mobility in a Nineteenth Century C (1969); Y. Yasuba, Birth Rates of the White Popula in the United States, 1800-1860 (1962).

Examination Arrangements: One three-ho examination taken in June, requiring four question be answered.

Project: (Paper 6). The subject must be agreed with Mr Potter in advance and a typed manuscript subm the Examinations Office by 1 May.

EH1728

The Development of the International Economy 1870-1914

Teacher Responsible: Mr. M. Falkus, Room C31 (Secretary, Mrs. Barbara Mistry, C321, Ext. 368) Course Intended Primarily for B.Sc. (Econ.) studen specialising in Economic History 3rd year, but other students are welcome.

Scope: The theme of this course is the growth an development of the international econor concentrating on international trade, capit movements, and migration. Particular attention is pair to the economic relationships which evolved betwee the developed and less developed area of the wo Syllabus: The course will involve a study of commodity and geographical structure of world trade commercial policy; the development of internation communications; the impact of transpoimprovements; international economic fluct and price movements; exports and imports of capit the international currency system and the adoption the gold standard; the 'staple' approach to development of temperate lands; internation migration; the international diffusion of innovation; th economic policies of colonial powers; the concept "centre and periphery" in development; the spread international labour movements; the early growth multinational companies.

Teaching Arrangements: 25 weekly semin

Reading List: A detailed reading list will be given at the beginning of the course. The following is a basic list books: A. Kenwood & A. Lougheed, The Growth of the International Economy, 1820-1960 (1971); Ashworth, A Short History of the Internal Economy since 1850 (3rd edn., 1975); W. Woodra Import of Western Man (1966); M. R. Davie, Wo. Immigration (1936); J. B. Condliffe, The Comme Nations (1951); M. de Cecco, Money and Empire: 7 International Gold Standard, 1890-1914 (1974); D. Farnie, East and West of Suez: The Suez Canal History (1969); H. Feis, Europe, the World's Banke 1870-1914 (1930); A. J. Latham, The Internation Economy and the Underdeveloped World, 1865-1914 (1978); M. E. Fletcher, "The Suez Canal and Wor Shipping" Journal of Economic History, 18, (1958); R. Hall (Ed.), The Export of Capital from Brita

0-1914 (1968); W. A. Lewis (Ed.), Tropical ment, 1880-1913 (1970); P. Lamartine Yates, riv Years of Foreign Trade (1959); S. B. Saul, lies in British Overseas Trade, 1870-1914 (1960); G. Simkin, The Traditional Trade of Asia (1968); Forbes Munro, Africa and the International 1800-1969 (1976); G. S. Graham, "The idency of the Sailing Ship, 1850-85" Economic fory Review, 9 (1956); B. Thomas, Migration and ic Growth (2nd edn., 1973).

amination Arrangements: Three-hour formal

EH1729

Life and Labour in London, 1880-1920 eacher Responsible: Dr. Paul Johnson, Room C413 etary, Mrs. Tess Truman, C321, Ext. 368)

ourse Intended Primarily for B.Sc. (Econ.) students lizing in Economic History 3rd year. Other its are welcome.

tope: The aim of this third-year course is to integrate ifferent aspects of social, economic and urban y by studying the development of London from late Victorian period to the end of the First World Social life in the capital will be looked at by ence to the physical structure of the city and the functions of its inhabitants. Much of the work will be based on original source material eld in the L.S.E. Library.

Syllabus: The course will begin by examining the nic foundation of London life, the labour market. ng on casual work and the sweated trades. It will on to study some of the social consequences of economic environment - poverty, overcrowding disease - making particular use of Charles Booth's r survey of social life in the capital. Responses to distress from charitable and religious izations will be looked at, as will some of the der changes in sanitation, housing and surburban pment. The internal dynamics of working class unity life will be examined by studying the th of pubs and music halls, and by looking at the ct of Jewish immigration into East London. The lexity of class division will be seen through the of progressives in London County Council ics, the popular response to state events like tions and funerals, and the ambivalent literary ge of the East End purveyed by popular writers. he course will conclude with an assessment of the act of the Great War on economic and social life

e-Requisites: Undergraduates will normally be ted to have taken in their second year either mic and Social History of Britain from 1815 EH1630) or Family and Community in Britain since 830 (EH1631).

eaching Arrangements: There will be twenty two-(EH120) seminars in Michaelmas and Lent s. During the course, students will be expected to 4 papers.

eading List: A detailed reading list will be given to ents at the beginning of the course; the books listed will provide a good introduction:

Gareth Stedman Jones, Outcast London (1971); Donald J. Olsen, The Growth of Victorian London (1976); Anthony S. Wohl, The Eternal Slum (1977); Paul Thompson, Socialists, Liberals and Labour (1967); H. J. Dyos, Victorian Suburb (1961); Asa Briggs, Victorian Cities (1963); Raphael Samuel, East End Underworld (1981); Jerry White, Rothschild Buildings (1980).

Examination Arrangements: There will be a three-hour formal examination in the Summer Term, in which three questions are to be answered.

> EH1740 EH2655

Britain and the International Economy 1919-64

Teacher Responsible: Mr. D. E. Baines, Room C414 (Secretary, Mrs. Tess Truman, C321, Ext. 368) Course Intended Primarily for B.Sc. (Econ.) Part II

Special Subjects Economic History, and Economics and Economic History 3rd year.

Other B.Sc. (Econ.) options.

M.Sc. Economic History.

Other students may attend with permission.

Scope: The course examines the development of the British economy since the First World War; the main changes in the international economy and their effect

Syllabus: The long run effects of the First World War on Britain. The Gold Standard. Long run trends in British economic performance. The World Financial Crisis and the decline of international trade in the 1930's. British recovery in the 1930's and the significance of government policy. Changes in economic thought and its implementation. The nature of the war economy 1939-45. Bretton Woods and the post-war financial settlement. The United States in the World Economy. Economic management under the post-war Labour and Conservative governments. International trade and the Third World. The comparative economic performance of European countries, Housebuilding and housing policy. Regional income differentials. Trends in the structure of industry and business. Changes in social policy and the distribution of income.

Pre-Requisites: There are no formal requirements but students should have some background in economics and/or economic history. This course is a compulsory element in the special subject Economics and Economic History. Students taking this option will already have taken at least 2 Economics and 2 Economic History courses. Students will find it helpful to attend the lectures in Economic and Social History of Britain since 1815.

Teaching Arrangements: A minimum of 20 2-hour seminars (EH118) in the Michaelmas and Lent Terms. Papers to be discussed are xeroxed and circulated in advance. The M.Sc. and B.Sc. (Econ.) students attend the same class but if numbers are too great there will be separate classes.

Written Work: Students are expected to present at least 3 papers during the course. In addition, Mr. Baines will set and mark individual essays if required.

Reading List: The reading list is too long to give here but it can be consulted in the Library. There is a main reading list of about 25 books and 15 articles and a supplementary list of a further 60 books and 50 articles. Some of the most useful books: (\*=probably the best

\*J. F. Wright, Britain in the Age of Economic Management, 1979; \*S. Pollard, The Development of the British Economy, 1914-64, 1967; R. Nurske. International Currency Experience, 1944; \*W. M. Scammel, The International Economy since 1945, 1980; \*C. P. Kindleberger, The World in Depression. 1929-39, 1973; B. W. E. Alford, Prosperity and Depression, 1972; S. Howson, Domestic Monetary Management in Britain, 1919-38, 1975; D. Winch, Economics and Policy, 1969; L. Hannah, The Rise of the Corporate Economy, 1976; A. S. Milward, The War Economy, 1939-45, 1977; G. D. N. Worswick & P. M. Adey, The British Economy, 1945-50, 1952; The British Economy in the 1950's, 1962; A. K. Cairneross, Factors in Economic Development, 1962; J. C. R. Dow, The Management of the British Economy, 1945-1960; R. M. Titmuss, Problems of Social Policy; H. G. Johnson, The World Economy at the Crossroads, 1965; L. J. Williams, Britain and the World Economy, 1919-1970. 1971; A. Boltho (Ed.), The European Economy, 1982; R. C. O. Matthews, C. H. Feinstein, K. T. C. Odling-Smee, British Economic Growth, 1856-1973, 1982; J. Foreman-Peck, A History of the World Economy, 1983; A. Milward, The Reconstruction of Europe, 1945-51, 1984.

Articles: M. E. Falkus, 'US Economic Policy and the Dollar Gap of the 1920's' Economic History Review, 1971; J. Dowie, 'Growth in the Inter-War Period: Some More Arithmetic' Economic History Review, 1968; D. Williams, 'London and the 1931 Financial Crisis' Economic History Review, 1963; R. Nurkse, 'International Investment Today in the Light of Nineteenth Century Experience' Economic Journal, 1954; R. C. O. Matthews, 'Why Growth Rates Differ' Economic Journal, 1969.

Examination Arrangements: There is one 3 hour examination. The paper for B.Sc. (Econ.) students is taken in June. It contains about 16 questions of which 3 are to be answered. The paper for the M.Sc. students is taken in September. It contains about 12 questions of which 3 are to be answered. Past examination papers are available from Mr. Baines or C419.

EH1750

# Problems in Quantitative Economic History

Teacher Responsible: Dr. W. P. Kennedy, Room C319 (Secretary, Mrs. Barbara Mistry, C321, Ext. 368) Course Intended Primarily for B.Sc. (Econ.) Part II -Special Subject, Economics and Economic History. Scope: The course is designed to encourage independent research work and to aid students in the preparation of an essay of approximately 10,000 words on a topic of their choice within the broad field of quantitative economic history.

Syllabus: A general consideration of the analytical formalization of problems in economic history followed by detailed examination of the research work individual students.

Pre-Requisites: Intermediate level economic and statistical analysis.

Teaching Arrangements: The course is taught over a two-year period in a series of fortnightly semina (EH117), each 11/2 to 2 hours long. In the five semin held in the Michaelmas Term, second-year studer attempt to evaluate various analytical arguments that have been advanced to account for British econor experience over the last two centuries and to assess the quantitative significance of the various arguments and their supporting assumptions. Beginning in the Len Term, the fortnightly seminars are attended by bo second and third-year students and are devoted consideration of the research projects of the third-year students. During the Michaelmas Term, third year students will have been preparing preliminary drafts of their project and discussing their work individually win the course supervisor. The remaining seminars in each Session will be devoted to consideration of possib research topics by second-year students, enabling them to begin fruitful work sometime during the long vacation before their final year.

Written Work: In the Lent Term, second year student will be expected to complete several exercises, most which will require the use of computer packages. For the final seminars of each Session, second-year students must present brief outlines (3-5 pages in length) of their proposed project, although they are no bound subsequently to adhere to that outline. Thir year students are expected to provide members of the Seminar with preliminary drafts of their projects.

Reading List: Each student is expected to prepare for himself or herself, in consultation with the cour supervisor and other members of staff, the bibliograph for his or her project. The readings used by second-vea students during the Michaelmas Term are as follows N. F. R. Crafts, "English Economic Growth in the Eighteenth Century: A Re-Examination of Deane and Cole's Estimates" Economic History Review, Vol. 29. May, 1976, 226-235; D. N. McCloskey, "D Victorian Britain Fail?" Economic History Review, Vol. 23, December, 1970, 446-459; S. B. Webb, "Tariffs, Cartels, Technology and Growth in the German Steel Industry, 1879-1914" Journal Economic History, Vol. 40, June, 1980, 309-329; J.M. Stone, "Financial Panics: Their Implications for the Mix of Domestic and Foreign Investments of Great Britain," Quarterly Journal of Economics, Vol. 85 May, 1971, 304-326; M. Edelstein, "Rigidity and Bias in the British Capital Market, 1870-1913", in D. N. McCloskey (Ed.), Essays on a Mature Econor Britain after 1840 (London: Methuen, 1971) 83-105 N. F. R. Crafts, "Gross National Product in Europe, 1870-1910: Some New Estimates", Explorations Economic History, Vol. 20, October, 1983, 387-401 Examination Arrangements: The assessment for the course is based entirely on an essay of approximately 10,000 words in length submitted to the Examination Office on the first working day of May in the student final year. The final choice of subject, after discuss with the course supervisor, is the student responsibility.

EH1770

# The Economy of England 1350-1500 reacher Responsible: Dr. A. R. Bridbury, Room C315

etary, Mrs. Tess Truman, C321, Ext. 368) ourse Intended Primarily for B.A. History students heir second and third years taking this as their cial subject.

cope: This course and the syllabus for it are very the same as for the B.Sc. (Econ.) special subject: nic History of England 1377-1483. There is this nce that the course is taught, as far as possible, printed documents, and, as far as possible, from lated documents or documents originally written

Pre-Requisites: No previous knowledge of the subject gired or presumed.

eaching Arrangements: There are weekly classes EH119) starting at the beginning of the Summer Term ne second year and continuing in term-time until the nd of the following Lent Term.

Written Work: At least two essays per term.

Reading List: A full reading list is provided at the start the course.

vamination Arrangements: The examination consists ne paper and a long essay of not more than 5,000 ords. The choice of essay is only limited by feasibility and the essay is supervised throughout its period of

EH1799

## Long Essay in Social or Economic History

Teachers Responsible: All members of the Economic bry Department (Departmental Secretary, Ms. y Law, C419, Ext. 371)

arse Intended Primarily for all students specializing momic History for B.Sc. (Econ.). Compulsory rse (Paper 6 in new syllabus).

cope: The subject of the Essay should relate broadly one of the courses chosen under Papers 1 to 5. Selection of Title: The title of the Essay should be ved by the candidate's tutor or the class-teacher be relevant course under Papers 1 to 5 and a note e title should be given to Jenny Law (C419) before end of the Michaelmas Term in the final year.

Arrangements for Supervision: There is a limit to the nt of help that your tutor or class-teacher can but s/he is free to advise up to the writing of the first draft. After reading the first draft, s/he may draw tion to any points that are thought to require it. equent work is entirely the candidate's own nsibility.

Examination Arrangements: The completed Essay st be handed in by 1 May in the final year. After ng marked, the Essay will not be returned to the didate who should make a copy before handing the Essay in. The Essay must not exceed 10,000 words in gth and should be typewritten in double spacing on side of the paper only. Appendices, bibliography, notes and tables are not included in this total, but hey should be kept brief. Candidates should note that niners will expect footnotes and bibliography to be ented in a scholarly way.

EH2600

# The Sources and Historiography of the Economic History of England

Teacher Responsible: Dr. A. R. Bridbury, Room C315 (Secretary, Mrs. Tess Truman, C321, Ext. 368)

Course Intended Primarily for M.Sc. and all interested graduate students.

Scope: This course examines the main economic and social features and developments of the period from the point of view of the documentary sources with the object of finding out what we can hope to discover from them and what we can expect them to tell us. It then turns to modern writers in order to show how variously these sources have been interpreted in the last hundred

Syllabus: Demographic trends; the farming scene; village life; industrial change; urban developments; internal and foreign trade; the regulation of economic activity; warfare; public finance; the role of the middle and upper classes in social and economic life.

Pre-Requisites: Some previous knowledge of the period is desirable; but a keen student, however ignorant to start with, should be able to cope with the demands of the course.

Teaching Arrangements: Weekly classes (EH132) in term-time throughout the academic year, continuing through the summer by arrangement, if required.

Written Work: Students must expect to write papers frequently if they are to get full benefit from close analysis of the source material.

Reading List: A full reading list will be provided at the start of the course.

Examination Arrangements: Examined by a 3-hour written paper in which three questions have to be answered.

EH2605

# The Sources and Historiography of the Economic History of England in the Seventeenth Century (Not available 1986-87)

Teacher Responsible: Dr. Peter Earle, Room C422 (Secretary, Ms. Jenny Law, C419)

Course Intended Primarily for M.Sc. students specializing in Economic History.

Scope: The course examines the sources and methods used by historians in writing the economic history of seventeenth-century England.

Syllabus: Reading seventeenth-century handwriting; location and nature of records in national and local archives; problems of using state papers, parliamentary papers, legal records, printed books and pamphlets; specialized study of particular records such as wills and inventories, port books, quarter session records, parish registers, hearth tax returns; specialized study of the sources used in writing on particular areas of economic history such as inland and foreign trade, demography, apprenticeship, industry; discussion of contemporary writers on economic affairs such as Mun, Petty, North. Barbon, Davenant; examination of the historical method of selected historians from Adam Smith to the

present day. About two-thirds of the time available is spent on sources.

Pre-Requisites: Students with no prior knowledge of English seventeenth-century economic history will be expected to read widely in the subject and to prepare essays in addition to their normal course work.

Teaching Arrangements: There will be a weekly twohour seminar (EH133) throughout the session in Dr. Earle's room (C422) at a time to be arranged. Dr. Earle will lecture to the group for some of the earlier meetings but the normal form of 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. Students are expected to take full advantage of the School's location in Central London by visiting and working on original documents in archives such as the Public Record Office, Corporation of London Record Office and the

Reading List: There is no detailed reading list for this course. Students are expected to prepare their own as part of their training. They should not confine themselves to the L.S.E. library and should make full use of the other Central London libraries, particularly the British Library, Guildhall Library and the University Library (especially the Goldsmiths Collection). The list below is confined to a few useful books with general information on sources. Students should use their own judgement in purchasing books. J. Thirsk & J. P. Cooper, Seventeenth-century Economic Documents; Giles E. Dawson & Laetitia Kennedy-Skipton, Elizabethan Handwriting; Godfrey Davies, Bibliography of British History: the Stuart Period, 1603-1714, 1982 edn.; A. Browning, English Historical Documents, vol. viii 1660-1714; W. B. Stephens, Sources for English Local History, (revised edn. 1982); W. E. Tate, The Parish Chest; M. S. Giuseppi, Guide to the MSS Preserved in the Public Record Office, (1963 edn.); Maurice F. Bond, Guide to the Records of Parliament; P. E. Jones & R. Smith, A Guide to the Records in the Corporation of London Records Office and the Guildhall Library Muniments Room; B. R. Crick & M. Alman, A Guide to MSS Relating to America in Great Britain and Ireland; E. L. C. Mullins, A Guide to the Historical and Archeological Publications of Societies in England and Wales, 2 vols.; Alan Macfarlane, Reconstructing Historical Communities.

Examination Arrangements: There is a three-hour formal examination in September in which three questions have to be answered.

#### EH2610

# The Sources and Historiography of British Economic History from the Later Eighteenth Century

Teacher Responsible: Professor T. C. Barker, Room C222 (Secretary, Ms. Jenny Law, C419)

Course Intended Primarily for M.Sc. in Economic

Scope: The object of the course is to introduce students to the source materials available in London for the writing of British economic history and to consider the development of the historiography of the British economy relating to the period 1750-1850.

Syllabus: The course treats, in a roughly chronological sequence starting with Adam Smith and running Porter and Engels to Clapham and Ashton, the wo of authors concerned with some aspect of Brit economic experience in the period 1750-1850. Th purpose is not primarily to provide a thorough study of the events of the period but to examine change historical perceptions and to relate these when possible to the growing availability of historical rec and evidence over time.

Pre-Requisites: A knowledge of British econon history at the level of an introductory university cours Teaching Arrangements: The course is taught in sequence of twenty-four two-hour seminars (EH)34 meeting once a week. Ten seminars are scheduled each of the Michaelmas and Lent Terms, and the fin four seminars are held in the Summer Term. During the sequence each student will be responsible for at least one seminar presentation, to last approximately hour, during which the arguments and evidence of selected author or authors will be critically examin A very important part of the course consists of vis to the Public Record Office, The House of Lor Record Office. The Midland Bank Archives, The Science Museum and the British Library. A number specialists on archives and particular aspects of the subject visit the seminar.

#### Preliminary Reading List:

Adam Smith, An Inquiry into the Wealth of Nations, R. Malthus, First Essay on Population; G. R. Port Progress of the Nation; Friedrich Engels, Ti Condition of the Working Class in England; Arno Toynbee, The Industrial Revolution in Engla George Unwin, Samuel Oldknow and the Arkwri J. H. Clapham, The Economic History of Mod Britain; T. S. Ashton, The Industrial Revolution; E. Wrigley & R. S. Schofield, The Poulation History England, 1541-1871: A Reconstruction; Michael Cullen, The Statistical Movement in Early Victor Britain: The Foundations of Empirical So Research; Roderick Floud & Donald McCloss (Eds.), The Economic History of Britain Since 1700. detailed reading list will be distributed at the begin of the course.

Examination Arrangements: There is a three-he formal examination at the beginning of September. The Paper contains 10 questions divided into two par (sources and historiography) of which three are to attempted, at least one from each part. One third of possible marks are awarded to each of the questi Copies of previous years' papers are available in Ro

# EH2615

# The Sources and Historiography of the Economic History of the USA 1890-1929

Teachers Responsible: Mr. J. Potter, Room C420 and Dr. S. J. Kleinberg, Room C316 (Secretary, Marchael Secretary, Mar Barbara Mistry, C321, Ext. 368)

Course Intended Primarily for M.Sc. (Econor History); and other interested graduate students. Scope: The development of the study of America economic history in the USA between 1890 and 193

main authors will be examined in the context of the oment of the disciplines of economics and , and of the social sciences generally, in the SA. The course includes a survey of the main source hals available for research in American economic

ellahus: The authors studied are: F. J. Turner, C. A. eard, G. S. Callender, J. F. Jameson, U. B. Phillips, C. Gray, F. W. Taussig, J. R. Commons, W. C. ell, H. Jerome, Henrietta M. Larson.

Requisites: A first degree with significant study in history and economics.

eaching Arrangements: The graduate seminar H136) for this course will meet for 11 hours each eek for three terms, a total of 30 seminars. The nars are conducted by Mr. J. Potter. Students are recommended to attend lecture course (EH106) mic History of the USA.

itten Work: Every student taking the course is ected to write at least two papers for presentation he Seminar. The second of these papers must be en on one of the authors studied

eading List: Ralph Andreano (Ed.), The New nic History: Recent Papers on Methodology, Carl Becker, Every Man his Own Historian, pp. 114-256; H. H. Bellot, American History American Historians, 1952, especially Chapter I; Benson, Turner and Beard, 1960; Ray A. gton, Frederick Jackson Turner, 1974; Thomas Jochran, The Inner Revolution: Essays on the Sciences in History, 1964; H. S. Commager, American Mind, 1950; M. Cunliffe & R. W. Winks is). Past Masters: Some Essays on American rians, 1969; J. D. Dorfman, The Economic Mind erican Civilization, Vol. 3, 1949; J. D. Dorfman s, Institutional Economics: Veblen, Commons Mitchell Reconsidered, 1963; G. R. Elton, The ce of History, 1967; Jerome Finster (Ed.), The al Archives and Urban Research, 1974; Meyer n (Ed.), The National Archives and Statistical th, 1973; J. Grossman, The Department of 1973; R. Hofstadter, The Progressive rians, 1969; David S. Landes & Charles Tilly, y as Social Science, 1971; James Leiby, Carrol right and Labor Reform: The Origins of Labor ics, 1960; David Noble, Historians Against The Frontier Thesis and the National ant in American Historical Writing since 1830, James Harvey Robinson, The New History, (ed. with introduction by Harvey Wish, 1965); L. neckebier, The Statistical Work of the National ment, 1925; Joseph Schumpeter, Ten Great mists, 1956; E. R. A. Seligman, The Economic pretation of History, 1902; F. Stern (Ed.), The ties of History; Cushing Strout, The Pragmatic in American History: Carl Becker and Charles

mination Arrangements: One three-hour nation held in September. In Section One of the students are required to comment on three out extracts from the writings of the authors studied. ection Two of the paper, they have to answer two stions out of five on the general subject matter of EH2640

Economic and Social History of England 1377-1485 See EH1720

EH2646

The Economy and Society of London, 1600-1800 See EH1726

EH2655

Britain and the International Economy 1919-64 See EH1740

# EH2660

# Economic History of the U.S.A. Since

Teachers Responsible: Mr. J. Potter, Room C420 and Dr. S. J. Kleinberg, Room C316 (Secretary, Mrs. Barbara Mistry, C321, Ext. 368)

Course Intended Primarily for M.Sc. Economic History. Students taking other taught master's programmes may take the paper when appropriate. Scope: The economic history of the U.S.A. since 1873. Emphasis is placed on the period 1873-1939, but opportunity is given to follow topics into the more

Syllabus: Sources of growth in per capita incomes; cycles and fluctuations in economic activity.

The sectors of the economy: agriculture, mining, manufacturing, transport and distribution, banking, foreign trade, government.

The factors of production: Labour, including immigrants and other minorities; sources and uses of capital and capital markets; the frontier, entrepreneurs and technological change.

There will be opportunities to examine particular industries, two or three cities, regional problems, economic aspects of reform movements of the period, as well as international economic relations.

Pre-Requisites: There are no specific pre-requisites for the course. Some knowledge of U.S. history, economics or economic history is desirable and students without background in one of these subjects may be discouraged from attempting the course.

Teaching Arrangements: EH141. Most of the teaching is carried out in weekly seminars of 11 extending from the first week of Michaelmas Term until the third week of the Summer Term. Papers, or expositions of topics by students, will form the basis for discussion in these

EH106. All students are advised to attend this lecture course which consists of weekly one-hour lectures throughout the Michaelmas and Lent Terms. For students with a weak background in the subject these lectures are essential.

EH106(a). During Summer Term a series of 8 lecture/ discussion classes of 11 hours each on the U.S. economy since 1929 concludes the teaching for the Written Work: Students are required to submit at least four seminar papers or other written work.

Reading List: There is no single work which deals exactly with the syllabus for this paper. Students will need a textbook for reference and should choose one from the Reading List (Textbooks) given for courses EH1061. Emphasis will be placed on the journal literature. Some of the important articles in the field, though not the most recent, are available in the Bobbs-Merrill Reprint Series in American History.

Other useful collections are:

Harry Scheiber (Ed.), United States Economic History, 1964; A. W. Coats & Ross Robertson (Eds.), Essays in American Economic History, 1969; Stanley Coben & Forrest Hill (Eds.), American Economic History: Essays in Interpretation, 1966.

Other books covering a large part of the syllabus include:

Edward C. Kirkland, Industry Comes of Age, 1860-1897; Alfred D. Chandler, The Visible Hand; Walter Adams, The Structure of American Industry; Thomas Cochran, American Business in the Twentieth Century; Jim Potter, The American Economy Between the World Wars.

National Bureau of Economic Research, Trends in the American Economy in the Nineteenth Century; Output, Employment and Productivity in the U.S. after 1800, volumes 24 and 30 in the series Studies in Income and Wealth

Supplementary Reading List: Readings for each seminar will be given out at the beginning of the course. All items should be available in the Library, though inevitably some will be lost or stolen and not yet replaced, or out-of-print, at any point in time.

There will, however, be ample choice. Some of the most important works to be recommended on particular

Paul McAvoy, The Economic Effects of Regulation; Gavin Wright, The Political Economy of the Cotton South; Harvey S. Perloff & others, Regions, Resources and Economic Growth; Allan Bogue, From Prairie to Corn Belt; Peter Temin, Iron and Steel in 19th Century America; S. H. Schurr, Energy in the American Economy: Albro Martin, Enterprise Denied; Brinley Thomas, Migration and Economic Growth; Milton Friedman & Anna Schwarz, Monetary History of the United States, 1867-1960; William Woodruff, America's Impact on the World; Mira Wilkins, The Emergence of Multinational Enterprise: American Business Abroad from the Colonial Era to 1914; and The Maturing of Multinational Enterprise, 1914-70; Lester V. Chandler, America's Greatest Depression, 1929-41; Glen Porter & Harold Livesey, Merchants and Manufacturers.

Examination Arrangements: There is a three-hour formal examination early in September for M.Sc. candidates, requiring 3 questions to be answered out of 10. The assessment for the course is based upon the examination.

EH2700 Id4222

# **British Labour History** Labour History

Teacher Responsible: Dr. E. H. Hunt, Room Cals (Secretary, Ms. Jenny Law, C419)

Course Intended Primarily for M.Sc. Econo History: M.Sc. Industrial Relations. Other gradual students may attend by permission.

Scope and Syllabus: The course covers the mai aspects of British labour history between 1815 a 1939. Students taking the M.Sc. in Industrial Relati follow a syllabus that concentrates upon trace unionism, the role of employers, the workplace, a industrial relations. Students taking the M.Sc. Economic History follow a broader syllabus the embraces most aspects of labour history.

Pre-Requisites: Most students enrolled for this course will have taken at least one paper in British 19th and 20th century history in their first degree and will have studied economics at some stage.

Teaching Arrangements: All students taking the cours attend the seminar British Labour History, 1815-193 (EH130). The seminar meets weekly for one and a hours, in the Michaelmas, Lent and Summer Term The usual procedure is a paper by a student or teache followed by a general discussion. Meetings on the period 1815-1914 are arranged by Dr. Hunt, thos the period 1914-39 are arranged by Mr. Baine Seminar programmes are available from Dr. Hunt or Jenny Law. Students taking the M.Sc. in Industria Relations attend, in addition, a seminar in Labour History (Id118) given by Professor Roberts.

For times and location of seminars and lectures see the posted time-tables.

Written Work: A minimum of 3 papers. Students taking the M.Sc. in Industrial Relations may required, in addition, to present papers at Professor Roberts' seminar. Papers may be incorporated in wo submitted for course assessment towards the M.Sc. Industrial Relations.

Reading List: The course reading list is in two parts (1815-1914 and 1914-1939) and is deposited in Library. Copies are available from Dr. Hunt or Je Law. As in most history courses, students are n expected to read deeply on every part of the syllabu but to read selectively, concentrating upon topic appropriate to their academic and vocational interest Students taking the M.Sc. in Industrial Relations, v planning their reading, should keep in mind that the is a less wide syllabus than that followed by stutaking the M.Sc. in Economic History. Thus there "minimal reading list" although items that are like be found especially useful are indicated on the co reading list. These indicated items should be fou the Teaching Library as well as in the Main Libra Recommended general and introductory books, interest to students who want to anticipate the cour or to sample its content, include the following. The are also the books that students are most likely to wa to buy, although not all are in print.

E. H. Phelps Brown, The Growth of British Industry Relations, 1959; A. Bullock, Life and Times of Enter

vin, Vol I, 1960; H. A. Clegg, A. Fox & A. F. npson, British Trade Unions since 1889, 1964; E. Hobsbawm, Labouring Men, 1964; E. H. Hunt, ish Labour History, 1815-1914, 1981; F. C. her, Chartism, 1965; A. E. Musson, British Trade ons, 1824-75, 1972; H. M. Pelling. A History of hish Trade Unionism, 1976; B. C. Roberts, The rade Union Congress, 1868-1921, 1958; E. P. ompson, The Making of the English Working Class,

mination Arrangements: Students taking this rse for the M.Sc. in Industrial Relations are nined separately from those taking the M.Sc. in mic History (see syllabus above). Both groups sit rmal, 3 hour, written paper in which three questions inswered from a wide choice of questions. Both are sified as pass, fail, or distinction. Industrial ations students sit their examination towards the of the Summer Term, Economic History students in September. The Industrial Relations examination des an element of course assessment (see above). examination papers can be consulted in the

EH2701

# listory of Transport from the Turnpike the Motorway

acher Responsible: Professor T. C. Barker, Room 222 (Secretary, Ms. Jenny Law, C419)

ourse Intended Primarily for M.Sc. (Economic story Option). Graduate students taking courses in asport Economics and all others interested in ort may attend with Professor Barker's

pe: The course concentrates on transport's ution to economic and social change and ses particularly upon development in the eth century. It deals with traffic rather than with ort modes as such and, while it is concerned with the British experience, attention is paid to national aspects (air and sea) and to transport nges in other countries, especially the U.S.A.

llabus: The significance of transport developments ce 1950, both national and international, in relation the earlier growth of water transport, the coming of lways and the ascendancy of the steamship. The ingly important role of road transport and the mentary development of water transport (river coastal as well as canal) before the coming of ays and their continued importance during the vay Age.

ways: the timing of their arrival and spread; their bution to economic growth and social change; gel, Fishlow and Hawke.

role of horse-drawn transport in urbanisation and arbanisation. Developments in world shipping in ineteenth and twentieth centuries and of air sport since 1981.

mechanisation of road transport: the (neglected) ycle; electric tramways; motor cars, motor buses, or lorries and motor cycles.

petition between road and rail and the reasons for present plight of railways. Twentieth-century

transport problems: accidents, pollution; energy conservation and congestion.

Pre-Requisites: No prior historical knowledge is required but some interest in present-day transport problems will be of help, for it is with the background to these that the course is primarily concerned.

Teaching Arrangements: Weekly classes (EH131), each of two-hour duration, during the Michaelmas, Lent and part of the Summer Term. At each of these discussions on particular topics are introduced either by Professor Barker (who is currently writing a book on the international impact of motor vehicles) or by students, each of whom will be expected to prepare in detail for a particular class each term as well as to participate in the discussion at other classes. A list of class topics and the recommended reading for each class is handed out at the beginning of the course. (See below). Each student will be expected to write at least one essay per term based upon his/her class paper. This will be marked and subsequently discussed privately with the student concerned.

Preliminary Reading List: T. C. Barker & C. I. Savage. An Economic History of Transport in Britain, (now out of print but copies available from Professor Barker); Theo Barker, The Transport Contractors of Rye, Athlone Press; H. J. Dyos & D. H. Aldcroft, British Transport, Penguin; Philip S. Bagwell, The Transportation Revolution from 1970, Batsford paperback; T. C. Barker & Michael Robbins, A History of London Transport, Allen and Unwin paperback; J. M. Laux & others, The Automobile Revolution, University of North Carolina Press.

A full reading list, with recommendations for each seminar, will be handed out at the beginning of the course. Students who wish to receive this, or who may wish to learn more about the course in order to decide whether to attend it, should come to the first meeting in Room C222 on Thursday, 10 October at 10 a.m. Examination Arrangements: A three-hour examination will be held in September. The paper will consist of 12 questions, all dealing with topics covered in the classes, from which candidates will be required to answer three. Copies of previous papers may be consulted in the

### EH2710

# The Population of the United States of America from Colonial Times to the Present

Teacher Responsible: Mr. J. Potter, Room C420 (Secretary, Mrs. Barbara Mistry, C321, Ext. 368) Course Intended Primarily for M.Sc. (Economic History)

Scope: This course examines the significance of demographic factors in American history, studying the mainland American colonies from first settlement and the U.S.A. since nationhood. Topics studied include: population growth rates and their determinants; natural growth: age and sex structure: the family. slavery; internal mobility; immigration; ethnic groups; urbanisation.

Syllabus: An introduction to the study of American population history. Chronological survey from 1607 to the present; regional differences; the processes of frontier settlement: source materials for the colonial period; the national censuses; problems of evaluation of quantitative data.

Pre-Requisites: The course assumes prior knowledge of the main outlines of American history. Prior knowledge of demographic theories or statistical methods is not required, but students are expected to handle quantitative data and to undertake a project for seminar presentation derived from direct use of census material.

Teaching Requirements: This is a graduate course and teaching consists of one Seminar (EH140) of 11/2 hours per week. Roughly half the Seminars, especially in the early part of the course, consist of talks by the Course Teacher, the remainder being dependent on the presentation of papers of members of the Seminar. There will be 25 seminar meetings, 10 each in the Michaelmas and Lent Terms, and 5 in the Summer Term. Students are also recommended to attend lecture courses (EH106) Economic History of the USA.

Written Work: Every student taking the course is expected to present to the seminar:

One minor paper, usually the review of one book (or group of articles) chosen from the main course reading list and

One major paper on a project to be arranged in consultation with the Course Teacher, normally based on the published materials of the U.S. Census. (Copies of all papers presented to the Seminar are retained in the Secretary's office and are available for

One essay to be written during the Christmas Vacation. One specimen examination paper to be written during the Easter vacation.

Reading List: No textbooks are available for this course, but the following books are recommended: D. J. Bogue, The Population of the United States, 1959; James H. Cassedy, Demography in Early America: Beginnings of the Statistical Mind, Harvard, 1969; Howard P. Chudacoff, Mobile Americans: Residential and Social Mobility in Omaha, 1880-1920, 1972; Kathleen Conzen, Immigrant Milwaukee, 1836-80, 1976; William Currie, A Historical Account of the Diseases of the United States of America, Philadelphia, 1792; John Demos, A Little Commonwealth: Family Life in Plymouth Colony, New York, 1970; R. J. Dickson, Ulster Emigration to Colonial America, 1718-1775; J. Duffy, Epidemics in Colonial America, 1953; Richard A. Easterlin, 'Population Issues in American Economic History: A Survey and Critique', in R. E. Gallman (Ed.), Recent Developments in the Study of Business and Econor History, 1971; Richard A. Easterlin, Populat Labor Force and Long Swings, NBER, 1968; C. Erickson, Invisible Immigrants: The Adaptation English and Scottish Immigrants in 19th Centur America; R. W. Fogel & S. L. Engerman, Time on the Cross, 1974; B. Franklin, Observations Concerning the Increase of Mankind and the Peopling of Countries (1751, 1755 edn.); C. N. Glaab & Brown, A History of Urban America, 1976; D. V. Glass & D. E. ( Eversley, Population in History, 1965, especially J. Potter, 'Growth of Population in America. 1700-1860'; E. V. Green & V. D. Harrington, American Population before the Federal Census of 1790, New York, 1932; Philip J. Greven, Four Generations: Population, Land and Family in Coloni Andover, Mass., Cornell, 1970; H. G. Gutman, Slaver and the Number Game, 1975; T. Hershberg Philadelphia: Work, Space, Family and Group Experience in the 19th Century, 1981; K. Hvidt, Fligh to America: the Social Background of 300,000 Danish Emigrants, 1975; Patricia James, Population Malthu His Life and Times, 1979; M. A. Jones, American Immigration, (4th edn.), 1965; Peter R. Knights, The Plain People of Boston, 1830-1860: A Study in City Growth, 1971; K. A. Lockridge, A New Engla Town: The First Hundred Years Dedham, Mas 1636-1736, 1970; T. R. Malthus, An Essay on the Principle of Population, 1st Essay 1798, Pengu Books ed. 1970, edited by Antony Flew; B. McKelve The Urbanisation of America, 1860-1915, 1963 Edmund S. Morgan, American Slavery, America Freedom: The Ordeal of Colonial Virginia; H. S. Nell The Italians in Chicago, 1880-1930; G. Osofsky Harlem: The Making of a Ghetto, 1967; Robert Dal Owen, Moral Physiology, 1830; W. Peterson, Malthu 1979; J. Potter, The American Economy between th World Wars, 1975, (section on population); H Runblom & H. Norman, From Sweden to America: A History of the Migration, 1976; R. M. Shryock Medicine and Society in America, 1660-1860, 1960 P. A. M. Taylor, The Distant Magnet: European Emigration to the USA, 1971; S. Thernstrom, Povert and Progress: Social Mobility in a 19th Century Ci. 1969: Brinley Thomas, Migration and Econor Growth: A Study of Great Britain and the Atlant Economy, (2nd edn.), 1973; Brinley Thomas Migration and Urban Development, 1972; M. A. Vinovskis, Family and Population in 19th Centur, America, 1978; M. A. Vinovskis, Studies in America Historical Demography, 1979; V. Robert Wells, The Population of the British Colonies in America before

Examination Arrangements: One three-hou examination held in June. The examination paper divided into three sections, students being required to answer three or four questions, at least one from eac Section One: general and methodological questions Zymelman, Las Etapas del Desarollo Economico abling candidates to introduce material in their swers from any part of the course.

ection Two: Colonial period from first settlement, and ational period to the mid-nineteenth century. ection Three: From mid-nineteenth century to the

releast one question will consist of a Table of statistics which the candidate is invited to comment.

Examination Arrangements: One three-hour examination taken in June: three questions to be answered from choice of 12.

Argentino; R. Thorp & G. Bertram, Peru, 1890-1977;

A. Villela Villanova & W. Suzigan, Government Policy

and the Economic Growth of Brazil, 1889-1945.

EH2780

# The Latin American Experience of

"Economic Imperialism" Teacher Responsible: Dr. Colin M. Lewis, Room C320

(Secretary, Mrs. Tess Truman, C321, Ext. 368) Course Intended Primarily for M.A., M.Sc., M.A. Area Studies (Latin America), M.Sc. (Economic History):

Option B (from 1984-85).

Scope: The course will focus upon the continuing debate about the relationship of Latin America and the world economy in the period since c. 1850. It will discuss the three principal bodies of literature which facilitate an understanding of 'imperial' connections: the British historiography on 'informal empire' and 'business imperialism'; the US literature on expansionism in the region; Latin American writings on dependence.

Syllabus: The programme opens with an introductory review of basic concepts and theories - of imperialism and dependency, of growth and development, of the nature of the state.

Specific issues will subsequently be addressed by reference to concrete case-studies:

1. 'Informal empire' - external indebtedness, implications of export-led growth, patterns of railway investment.

2. US expansionism - multinational corporations, plantation agriculture, exploitation of oil. 3. Dependency debate - Prebisch thesis, associated

capitalist development, limits of ISI.

Pre-Requisites: None.

Teaching Arrangements: Weekly two-hour seminars, Michaelmas and Lent Terms; pre-circulated working

Written Work: Three papers during session, presented

Reading List: C. Abel & C. M. Lewis, Latin America, Economic Imperialism and the State; F. Cardoso & E. Faletto, Development and Dependency; R. H. Chilcote & J. C. Edelstein (Eds.), Latin America; J. Cotler & R. R. Fagen (Eds.), Latin America and the United States; W. R. Louis (Ed.), Imperialism: The Robinson and Gallagher Thesis; R. Prebisch, The Economic Development of Latin America; D. C. M. Platt (Ed.), Business Imperialism, 1840-1930; R. Owen & B. Sutcliffe (Eds.), Studies in the Theory of Imperialism; H. Radice (Ed.), International Firms and Modern Imperialism; I. Roxborough, Theories of Dependence; S. J. Stern & B. A. Stern, The Colonial Heritage of Latin America.

Supplementary Reading List: Detailed biographies will be provided for case-studies.

Examination Arrangements: One three-hour examination taken in June.

## EH2715

# Aspects of Latin American Economic History Since Independence

Teacher Responsible: Dr. Colin Lewis, Room C320 Secretary, Mrs. Tess Truman, C321, Ext. 368) Course Intended for M.A., M.Sc., M.A. Area Studies (Latin America), M.Sc. (Economic History) Option A. Scope: The course will address the principal debates in Latin American economic historiography, focusing non the major socio-economic 'revolutions' in Latin merican history, from the struggles for independence late twentieth-century social upheavals, and - by rence to specific case-studies - will explore various nes elaborated from, or applied to, the Latin merican experience.

Syllabus: Colonial heritage, national consolidation, and determinants of growth during the teenth century, social change and the limits to omic modernization, theories and issues of dustrialization, external crisis and endogenous onse, the state and development, continuity and ige during the post-Second World War period. re-Requisites: A reading knowledge of Spanish and/ Portuguese is desirable.

eaching Arrangements: Weekly two-hour seminars EH142) Sessional; pre-circulated working papers. Written Work: Three to four papers during the session, nted to seminar.

Reading List: A. J. Bauer, Chilean Rural Society; J. C. m. A Socioeconomic History of Argentina, 776-1860: M. Burgin, Economic Aspects of rgentine Federalism, 1820-1852; C. Cardoso (Ed.), lexico en el Siglo XIX; F. H. Cardoso & F. Faletto, endency and Development in Latin America; E. V. Costa; Da Monarquia a Republica; R. Cortes de & S. J. Stein (Eds.), Latin America: A Guide to onomic History, 1830-1930; W. Dean, dustrialization in Sao Paulo; K. Duncan & I. tledge (Eds.), Land and Labour in Latin America; Evans, Dependent Development; P. Casanova izalez, America Latina en los Anos Treinta; T. nghi Halperin, El Ocaso del Orden Colonial en panoamerica: A. O. Hirschman, A Bias for Hope: O. lanni, Industrialização e Desenvolvimento Social no rasil; J. Levin, The Export Economies; M. malakis, The Growth and Structure of the Chilean omy; C. Mesa-Lago, Cuba in the 1970's; M. C. leyer & W. C. Sherman, The Course of Mexican tory; N. Sanchez Albornoz, The Population of atin America; J. R. Scobie, Revolution on the impas; S. J. Stein, B. A. Stein, G. di Tella & M.

#### Growth, Poverty and Policy in the Third World Since 1850

Teacher Responsible: Dr. Colin M. Lewis, Room C320 (Secretary, Mrs. Tess Truman, C321, Ext. 368)

Course Intended Primarily for M.Sc. Economic History - Option B.

Scope: By reference to specific comparative casestudies (located in the Middle East, the Indian subcontinent, South-East Asia, the circum-Caribbean Growth in History; C. Issawi, An Economic History and South America), the course will explore the the Middle East; W. A. Lewis, Growth an principal socio-economic changes that have occurred Fluctuations in the International Economy; J. F. in the Third World since c. 1880, concentrating upon Munro, Africa and the International Economy; H. national and international developments.

Syllabus: (a) Brief discussion of concepts.

(b) Chronological review of principal developments. (c) Issues – economies of peasant societies, population and demographic change, labour, capital accumulation and appropriation, economic philosophies and the role of the state, modernization, industrialization and urbanization, the Third World and the international economy.

Pre-Requisites: None.

Teaching Arrangements: Weekly seminars Sessional, taught jointly by Mr. M. E. Falkus, Dr. Geoffrey Jones and Dr. C. M. Lewis.

Written Work: Four papers to be presented during the

Preliminary Reading List: C. Abel & C. M. Lewis, Latin America, Economic Imperialism and the State Adelman & C. T. Morris, Economic Growth and Social Equity in Developing Countries; P. Bairoch, The Economic Development of the Third World Since 1900: J. Bharier, Economic Development of Iran; N Charlesworth, British Rule in India, 1800-1914: C Furtado, The Economic Development of Latin America; A. Gerschenkron, Economic Backwardness in Historical Perspective; J. D. Gould, Economic Myint, Economic Theory and the Under-Developed Economies: R. Owen, The Middle East in the World Economy; R. Owen & B. Sutcliff (Eds.), Studies in the Theory of Imperialism; W. W. Rostow, The World Economy; J. C. Scott, The Moral Economy of the Peasant; M. P. Todaro, Economics for a Developing World; I. Wallerstein, The Modern World-System. Supplementary Reading List: Detailed bibliographies

will be provided for specific themes.

Examination Arrangements: One three-hour examination taken in September.

Note: The 10,000 word M.Sc. 'Report' to be written on a topic relating to this course (see M.Sc. regulations and approved by the candidate's teachers, need not necessarily relate to those parts of the Third World studied in detail as part of this syllabus.

# GEOGRAPHY

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

# Lectures and Seminars

Lecture/ Seminar			Study Guide
Number			Number
Gy100	Geographical Perspectives on Modern Society Dr. N. A. Spence, Professor D. R. Diamond and Dr. J. A. Rees	25/MLS	Gy1801
Gy101	Physical Geography Professor C. Embleton, Professor D. Brunsden, Dr. R. A. M. Gardner and Miss H. M. Scoging	40/ML	Gy1812
Gy104	Methods in Geographical Analysis Miss H. M. Scoging, Dr. C. Board and Mr. C. Whitehead	40/ML	Gy1816
Gy201	Advanced Methods in Geographical Analysis Mr. C. Whitehead, Dr. M. Frost, Miss H. M. Scoging and Dr. A. M. Warnes	20/ML	Gy1857
Gy202	Elements of Hydrology Dr. J. I. Pitman	10/L	Gy1844
Gy203	Geomorphology I Miss H. M. Scoging, Professor C. Embleton, Professor D. Brunsden, Mr. D. K. C. Jones and others	46/MLS	Gy1840
Gy204	Biogeography Dr. E. M. Yates	50/MLS	Gy1842
Gy205	Meteorology and Climatology Dr. M. Jones and Dr. B. W. Atkinson	50/MLS	Gy1843
Gy206	Man and His Physical Environment Dr. J. A. Rees, Mr. D. K. C. Jones and Miss H. M. Scoging	46/ML	Gy1808
	The Location of Economic Activity Dr. J. E. Martin and Dr. R. C. Estall	32/MLS	Gy1824
Gy209	Social Geography: Spatial Change and Social Process Dr. S. S. Duncan	40/ML	Gy1821
Gy210	Urban Geography: an Evolutionary Approach Dr. A. M. Warnes and Dr. B. S. Morgan	40/ML	Gy1822

Lecture/ Seminar Number			Study Guide Number
Gy212	Historical Geography: British Isles Dr. E. M. Yates and Mr. D. R. Green	46/MLS	Gy1829
Gy213	Techniques in Physical Geography Miss H. M. Scoging	20/ML	Gy1817
Gy215	Soil Science Dr. J. I. Pitman	20/MLS	Gy1841
Gy216	Advanced Cartography Mr. G. R. P. Lawrence	40/ML	Gy1951
Gy220	The British Isles Mr. D. J. Sinclair	45/MLS	Gy1876
Gy221	Europe Mr. D. J. Sinclair, Dr. F. E. I. Hamilton and Dr. J. E. Martin	40/ML	<b>G</b> y1877
Gy223	North America I: Geographical Patterns of Resources and Economic Development (Not available 1985-86) Dr. R. C. Estall	20/M	Gy1880; Gy1885
Gy224	Latin America I: Pre-Industrial Societies Dr. L. A. Newson	22/MLS	<b>Gy</b> 1882
Gy225	The Third World: A Social and Economic Basis Professor W. B. Morgan and Dr. L. A. Newson	23/MLS	Gy1884
Gy299	Independent Geographical Essay Dr. K. R. Sealy	5/S	<b>Gy</b> 1998
Gy300	Geomorphology II – Palaeogeomorphology Mr. D. K. C. Jones and Professor C. Embleton	40/ML	Gy1966
Gy301	Geomorphology III Professor D. Brunsden	25/MLS	<b>Gy</b> 1961
Gy303	Urban Politics: A Geographical Perspective Dr. D. Bartelt	22/MLS	<b>Gy</b> 1919
Gy304	Spatial Aspects of Economic Development Dr. F. E. I. Hamilton and Dr. M. E. Frost	50/MLS	Gy1920
Gy305	The Geography of Rural Development Mr. D. J. Sinclair and Professor W. B. Morgan	40/MLS	Gy1922
Gy306	Advanced Economic Geography: Agriculture Mr. D. J. Sinclair and Professor W. B. Morgan	20/ML	Gy1921

Lecture/ Seminar Number			Study Guide Number
Gy307	Social Geography of Urban Change Dr. S. S. Duncan	20/ML	Gy1929; Gy1935
Gy309	Comparative Studies in Spatial Policy Professor D. R. Diamond and Mr. J. R. Drewett	20/ML	Gy1931; Gy1935; Gy2821; Gy2860
Gy310	Urban and Regional Planning Dr. M. Hebbert and Professor D. R. Diamond	48/MLS	Gy1926
Gy311	Resource and Environmental Management Dr. J. A. Rees and Mr. D. K. C. Jones	40/ML	Gy1943; Gy2822
Gy312	Planning Techniques and Models I Mr. J. R. Drewett and Dr. N. A. Spence	10/M	Gy1926; Gy2860
Gy313	Transport: Environment and Planning Dr. K. R. Sealy	30/ML	Gy1942; Gy2824
Gy315	Map Design and Evaluation Dr. C. Board	23/MLS	Gy1950
Gy316	Environmental Change Dr. R. A. M. Gardner	20/ML	Gy1962
Gy322	North America II: Regional Studies of Economic Growth and Change (Not available 1985-86) Dr. R. C. Estall and Dr. K. R. Sealy	25/LS	Gy1881; Gy1885
Gy323	Latin America II: Industrial Societies (Not available 1985-86) Dr. L. A. Newson	20/ML	Gy1883
Gy324	The Soviet Union Dr. F. E. I. Hamilton	45/MLS	Gy1886; Gy1879
Gy400	Research Methodology and Geographical Thought Mr. J. R. Drewett and others	10/M	Gy2802
Gy401	Geographical Thought and Research in Practice Mr. J. R. Drewett, Dr. C. Board. and others	10/L	Gy2802
Gy402	Research Resources Design and Techniques Dr. C. Board and others	10/M	Gy2802
Gy403	Computerised Geographical Information Systems Mr. C. Whitehead	5/L	Gy2802
Gy404	Survey Design and Techniques Dr. A. M. Warnes	5/L	Gy2802
Gy406	Geographical Project Seminar Dr. C. Board, Professor D. R. Diamond and Professor R. J. Bennett	20/ML	

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Lecture Semina Number	r		Study Guide Number
Gy407	Geographical Research Seminar Professor D. R. Diamond and Mr. J. R. Drewett	19/ML	Gy2801
Gy410	Social Change and Urban Growth - Class Dr. S. S. Duncan and Mr. J. R. Drewett	19/ML	Gy2820
Gy412	Resource Management and Environmental Planning Dr. J. A. Rees	10/L	Gy2822
Gy413	Spatial Aspects of Change in Economic Activity – Seminar Dr. J. E. Martin	16/ML	Gy2823
Gy414	Geography of Transport Planning - Class Dr. K. R. Sealy	25/MLS	Gy2824
Gy415	Cartographic Communication Dr. C. Board	15/MLS	Gy2825
Gy416	Planning Techniques and Models II Mr. J. R. Drewett and Dr. N. A. Spence	10/M	Gy1931; Gy2821; Gy2860
Gy417	Social Theory and Urban and Regional Questions – Seminar Dr. S. S. Duncan	20/ML	Gy417
Gy450	Regional and Urban Planning Problems – Seminar Dr. P. J. Dunleavy, Dr. C. Whitehead, Professor D. R. Diamond, Dr. M. J. Hebbert, Mr. R. A. Jackman and Dr. N. A. Spence	8/S	Gy450
Gy451	Spatial Theory in Regional and Urban Planning – Seminar Professor D. R. Diamond and Dr. N. A. Spence.	14/ML	Gy2860

# Study Guides

#### Gy406

#### Geographical Project Seminar

Teacher Responsible: Dr. C. Board, Room S413 (Secretary, Mrs. J. Jennings, Room S406)

Course Intended Primarily for M.Sc. Geography; M.Phil.; Research students.

Scope: Presentations by research students of aspects of their own research, stressing problems of methodology and/or techniques.

Teaching Arrangements:  $20 \times 1\frac{1}{2}$  hour seminars (Gy406) in the second half of the Michaelmas, Lent and Summer Terms.

Examination Arrangements: This course is non-examinable.

#### Gy407

#### Geographical Research Seminar

Teachers Responsible: Professor D. R. Diamond, Room S405 and Mr. J. R. Drewett, Room S408 (Secretary, Mrs. A. Naimi, S406)

Course Intended Primarily for M.Sc. Geography;
M.Sc. Regional and Urban Planning Studies.

Scope: Presentations by speakers normally from outside the Department on aspects of their own research.

Teaching Arrangements:  $19 \times 1\frac{1}{2}$  hour seminars (Gy407) in the Michaelmas and Lent Terms, Examination Arrangements: This course is non-examinable,

#### Gv417

# Social Theory and the Urban and Regional Ouestion

Teacher Responsible: Dr. S. S. Duncan, Room S512 (Secretary, Mrs. A. Naimi, S406)

Course Intended Primarily for Graduate Students Scope: A workshop course on the problems of current research in the urban and regional questions.

Introductory seminars on uneven development, the gional problem, the urban question, dependency. Workshops on particular issues according to the derests of graduate students.

In recent years these included: the social process of doing research; realism and explanation in social science; the labour process and spatial change; process the built environment; sectors, classes and urban theory; monetarism, socialism and spatial policy; the production of people and domestic labour; the local state and local economic policy; radical

Teaching Arrangements: Informal workshops with active participation by participants (Gy417).

Reading List: This will usually be made available refore the sessions.

Examination Arrangements: The course is not examined and is not intended as preparation for any particular examination.

# Gy450

# Regional and Urban Planning Problems (Seminar)

Teacher Responsible: Michael Hebbert, Room S412 (Secretary, Mrs. J. Jennings, S406)

Other Teachers Involved: Dr. P. Dunleavy, Professor D. R. Diamond, Dr. N. Spence, Mr. R. Jackman and Dr. C. Whitehead.

Course Intended Primarily for M.Sc. Regional and Urban Planning Studies.

Scope: An interdisciplinary seminar with invited speakers on the problems of urban and regional planning.

Teaching Arrangements: Ten seminars (2 per week), Summer Term.

Examination Arrangements: None.

#### Gv1801

#### Geographical Perspectives on Modern Society

Teacher Responsible: Dr. N. A. Spence, Room S565 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for B.A./B.Sc. course unit main field Geography, B.Sc. (Econ.) Part I, B.Sc. (Econ.) Part II. Other B.A./B.Sc. course unit main field subjects. General Course.

**Scope:** The aim of the course is to introduce students to contemporary environmental concerns examined in human geography.

Syllabus: Human geography: its application to societal problems. Resource concepts; economic, geopolitical and social issues raised by resource exploitation. An introduction to population, food scarcity and environmental management problems. Theories of location. Global and regional inequalities in economic development. Problems of urban growth and decline. Cities and society; the built environment; city centres; inner cities; ghettoes and shanty settlements. Urban Planning.

Pre-Requisites: None.

Teaching Arrangements: There is one lecture course accompanied by a class.

Lectures: Gv100 Sessional

Classes: Gy100(a) weekly Sessional (B.Sc. (Econ.) and others) Gy100(b) weekly Sessional (B.A./B.Sc. course unit main field Geography)

Gy100: Some six specific themes will be examined.

- 1. Resource scarcity
- 2. Resource despoilation
- 3. Changing location of economic activity
- 4. Economic development inequalities
- 5. Urban growth and decline
- 6. Cities and society

Gy100(a) and Gy100(b): Classes will be used to monitor the lecture material and examine some specific themes in depth.

Reading List: No one book covers the entire syllabus. Students may wish to review the following: J. Blunden et al., Fundamentals of Human Geography: A Reader; P. Dicken & P. E. Lloyd, Modern Western Society; P. G. Hall, Urban and Regional Planning; P. G. Hall, The World Cities; D. Herbert, Urban Geography: A Social

Perspective; D. M. Smith, Where the Grass is Greener: of air and water pollution (e.g. lead, acid rain, sewage Living in an Unequal World; E. Ashby, Reconciling Man with the Environment; T. O'Riordan, Environmentalism; B. Ward & R. Dubois, Only One Earth; N. W. Holdgate, A Perspective of Environmental Pollution; M. Tanzer, The Race for Resources; B. J. L. Berry, The Human Consequences of Urbanisation; B. J. L. Berry, E. C. Conkling & D. M. Ray, The Geography of Economic Systems; Brandt Commission, North South. A Programme for Survival; Brandt Commission, North South, A Programme for Survival, Brandt Commission, Common Crisis. Cooperation for World Recovery; B. E. Coates, R. J. Johnston & P. L. Knox, Geography and Inequality; P. Odell, Oil and World Power.

Detailed reading lists will be issued during the course appropriate to each of the main themes considered. Examination Arrangements: There is a three hour formal examination in the Summer Term based on the syllabus. A wide choice of questions will be provided of which three are to be answered all carrying equal marks. Some 75% of the total marks will be allocated to this written unseen examination. The remaining 25% of the marks will be allocated to course work prepared for class teachers in the form of two extended essays each of not more than 3,000 words. Topics for these essays will be assigned in the Michaelmas and Lent Terms and are to be submitted to Mrs. P. Farnsworth (Department of Geography Administrative Secretary, Room S409) on the first day of the Lent Term (13 January 1986) and the first day of the Summer Term (28 April 1986) respectively.

Gy1808

#### Man And His Physical Environment

Teacher Responsible: Mr. D. K. C. Jones, (Room S506B (Secretary, Miss Nesta Herbert, S508)

Course Intended Primarily for 2nd year B.A./B.Sc. course unit main field Geography and B.Sc. (Econ.) Part II. Environment and Planning. Also available for other B.Sc. (Econ.) Part II and B.A./B.Sc. course unit main field subjects, Diploma, General Course and single-term students.

Scope: An analysis of the nature, causes, and effects of, and the alternative solutions to, the key environmental and renewable resource problems faced by mankind.

1. An analysis of the varied two-way interactions between human societies and the physical (natural) environmental systems. This will take the whole of the Michaelmas Term and is divided into two main parts. First, there will be an examination of the nature, significance and trends of natural hazard impacts (e.g. earthquakes, hurricanes, floods) and the variety of adjustments (both structural and non-structural) that can be adopted to minimize hazard losses. Second, attention will focus on the ways in which human activities can result in 'environmental' and renewable resource problems. The character, causes and significance of a range of issues will be examined including the CO2 'Greenhouse' effect, fluorocarbons and the ozone shield, desertification accelerated soil erosion, the impact of chemical pesticides, and aspects

2. The role of population growth, technological change consumerism and market defects in the creation of renewable resource and environmental problems.

3. An assessment of the commonly proposed solution to renewable resource scarcity, depletion and environmental pollution problems.

4. The socio-economic, administrative, and political difficulties encountered in environmental managemen in practice. These will be considered at various spatial scales - international, national and local - and wil include case material from advanced capitalis socialist and third world countries.

5. Consideration of the main techniques for assessing the environmental damage caused by development and the benefits of control and conservation (e.g. environmental impact assessment, benefit-cos analysis, landscape evaluation).

Pre-Requisites: None.

Teaching Arrangements: Lectures (Gy206): Two lectures per week in the Michaelmas and Lent Terms. Classes (Gv206a): Ten classes at fortnightly intervals The lecturing and class teaching responsibilities are shared by Mr. D. K. C. Jones and Dr. J. A. Rees (Room

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 distin part of the syllabus. Basic reading material includes: R Barnet, The Lean Years: Politics in the Age of Scarcin 1980; I. Burton, R. W. Yates & G. F. White, The Environment as Hazard, 1978; R. Carson, Silen Spring, 1962; P. R. Ehrlich & A. H. Ehrlich Population, Resources and Environment, 1970; H. I Foster, Disaster Planning, 1979; A. S. Goudie, Th. Human Impact, 1981; R. L. Heathcote, The Aria Lands: Their Use and Abuse, 1983; K. Hewitt, Interpretations of Calamity, 1983; M. W. Holdgate, A. Perspective of Environmental Pollution, 1979; G Mitchell, Geography and Resource Analysis, 1979; O'Riordan, Environmentalism (2nd edn.), 1981; A. U Kneese & E. L. Schultze, Pollution, Prices and Publi Policy, 1975; F. Sandbach, Principles of Pollutio Control, 1982; B. Ward, Progress for a Small Planet, 1979; J. Whitlow, Disasters, 1980.

Examination Arrangements: There is a three-hou formal examination in the Summer Term based on the full syllabus. The examination paper will normal contain 8 or 9 questions from which any 3 must be answered.

Gy1812

Physical Geography

Teacher Responsible: Professor C. Embleton, KCL, Room 218 Norfolk Building; Miss H. Scoging, LSE Room S414.

Course Intended Primarily for Course compulsory for B.A./B.Sc. Geography 1st year.

Scope: Students are introduced to the system approach in physical geography, with emphasis placed on global systems, the ecosystem and the hydrological system. Some human and environmental interactions will be introduced in the latter half of the course.

Systems in Physical Geography (6 lectures). Nature, cture and processes of systems, concepts of ibrium and dynamic behaviour, palaeosystems nd environmental change.

Processes and Patterns in Global Systems (12 etures). First order controls in environmental ms. earth structure, tectonics, sea level change,

The Ecosystem (6 lectures). Structure of ecosystem, ction and behaviour, abiotic, biotic factors, ession, evolution, migration.

Man and the Hydrological System (13 lectures). gional and local systems, inputs, throughputs, its of hydrological systems, weather systems and an modification, hillslope and channel processes, oding, pollution, groundwater.

Teaching Arrangements: Lectures (Gy101): 40 hours aelmas and Lent Terms.

lasses (Gy101a): 20 hours Michaelmas and Lent ms (for LSE students).

Reading List: Comprehensive reading lists will be blied by course teachers, but the following are basic xts: R. J. Chorley & B. A. Kennedy, Physical graphy: A Systems Approach; C. D. Ollier, ctonics and Landforms; K. Simmonds, geography; J. Moran, M. Morgan & J. Wiersma, duction to Environmental Science; R. J. Rice, undamentals of Geology; R. J. Chorley, Introduction Geographical Hydrology.

Examination Arrangements: A three hour formal xamination will be held in the Summer Term.

Gy1816

Methods in Geographical Analysis Teacher Responsible: Miss H. Scoging, Room S414

retary, Miss Nesta Herbert, \$508)

Course Intended Primarily for B.A./B.Sc. Geography oulsory first year) course unit; Diploma in graphy; Beaver College.

scope: An introduction to techniques of description, lysis, and interpretation of geographical data and errelationships in human and physical nments; familiarity with basic geographical tools d development of skills, ranging from numerical, stical and graphical to cartographic and computered techniques.

yllabus: Techniques and methodologies in Geography relation to current paradigms.

The nature of Geographical Data. Primary and dary sources: landscape, maps, air photographs d satellite images, texts, survey and census data. les of measurement, discrete, continuous data.

Description and organisation of Geographical Data Graphical: graphs, histograms, Lorenz curves tographic: map use, constraints imposed by scale tion, generalisation and methods of depiction. op design, depiction of land surfaces, statistical faces and geological formations. Remote sensing: e use of air photographs and satellite images. escription of numerical data using statistical measures of central tendency and dispersion. Field observation of rural and urban landscapes, landscape description.

3. Exploration of Geographical Relationships. Spatial associations, cause and effect. Systems structure as a framework for exploring geographical relationships. Cartographic exploration of geographical relationships between phenomena in natural and human environments.

4. Analysis and Evaluation of Geographical Relationships. Statistical relationships between samples and populations. Probability and probability distributions. Sampling theory - bias representativeness, use of central limit theories. Estimation theory - confidence intervals, estimates. Hypothesis testing - small and large samples, statistical tests. Sample-population and sample-sample relationships. The nature and degree of relationships between geographical data sets. Correlation and regression analyses applied in Geography.

Teaching Arrangements: Lectures: 40 hours -Michaelmas and Lent Terms (Gy104). Classes: 20 × 2 hours - Michaelmas and Lent Terms, Laboratory practical classes (Gy104a). Two whole-day field classes. Field work in the Easter vacation.

Written Work:

1. Practicals: Presentation of a number of core projects, each comprising a series of integrated themes. Data collection, description, analysis and interpretation will be stressed.

2. Field Work: Reports on two supervised group projects and one individual project from the field week. Progress of practical work will be regularly monitored by class teachers and a graduate demonstrator. A record of all practical and field work should be kept by each student (see Examination Arrangements).

Reading List: There is no single text book covering the course. Comprehensive reading lists will be provided for each section of the course, and references supplied for individual topics by the teachers responsible.

General background and context: A. Holt-Jensen, Geography, its history and concepts; D. Gregory, Ideology: Science and Human Geography.

Statistical Applications in Geography: D. Ebdon, Statistics in geography: a practical approach; J. Silk, Statistical concepts in geography; G. B. Norcliffe, Inferential statistics for geographers; R. Baxter, Statistical computing techniques for planners.

Graphic, Cartographic and pictorial description and analysis: D. Unwin, Introductory Spatial Analysis; G. C. Dickinson, Maps and air photographs (2nd edn.); A. Robinson, R. Salt & J. Morrison, Elements of Cartography (3rd or 4th edn.); J. R. G. Townsend, Terrain analysis and remote sensing.

Examination Arrangements: (i) A formal 3-hour examination. 3 questions from a choice of 8-10.60%. (ii) Five groups of practical exercises, each focused on a geographical theme. Marked on the basis of accuracy, comprehension, evaluation and presentation. Submitted on the day of the formal examination. 25% (iii) Illustrated written report of field work projects: two supervised; one individual. Individual interpretations of data collected by group will be expected. Presented on the day of the formal examination. 15%.

# Gv1817

# Techniques in Physical Geography

Teachers Responsible: LSE, Miss H. Scoging, Room S414 (Secretary, Miss N. Herbert, S508). KCL Advisor, Dr. R. Gardner, Room 453, Norfolk Building. Course Intended Primarily for B.A./B.Sc. Geography 2nd year students 1 c.u.

Scope: To provide basic laboratory and field training in the techniques commonly used in physical geography.

#### Syllabus:

Term 1. Lectures and practicals provide an introduction to and training in the identification of common rock types; methods in laboratory analysis of physical, chemical and mineralogical properties of materials; particle transport and sedimentation; environmental energy and water fluxes.

Term 2. Analysis of secondary data sources including topographical, geological and geomorphological maps, remote sensing; techniques of correlation and dating, computer modelling and simulation.

#### Pre-Requisites: None.

Teaching Arrangements: 4 hours (lectures (Gy213), practicals (Gy213a)) each week during Michaelmas and Lent Terms. Attendance is also required on a 5-6 day field trip during Easter Vacation.

#### Written Work and Examinations:

- 1. Practical notebook 30%
- 2. Field Work report 20%
- 3. Formal 3-hour examination 50%

Written work to be handed in at the beginning of the Summer Term.

#### Gy1821

# Social Geography: Spatial Change and Social Process

Teacher Responsible: Dr. S. S. Duncan, Room S512 (Secretary, Mrs. A. Naimi, S406)

Course Intended Primarily for B.A./B.Sc. c.u. 2nd year; B.Sc. (Econ.) Geography.

Scope: An introduction to the political economy of spatial change, concentrating on the urban question and the regional question in advanced capitalist societies especially Britain. However, reference is also made to other examples and situations as appropriate. Syllabus:

- (a) Geography and understanding social change: the critique of quantitative geography and alternatives;
- (b) Spatial patterns and social behaviour;
- (c) Modes of production and regional inequality;
- (d) The labour process and spatial change;
- (e) The reserve army of labour and the urban question;
- (f) Home life, patriarchy and spatial structure;
- (g) Location and culture;
- (h) Ideology, production and consumption in the built environment:
- (i) The capitalist state and the locality.

Teaching Arrangements: One lecture course (Gy209) (20 Michaelmas Term, 20 Lent Term) accompanied by fortnightly classes (Gv209a). Classes require prior preparation and active participation by students. 2 essays each term based on seminar discussion.

Reading List: No book or books cover the course, and use of research papers etc., will be necessary (most of which are held in the Geography Department, Paper Collections, Room S502). Basic reading would include J. Irive et al., Demystifying Social Statistics, 1979; A. Friend & A. Metcalf, Slump City: the Politics of Mass Unemployment, 1981; D. Massey, Spatial Divisions Labour, 1984; J. Anderson, S. Duncan & R. Hudson Redundant Spaces in Cities and Regions?, 1983; G. Stedman Jones, Outcast London, 1971; K. Bassett & J. Short, Housing and Residential Structure Alternative Approaches, 1980; P. Saunders, Urban Politics: a Sociological Approach, 1979; Women and Geography Study Group, Geography and Gender,

Examination Arrangements: One 3-hour sit-down unseen paper (3 questions out of 9), 75% of marks; one extended essay from list provided or via authorised student choice of 3,000 words to be handed in mid-May, 25% marks.

## Gy1822

## Urban Geography

Teacher Responsible: Dr. A. M. Warnes, KCL Room 454 Norfolk Building. (LSE Adviser: Mr. J. R. Drewett, Room S408).

Course Intended Primarily for 2nd Year B.A./B.Sc. Geography and B.Sc. (Econ.) students. 1 c.u.

Scope: Spatial aspects of urbanisation and urban structures with special reference to British and American cities

Syllabus: Concepts of urbanisation and urbanism; the pre-industrial city; social forms and residential patterns in the mercantilist city; industrialisation, econom change and urbanisation in the nineteenth century; the British housing market; the emergence of town planning and its impact on urban social geography; the dimensions of residential segregation in British and American cities; the bases of these dimensions and their spatial expression; the commercial and industria structures of contemporary cities, contemporary urban

Pre-Requisites: A knowledge of human geography is desirable.

Teaching Arrangements: There are 40 lecture (Gy210), held twice weekly. Classes (Gy210a) and arranged at LSE and tutorial support is given at KCL Reading List: D. T. Herbert & C. J. Thomas Urban Geography: A First Approach, 1982; H. Carter, The Study of Urban Geography, 1981; P. Knox, Urban Social Geography, 1981; B. T. Robson, Urban Social Areas, 1975; R. E. Pahl, Whose City? 1975; K. Basse & A. Short, Housing and Residential Segregation

Examination Arrangements: One three-hour paper, accounting for 75% of total marks, in which three out of 8-9 questions must be answered. Two course papers to be written during the session (maximum 1,500 words each), accounting for 25% of total marks.

# The Location of Economic Activity

Teacher Responsible: Dr. J. E. Martin, Room S510 (Secretary, Miss Nesta Herbert, \$508)

Course Intended Primarily for B.A./B.Sc. c.u. ography, 2nd year, B.Sc. (Econ.) Part II; Diploma. neral Course and Beaver College students. (Beaver tudents, Michaelmas Term only 1985-86).

Syllabus: The aim is to make a thorough examination of the more important factors that influence decisionnakers in the allocation of investment capital over nace. Attention will be paid to theoretical and pirical explanations of the location patterns of omic activity. The assumptions of classical cation theory will be reviewed and reassessed in the ight of modern developments and experience. In dition to the examination of the classical influences a spatial patterns of production, attention will be given such elements as the role of technological change and innovation, the organisational structure of firms and their decision making behaviour, the effects of narket structure, environmental protection and mment intervention. Illustrative material will be ken, as appropriate, from the agricultural, mining, ufacturing and service sectors.

Pre-Requisites: Some background in economics will be

#### Teaching Arrangements:

tures (Gy208); 30, twice weekly in the Michaelmas rm, weekly in the Lent Term 1985-86 given by Dr. R. C. Estall (Room S509) and Dr. J. E. Martin (Room

Classes (Gy208a): 10 fortnightly (Dr. Martin). dents will normally be expected to write three essays nd to prepare a paper for these classes.

Reading List: Several books will be referred to eatedly and can be regarded as "basic texts". These e: \*P. E. Lloyd & P. Dicken, Location in Space, (2nd dn.), 1977; \*R. C. Estall & R. O. Buchanan, dustrial Activity and Economic Geography, (4th dn.), 1980; M. Chisholm, Geography and Economics, 2nd edn.), 1970; D. M. Smith, Industrial Location, 2nd edn.), 1981; G. T. Karaska & D. F. Bramhall Eds.), Locational Analysis for Manufacturing, 1969; E. I. Hamilton (Ed.), Spatial Perspectives on ustrial Organisation and Decision Making, 1974. Books which students need to buy are asterisked.

pplementary Reading List: Additional reading lists ll be provided as appropriate.

Examination Arrangements: Three hour formal amination in the Summer Term; three questions to e attempted from about ten set.

# Gy1829

# Historical Geography of the British

eacher Responsible: Mr. D. R. Green, KCL, Room Norfolk Building. (LSE Adviser: Mr. D. K. C. nes, Room S560B).

Course Intended Primarily for 2nd Year Geography A./B.Sc. and B.Sc. (Econ.) students. 1 c.u.

scope: The course has three principal objectives: to ide an adequate understanding of the evolution of

Gy1824 the British landscape from the Iron Age to the late 19th century; to introduce theoretical and methodological approaches in historical geography and to furnish a working knowledge of the available source materials; to provide a training for the application of this knowledge in the field.

Syllabus: The geography of pre-Medieval English settlement; the nature of feudalism; Medieval agriculture, industry and trade; agrarian capitalism in early-modern England; the transition from domestic production to the factory system; transport and commercial innovations in the 18th and 19th centuries; agrarian change in the 18th and 19th centuries; economic, social and political structure of 19th century cities (with special reference to London).

## Pre-Requisites: None.

Teaching Arrangements: The course (Gy212) consists of three components: a series of 36 lectures detailing the major aspects of landscape change; a series of 8-10 classes examining important sources of evidence; a field trip of approximately 5 days' duration to demonstrate historical change in a regional setting.

Reading List: Students will be expected to read widely. Short specialist reading lists will be provided in the course of the lectures. The following are recommended: J. Chambers & G. Mingay, The Agricultural Revolution 1750-1880, 1966; H. C. Darby (Ed.), A New Historical Geography of England, 1976; R. Dodgshon & R. Butlin (Eds.), An Historical Geography of England & Wales, 1978; E. Pawson, The Early Industrial Revolution, 1979; M. Postan, The Medieval Economy and Society, 1972; R. Tawney, The Agrarian Problem in the Sixteenth Century, 1912.

Examination Arrangements: One three-hour examination consisting of three questions and counting for 70% of the total marks. Two term essays of approximately 2,000 words each, accounting for 30% of the total assessment.

#### Gy1840

# Geomorphology I

Teacher Responsible: Professor D. Brunsden, KCL, Room 455, Norfolk Building. (LSE Adviser: Miss H. Scoging, Room S414)

Course Intended Primarily for B.A./B.Sc. Geography 2nd Year Course Unit, Human Environmental Studies (KCL), Beaver College and Civil Engineering students. Scope: Students are introduced to the main processes of landform sculpture under differing climatic and structural environments, and to the techniques used in process investigations.

#### Syllabus:

Weathering and Mass Movements: Basic geomorphological characteristics, stress-strain relationships, climatic and geologic controls on weathering, physical biotic and chemical weathering. Products of weathering. Mass movements, physical principles, soil creep, block fall, landslides, debris flows. Application to engineering and human impact. (10

Glacial and periglacial process; physical principles of ice and glacier formation. Glacial budgets, ice determination. Principles of glacial erosion and deposition, and resulting landforms. Past and present periglacial processes, solifluction, ice wedges, patterned ground. (8 lectures).

Hillslope and fluvial processes: drainage basin characteristics, hydrological cycle, infiltration, interception, throughflow, overland flow. Process form relationships under differing climatic regimes. Soil erosion – sheet, rills, gullies. Fluvial networks, principle of fluid flow, channel hydraulics. Shear stress, roughness, entrainment of sediment, transport and deposition. Meandering and braiding, flood plain and long profile development. (10 lectures).

Karst processes and landform: Limestone distribution, chemistry of solution, controls on processes. Karstic landforms. (2 lectures).

Aeolian processes: desert distribution, desert surfaces, wind erosion processes, abrasion, deflation, sand movement, bedforms in granular material, dune patterns. (4 lectures).

Coastal processes: wave and tide energy, and distribution wave forms, erosion, structural controls, beach forms, rip currents, headland erosion, longshore drift. (4 lectures).

Pre-Requisites: Most. B.A./B.Sc. students are expected to have taken Gy101 Physical Geography in their 1st year, but there are no formal pre-requisites.

Teaching Arrangements:

Lectures (Gy203): 40 hours Michaelmas and Lent Term.

Classes (Gy203): 10 hours for LSE students. Tutorials for KCL students. A one-week field class.

Fieldwork: Students are expected to attend a week's field course held in the Easter vacation as a compulsory integral part of the course.

Written Work: Students will be required to submit a written report of 3,000 words on their field course, particularly their group and individual project work undertaken during the field week.

Reading List: A comprehensive reading list is provided with lecture handouts but the following are basic texts: D. Carroll, Rock Weathering; C. Ollier, Weathering; M. A. Carson & M. J. Kirkby, Hillslope Form and Process; C. Embleton & J. B. Thornes, Process in Geomorphology; C. Embleton & C. A. M. King, Glacial Geomorphology; C. A. M. King, Periglacial Geomophology; K. J. Gregory & D. Walling, Drainage Basin Form and Process; V. T. Chow, Open Channel Hydraulics; R. U. Cooke & A. Warren, Geomorphology in Deserts; A. Goudie (Ed.), Geomorphological Techniques.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Three questions are to be answered from a choice of 9 or 10 covering aspects from the six main process sections of the course. 80% of the total assessment of the course is based on the exam paper, the other 20% is awarded on written work from the field course.

Gy1841

# Soil Science

Teacher Responsible: Dr. J. Pitman KCL, Room 449, Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room SS06B)

Course Intended Primarily for 2nd and 3rd Year B.A./

B.Sc. Geography students, also Geology and Plant Sciences (KCL). ½ c.u.

Scope: The course introduces the principles and practices of elementary soil science, particular emphasis being given to soil profile characteristics on both a local and a global scale. Emphasis is placed on field and laboratory determinations of soil properties, and training is given in elementary soil analysis.

Syllabus: Description and definition of soil properties; soil mineral matter; soil organic matter; soil clays, soil hydrology; soil physics; soil horizons and their development; diagnostic horizons; soil processes; soils of the world; soil classification; soils and agriculture; problem soils of the world; soils, pesticides and herbicides.

Pre-Requisites: "O" level Chemistry is essential.

Teaching Arrangements: Twenty hours of lectures (Gy215) and approx. thirty hours of laboratory practicals, usually arranged as two hours' lecturing one week alternating with three hours' practical the following week. Seminar at end of course. One weekend field course at Rogate in October.

Reading List: Detailed reading lists are given throughout the course. The following books are recommended, White and Duchaufour being the class texts: P. Duchaufour, Pedology I: Pedogenesis and Classification. Allen & Unwin, 1977, 1982; P. Duchaufour, Pedology II: Constituents and Properties, Academic Press, 1977, 1982; R. E. White, Principles and Practice of Soil Science, Blackwell, Oxford, 1979; E. W. Russell, Soil Conditions and Plant Growth, (10th edn.), Longman, 1971.

Examination Arrangements: One three-hour written paper, accounting for 75% of total marks, in which three questions must be answered; Question 1 is compulsory, carrying 40% of marks for the paper. 25% of total marks are given for the practical laboratory and field work, which has to be written up and presented in mid-February, when the practical classes finish.

#### Gy1842

#### Biogeography

Teacher Responsible: Dr. E. M. Yates, KCL, Room M68. Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B)

Course Intended Primarily for either 2nd or 3rd Year B.A./B.Sc, students. In view of the field work requirement is best taken in the second year. 1 c.u. Syllabus: An examination of certain of the factors controlling the distribution of plants and animals; aspects of the composition and structure of the major plant formations, and of the vegetation of the British Isles.

Pre-Requisites: Obviously it is advantageous to have some knowledge of botany, but such knowledge is no sine qua non.

Teaching Arrangements: 20-25 lectures (Gy204). One lecture a week, plus a field class held at the beginning of the Summer Term (or end of the Easter vacation). Reading Lists: Are provided during the course but there are three basic texts: R. Good, The Geography of Flowering Plants, 1947 (and subsequent editions): H. Walter, Vegetation of the Earth, 1975; H. G.

Tansley. The British Isles and their Vegetation, 1949. Examination Arrangements: Consists of one formal examination of 3 hours, the paper having eight to nine questions from which three are to be selected. A report on work done during the field class carries 25% of the total marks of the course.

# Gy1843

# Meteorology and Climatology

Teacher Responsible: Dr. M. E. Jones, KCL, Room 217A, Norfolk Building; Dr. B. W. Atkinson, Queen Mary College; Mr. C. Agnew, University College London. (LSE Adviser: Mr. D. K. C. Jones, Room \$506B)

Course Intended Primarily for 2nd or 3rd Year B.A./

Scope: The course is an advanced study of the physical characteristics and processes of the earth's atmosphere, and examines the principles of physical and dynamic climatology.

Syllabus: The course begins with radiation and the heat balance, and then the water balance. Regional circulation systems are examined, firstly in extratropical regions, and then in the tropics. Then smaller scale features, the meso-scale circulations are studied. Finally, the general circulation of the atmosphere is elucidated. Practical aspects of data handling and measurement techniques are discussed, together with pertinent current problems of meteorology and climatology.

Pre-Requisites: First year physical basis in geography. Teaching Arrangements: This is an inter-collegiate course (Gy205), involving one lecture per week for 25 weeks, and one tutorial each week, which covers practical exercises, and discussions on techniques and

Reading List: Each section of the course has specific reference lists. A general reading list is given below, covering the broad outline of the course.

G. Palmer & C. W. Newton, Atmospheric Circulation yslems, AP, 1969; W. D. Sellers, Physical limatology, University of Chicago Press, 1965; B. W. Atkinson, Meso-Scale Atmospheric Circulation, AP, 1981; B. W. Atkinson (Ed.), Dynamical Meteorology, Methuen, 1981; P. G. Wickham, The Practice of Weather Forecasting; Jen-Hu Chang, Atmosphere Circulation, Systems and Climates, Oriental Pub. Co., Hawaii, 1972; D. H. MacIntosh & A. S. Thom, Essentials of Meteorology, Wykeham Publ. Ltd., 1969. Examination Arrangements: One three-hour examination, accounting for 80% of the course ssessment. Three questions must be selected from 8 or 9 questions. Course work, accounting for 20% of the ssessment, will consist of at least 5 practical exercises and some 2-3 essays.

#### Gv1844

#### Elements of Hydrology

Teacher Responsible: Dr. J. I. Pitman, KCL, Room 449, Norfolk Building (LSE Adviser: Mr. D. K. C. Jones, Room S506B)

Course Intended Primarily for 2nd and 3rd year B.A./
B.Sc. Geography students, also for Geology students.

Scope: The course describes and analyses the factors which govern the storage and flow of water above, upon and within the earth's surface. It examines those factors quantitatively, and emphasises the importance of water as a resource. Applied aspects of water resources are also examined.

Syllabus: This is in three parts:

Part I components of the hydrological cycle and their measurement: precipitation; interception; soil moisture; infiltration; evaporation and transpiration; groundwater; channel flow.

Part II flow; transfer of moisture between surface and atmosphere; soil water flow; groundwater flow; hillslope hydrology; channel-flow.

Part III modelling flows and groundwater unit hydrographs and channel flow; soil-plant-atmosphere models.

#### Pre-Requisites: None.

Teaching Arrangements: One hour each week of lectures (Gy202) and tutorials per week for 20 weeks; a weekend field class at Rogate.

Reading List: J. C. Rodda, R. A. Downing & F. M. Law, Systematic Hydrology, Butterworths, 1976; R. C. Ward, Introduction to Hydrology.

Examination Arrangements: One three-hour written paper, accounting for 75% of total marks, in which three questions must be answered. 25% of total marks are given for the field notebook together with four class practical exercises.

## Gy1857

# Advanced Methods in Geographical Analysis

Teacher Responsible: Miss H. Scoging, Room S414 (Secretary, Miss Nesta Herbert, S508)

Course Intended Primarily for B.A./B.Sc. Geography course unit second year; Diploma in Geography.

Scope: The course builds on the first year Methods in Geography course, developing theoretical and applied skills in human and environmental geographical analysis. The student will be taught how to ask appropriate geographical questions and to apply problems solving methods involving data collection,

handling, processing, display and analysis. This theoretical component will be developed via applications of problem solving methods.

# Systematic application of geographical techniques. 2. Geographical Methods: (i) Data collection and handling. Types of data collection/capture; Spatial data representation, digital terrain models; data base management. (ii) Data processing. Development of geographical hypotheses; algorithms, problem solving techniques. Statistical techniques including statistical packages (parametric methods e.g. correlation and regression, factor analysis) and analysis of nominal scaled variables: Interpretation of analytical results. (iii) Data display and communication. Computer-aided

1. Introduction: Philosophical principles, paradigms.

and temporal change.

3. Geographical Applications: Themes to illustrate application of techniques developed in 2. (Subject to variation) e.g. Computer mapping and communication.

mapping, graphical display, dynamic display, spatial

Government policy for population and employment changes. Data capture/information systems.

4. Individual problem-solving projects: Students with the guidance of class teachers, will be asked to select their own independent project, to specify the nature of their geographical enquiry, and to bring to bear the tools learnt in the first part of the course to evaluate their selected issue.

Teaching Arrangements: Lectures (Gy201) 20 x 2 hours Michaelmas and Lent Terms, Classes (Gv201a) 20 x 2 hours Michaelmas and Lent Terms.

#### Written Work:

- 1. Three course themes to be submitted as practical work involving appropriate elements of applied techniques.
- 2. Individual problem-solving project combining essay and analytic work.

A considerable emphasis is placed on practical work, and progress will be monitored throughout the year by class teachers. (See Examinations.)

Reading List: Appropriate reading lists will be available for each part of the course. Basis texts include: R. J. Johnston, Multivariate Statistical Analysis in Geography; J. Silk, Statistical Concepts in Geography; P. J. Taylor, Quantitative Methods in Geography; R. J. Rummel, Applied Factor Analysis; B. H. Erickson & T. A. Nosanchuk, Understanding Data. **Examination Arrangements:** 

- 1. A formal 3-hour examination 3 questions from a choice of 8-9, 40%.
- 2. Three groups of practical work related to specific course themes, 40%
- 3. Individual Project 20%.

Practical work to be handed in on the day of the formal examination

# Gv1876

# Economic and Regional Geography of the British Isles

Teacher Responsible: Mr. D. J. Sinclair Room S410. (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for B.A./B.Sc. Geography c.u. 2nd or 3rd year, B.Sc. (Econ.) Part II (iv) (k). Scope: The course analyses principal changes in the social and economic geography of Britain since 1945 and the causes of the changes are discussed. An introduction to source materials is provided.

Syllabus: An appreciation of the physical, social, economic and political conditions that have influenced modern patterns of settlement, population, industry and land use. Special studies of selected industrial and agricultural areas. The course is divided into two sections. In the Michaelmas Term topics are treated systematically e.g. population change, resource development, agriculture, industry, transport, urban development. In the Lent Term treatment is mainly by regions. It is necessary to attend both sections.

Pre-Requisites: Some previous knowledge of geography is desirable but not essential. The main prerequisite is an interest in what is currently happening to the environment in Britain.

Teaching Arrangements: In addition to the 40 lectures (Gy220) (twice weekly), 10 classes are arranged during the Michaelmas and Lent Terms and in the early part of the Summer Term. Students are required to prepare short papers on agreed topics for discussion. Essay topics are set from time to time during the course. Reading List: A full study guide and list of references is issued to students early in the course. This reading list contains many of the principal books recommended but students are advised to read widely in relevan

J. W. House (Ed.), The UK Space; Resources Environment and the Future, Weidenfeld and Nicholson; R. J. Johnston & J. C. Doornkamp, The Changing Geography of the United Kingdom, Methuen 1982 (very useful for the Michaelmas Term); G. Manners, D. Keeble, B. Rodgers & K. Warren. Regional Development in Britain (2nd edn.), very useful for the Lent Term.

R. Dennis & H. Clout, A Social Geography of England and Wales, Pergamon, 1980; N. Spence et al., British Cities, an Analysis of Urban Change, Pergamon, 1982; J. Fernie, A Geography of Energy in the UK, Longman, 1980; J. Blunden, The Mineral Resources of Britain, Hutchinson, 1975; J. T. Coppock, An Agricultural Atlas of Great Britain, Faber, 1976; R. H. Best, Land Use and Living Space, Methuen, 1981; P. Hall, The Containment of Urban England, Allen & Unwin, 1974 P. Hall (Ed.), The Inner City in Context, Heinemann 1981; G. McCrone, Regional Policy in Britain, Allen & Unwin; M. Blacksell & A. Gilg, The Countryside Planning and Change, Allen & Unwin, 1981; J. B. Goddard & A. G. Champion, The Urban and Regional Transformation of Britain, Methuen, 1983. The Ordnance Survey Atlas of Great Britain, Country Life Books, 1982, especially the textual matter.

Examination Arrangements: There is a three hour formal examination in the Summer Term on which the assessment is based. Students are required to answer 3 questions from a paper of 9 or 10 questions.

# Gv1877

## Europe

Teacher Responsible: Mr. D. J. Sinclair, Room S410 (Secretary, Mrs. P. Farnsworth, S409) with Dr. J. E. Martin and Dr. F. E. I. Hamilton.

Course Intended Primarily for B.A./B.Sc. Geography (Optional 2nd or 3rd year) Degree, 1 c.u.; B.Sc. (Econ. Part II, Diploma in Geography.

Scope: A survey of contemporary themes in the geography of Europe, examining its spatial attributes in the context of political and economic integration. Syllabus: Western and Eastern Europe in context. Moves towards economic integration since 1945. The evolution of the EEC and COMECON.

The size, structure and spatial distribution of population. The labour market; patterns and trends of employment. Sectoral and regional changes in agriculture and industry.

The onset of de-industrialisation? The tertiarisation of

The European resource base. Fuel and energy resources. Energy policies and regional development. Comparative analyses of national and regional planning for economic development and social

rope to exemplify themes in the relationship between ociety and environment.

Pre-Requisites: None. Teaching Arrangements:

ectures (Gy221): 40 hours, Michaelmas and Lent

lasses: 10 hours, Sessional.

lass arrangements provide for the exploration of nital themes and for revision in the Summer Term. Reading List: A consolidated reading list is provided it the beginning of the course, to be supplemented ring the course by references to periodical literature specific topics and areas. While the ability to read French or German would be an advantage, the ailable literature in English is more than adequate for he needs of the course. The following texts are nmended as important sources:

H. D. Clout (Ed.), Regional Development in Western Europe; P. L. Knox, The Geography of Western Europe; K. Allen & MacLennan, Regional Problems and Policies; J. R. Boudeville, Problems of Regional nomic Planning; J. T. Connor and W. L. Batt, Area edevelopment Policies in Britain and the Countries of he Common Market: A. Emmanuel (Ed.), The legional Factor in Economic Development; R. A. rench and F. E. I. Hamilton, The Socialist City; P. Hall & D. Hay, Growth Centres in European Urban Systems; F. E. I. Hamilton, Planned Economies; G. W. Hoffman (Ed.), A Geography of Europe: Problems and Prospects; G. W. Hoffman (Ed.), Eastern Europe, Essays in Geographical Problems; J. W. House, France: An Applied Geography; R. Lee & P. E. Ogden, conomy and Society in the E.E.C.; A. Williams (Ed.), uthern Europe Transformed; R. E. H. Mellor, astern Europe; J. N. Tuppen, The Economic graphy of France, 1983; G. Parker, A Political graphy of Community Europe; A. M. El-Agraa Ed.), The Economics of the European Community, 980; D. Yuill, K. Allen & C. Hull (Eds.), Regional licy in the European Community, 1982.

Examination Arrangements: There is a three hour ormal written examination in the Summer Term in which students are required to answer 3 questions from choice of 8 or 9.

#### Gv1880

# North America I Geographical Patterns of Resources and Economic Development in the United States

This course will not be given 1985-86) Teacher Responsible: Dr. R. C. Estall, Room S506 Secretary, Nesta Herbert, \$508)

Course Intended Primarily for B.A./B.Sc. Geography 2nd or 3rd Year (1/2 unit course); B.Sc. (Econ.) Part II 2nd or 3rd year I with North America II); Diploma with North America II).

Scope: The course reviews the spatial patterns and blems of economy and society in the USA and the ole of government in relation to economic development and spatial change.

Syllabus: Systematic studies of population, land use, e energy and minerals industries, the farm economy,

studies of selected areas in Western and Eastern manufacturing industry, tertiary activities and the urban system. Emphasis is placed on current national issues, such as patterns of employment, environmental concerns, energy problems and the implications of federal government activities.

Pre-Requisites: Participants should have at least an elementary background in economics and preferably, but not necessarily, in human geography.

Teaching Arrangements: Two lectures (Gy223) per week in the Michaelmas Term, followed by five classes (Gy223a) in the Lent Term. (Special class arrangements are made for General Course students). Written Work: Will be done in association with the classes. A special essay of not more than 2,500 words will be required on a selected theme, and this will account for 25% of the marks in the final examination. Reading List: No one text adequately covers the themes dealt with here, and much reading is from recent articles recommended as the course progresses. The course closely follows the pattern set out in: R. C. Estall, A Modern Geography of the United States (2nd edn.), 1976, which should be purchased.

Other basic reading will be found in: J. H. Paterson, North America (6th edn.), 1979, especially chapters 2 to 7; S. D. Brunn & J. O. Wheeler, (Eds.), The American Metropolitan System, 1980.

See also: The Oxford Regional Economic Atlas of the United States and Canada (2nd edn.), 1975.

#### **Examination Arrangements:**

B.A./B.Sc. Geography, 1 unit course: A three-hour formal examination paper is taken in the Summer Term, with three questions to be answered from about nine set. This examination accounts for 75% of the marks, with a further 25% allocated to the special essay mentioned above. B.Sc. (Econ.) This course, together with North America I, provides the preparation for a single Part II paper. The examination takes the form described above for the B.A./B.Sc. but one essay of not more than 3,000 words is required on a theme selected from either North America I or North America II, which will account for 25% of the marks.

#### Gy1881

# North America II Regional Studies of **Economic Growth and Change**

(This course will not be given 1985-86) Teacher Responsible: Dr. R. C. Estall, Room S506 (Secretary, Nesta Herbert, S508)

Course Primarily Intended for B.A./B.Sc. Geography 2nd or 3rd Year (1/2 unit course); B.Sc. (Econ.) Part II 2nd or 3rd year (with North America I); Diploma (with North America I).

Scope: This course evaluates contrasts in economic structure and levels of living in major (chiefly USA) regions of North America. Special studies are made of contrasting regions and the post war regional planning policies of the federal government.

Syllabus: A review of regional disparities in economic structure and performance and some of the theoretical explanations thereof. A detailed analysis of the evolving economic and social geography of selected regions and contrasting regional problems. An appraisal of federal programmes for area development.

Pre-Requisites: Participants should have at least an elementary background in economic and human geography. It is preferable, but not essential, to have taken North America I.

Teaching Arrangements: This course (Gy322) begins in the Lent Term, and consists of two lectures per week. The lecture programme will continue into the Summer Term, when classes will be arranged on an informal basis for those who desire. (Special class arrangements are made for General Course students.)

Written Work: Will be done in association with the classes.

Reading List: The course requires reference to a number of books and articles. Participants would find it useful, however, to possess a regional text such as: J. H. Paterson, North America (6th edn.), 1979 or C. L. White, Foscue & McKnight, Regional Geography of Anglo America (5th edn.), 1979.

Other relevant works include: L. Weinstein & R. E. Firestine, Regional Growth and Decline in the United States, 1978; G. Sternlieb & J. W. Hughes (Eds.), Post Industrial America. Metropolitan Decline and Inter-Regional Job Shifts, 1975; C. H. Martin & R. A. Leone, Local Economic Development, the Federal Connection. 1977.

Examination Arrangements: B.A./B.Sc. Geography  $\frac{1}{2}$  unit course. A three hour formal examination paper is taken in the Summer Term, with 3 questions to be answered from about 9 set. B.Sc. (Econ.) Part II – see under North America I.

Gy1882

# Latin America I: Pre-Industrial Societies

Teacher Responsible: Dr. L. A. Newson, KCL, Room 222, Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B).

Course Intended Primarily for B.A./B.Sc. Geography and B.Sc. (Econ.) 2nd or 3rd year students.  $\frac{1}{2}$  c.u. Scope: The course examines the origin, nature and evolution of pre-industrial societies in Latin America. Special emphasis is placed on the impact of Spanish and Portuguese colonialism.

Syllabus: The evolution of bands, tribes, chiefdoms and states, with some emphasis on the origins of agriculture, urbanism and the state. The nature of Spanish and Portuguese colonialism and changes brought about in the settlement patterns, economy, social structure and religion of Latin America. Special interest is shown in the nature of cultural and demographic changes experienced by the Indians.

Pre-Requisites: None.

Teaching Arrangements: Normally 25 lectures (Gy224), given once a week throughout the year. When the teacher has study leave, the lectures will be given twice a week during the one term only. Students should check the arrangements for lectures each year.

Written Work: The class may opt to write a course essay which would count for 20% of the marks, thus making the examination count for 80%.

Reading List: A full list of references will be given to students at the beginning of the course. The following books will be useful: L. Bethell (Ed.), The Cambridge History of Latin America, Vols. I and II; H. Blakemore

& C. T. Smith, Latin America: Geographical Perspectives; C. Wagley, The Latin American Tradition; R. C. West & J. P. Augelli, Middle America: its Lands and its Peoples; W. T. Sanders & J. Marino, New World Prehistory; J. H. Steward & L. C. Faron, Native Peoples of South America; C. R. Boxer, The Portuguese Seaborne Empire; B. W. Diffie, Latin American Civilisation: the Colonial Period; C. Gibson, Spain in America; C. H. Haring, The Spanish Empire in America.

Examination Arrangements: One three-hour examination paper, counting for 100% of the marks (for alternative arrangement, see under Written Work above). B.Sc. (Econ.) Part II students will have to submit an additional essay to raise the value of this course to the equivalent of a Part II B.Sc. (Econ.) paper.

Gy1883

# Latin America II: Industrial Societies

(This course will not be given 1985-86)

Teacher Responsible: Dr. L. A. Newson, KCL, Room 222, Norfolk Building. (LSE Adviser: Dr. K. R. Sealy, Room \$564).

Course Intended Primarily for B.A./B.Sc. Geography and B.Sc. (Econ.) second or third year students. ½ c.u. Scope: The course examines the origin, nature and evolution of industrial societies in Latin America. Special emphasis is placed on the economic, social and political problems associated with industrialisation.

Syllabus: The nature of industrial society. The geographical impact of political independence in Latin America. The processes and problems of industrialisation. The nature of primary production: agriculture and mining. Land tenure, agrarian reform and colonisation. Transportation and economic integration. Demographic changes and rural-urban migration. Regional inequalities and regional planning. Development strategies and politics.

Pre-Requisites: Ideally Latin America I or Third World courses, but not essential.

Teaching Arrangements: Normally 25 lectures (Gy323), given once a week throughout the year. When the teacher has study leave, the lectures will be given twice a week during one term only. Students should check arrangements for lectures each year.

Written Work: The class may opt to write a course essay which would count for 20% of the marks, thus making the examination count for 80%.

Reading List: A full list of references will be issued to students at the beginning of the course. The following books will be useful: H. Blakemore & C. T. Smith, Latin America: Geographical Perspectives; B. W. Blouet & O. M. Blouet, Latin America: An Introductory Survey; A. G. Frank, Capitalism and Underdevelopment in Latin America; A. Gilbert, Latin American Development; K. Griffin, Underdevelopment in Latin America; D. Preston & P. Odell, Societies and Economies in Latin America.

Examination Arrangements: One three-hour examination paper, counting for 100% of the marks (for alternative agreement, see under 'Written Work' above). B.Sc. (Econ.) Part II students will have to submit an additional essay to raise the value of this course to the equivalent of a Part II B.Sc. (Econ.) paper.

Gy1884

# The Third World: Social and Economic Basis

Teacher Responsible: Professor W. B. Morgan, KCL, Room 104, Norfolk Building, (Secretary, Mrs. C. Baynes, 103, Norfolk Building) (LSE Adviser: Mr. D. K. C. Jones, Room S506B).

Course Intended Primarily for 3rd year B.A./B.Sc. Geography.  $\frac{1}{2}$  c.u.

Scope: The aim of the course is to introduce students to the social and economic characteristics of the Third World and the development problems it faces. It will thus examine in general terms most aspects of the geography of the Third World, including agriculture, industry, population, urbanisation and planning, and assess the applicability of models developed in the respective branches of the subject to the Third World. It will also discuss various models of development as applied to the Third World.

Syllabus:
Development characteristics
Aspects of agricultural development
Industrialisation
Population growth problems
Urban development
Income disparities

National & regional planning Models of development Pre-Requisites: None.

Teaching Arrangements: Twenty-three lectures
Gy225) Sessional.

Reading List: P. Bairoch, The Economic Development the Third World since 1900, 1975; H. Bernstein Ed.), Underdevelopment and Development, Penguin, 975; Brandt Report, North-South: a Programme for urival, 1980; H. C. Brookfield, Interdependent levelopment, 1975; J. P. Dickenson et al., A graphy of the Third World, 1983; S. Goodenough, ues, Relevance and Ideology in Third World graphy, Open University text, 1977; B. W. Hodder, mic Development in the Tropics, 1968; N. Long, Introduction to the Sociology of Rural velopment, 1977; A. L. Mabogunje, The velopment Process: A Spatial Perspective, 1980; A. Mountjoy, Developing the Underdeveloped ountries, 1971; I. Roxborough, Theories of inderdevelopment, 1979; World Bank (IBRD), World evelopment Report (annual).

Examination Arrangements: One three-hour examination. B.Sc. (Econ.) Part II students will have to submit an additional essay to raise the value of this course to the equivalent of a Part II B.Sc. (Econ.) paper.

Gy1886

# The Soviet Union

Teacher Responsible: Dr. F. E. I. Hamilton, Room S511 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A./B.Sc. 1 c.u. main field Geography 3rd year; Dip. Geography.

Syllabus: This course focusses primarily on the locational and regional impacts of Soviet policies and

planning, decisions, and their implementation since 1917. There are two main parts.

The first examines mainly issues that relate to society – physical environment interrelationships: changing state attitudes to the physical environment, its use and conservation; the management of vast area; population changes, patterns and problems; agricultural reorganization and modernization; transport and interregional relations.

The second examines the locational and regional objectives, policies, decisions, and management problems, shaping Soviet industrialization, urbanization, and regional economies; city planning, urban form, function and social justice; tourism and recreation.

Pre-Requisites: None.

Teaching Arrangements: 45 lectures and classes (Gy324) Sessional.

Reading List: S. Balzak, F. Vasyutin & Ya Feigin, Economic Geography of the USSR; V. Bandera & Z. Lew Melnyk, The Soviet Economy in Regional Perspective; J. P. Cole & F. C. German, A Geography of the USSR; G. Demko & R. J. Fuchs, Geographical Perspectives in the Soviet Union; F. E. I. Hamilton, The Moscow City Regions; D. J. M. Hooson, The Soviet Union: A Regional Geography; P. Lydolph, A Geography of the USSR; R. Mathieson, The Soviet Union; R. A. French & F. E. I. Hamilton, The Socialist City; F. E. I. Hamilton, Planned Economies; I. Koropeckyj & G. Schroeder, Regional Economies in the Soviet Union; M. K. Bandman, Regional Development in the USSR.

**Examination Arrangements:** One 3 hour written paper equivalent to 75% and an essay equivalent to 25% of the course evaluation.

Gy1919

# Urban Politics: A Geographical Perspective

Teacher Responsible: Dr. D. Bartelt, Room 452, Norfolk Building, KCL. Within LSE Dr. Michael Hebbert, Room S412, will be able to answer questions about the course.

Course Intended Primarily for B.A./B.Sc. Geography, B.Sc. (Econ.) special subject Geography, third year. 1

Scope: The course examines how the organisation of power in society affects spatial variation in social wellbeing. The material considered largely comes from the USA and Britain, but some material from other advanced capitalist countries is included.

#### Syllabus:

- 1. Significance of local government: theories of the state, democracy, power.
- 2. National context: corporate-government interrelations, Central Government expenditures.
- 3. Structure of local government: local government resources, central-local relations, differences between USA and English structures, contracting, special districts, the local fiscal crisis.
- Local-government policy-making: elections, community power structures, councillors and leaders, parties and political machines, bureaucracy, reform

Gv1926

government, pressure groups, urban riots, locational Geography and Economic Development; N. Ginsburg,

5. Local government outputs: intra- and inter-authority output distribution, housing, and urban renewal, education and busing.

Pre-Requisites: None, other than an interest in the subject area.

Teaching Arrangements: Approximately 35 lectures, plus 8 classes.

Reading List: J. Dearlove, The Reorganisation of British Local Government, Cambridge University Press, 1979; P. Dunleavy, Urban Political Analysis, Macmillan, London, 1980; J. J. Harrigan, Political Change in the Metropolis, Little, Brown, Boston, 1976; R. J. Johnston, Geography and the State, Macmillan, London, 1982; R. L. Lineberry & I. Sharkansky, Urban Politics and Public Policy (3rd edn.), Harper & Row, New York, 1978.

Examination Arrangements: Course essay and class report, plus a three hour unseen examination.

Atlas of Economic Development; A. O. Hirschman, Strategy of Economic Development; Donella & H. Meadows, The Limits of Growth – The Club of Rome's Views; A. B. Mountjoy, Industrialization & Underdeveloped Countries; \*G. Myrdal, Economic Theory & Underdeveloped Regions; F. E. I. Hamilton, Contemporary Industrialization; \*F. E. I. Hamilton, Industrial Change; \*R. Vernon, Sovereignty at Bay: The Spread of US Multi-national Enterprise; A. R. Kuklinski, Growth Poles and Growth Centres in Regional Planning; A. R. Kuklinski, & R. Petrella, Growth Poles & Regional Policies; F. E. I. Hamilton,

Development Policies in the 1970s. \* Essential reading.

Gv1920

Examination Arrangements: One three-hour examination.

Spatial Perspectives on Industrial Organisation and

Decision-Making; H. Myint, Economic Theory and the

Underdeveloped Countries: Southeast Asia's

Gv1921

# Spatial Aspects of Economic Development

Teacher Responsible: Dr. F. E. I. Hamilton, Room S466 (Secretary, Mrs. P. Farnswoth, S409)

Course Intended Primarily for B.Sc. (Econ) Part II; B.A./B.Sc. Geography 3rd year; but also available, with permission, for General Course students 1 c.u., Scope: The paper examines the spatial objectives, processes and impacts mainly of industrial change at the regional, national and international levels in developed and developing countries.

Syllabus: Emphasis in the paper will be placed on selected topics, primarily: forces shaping the spatial patterns of labour market operations and occupational structures; the roles of contact patterns and information flows in industry and business in regional development and regional policies; North-South and East-West development problems; direct and indirect effects of foreign investment (including multinational-corporate investment) and of government policies on international, national and regional development patterns; the assessment of models of uneven industrialization and of growth, Examples will be drawn from various market and non-market economies.

Pre-Requisites: An Economics paper and/or Economic Geography in the case of B.Sc. (Econ.) and B.A./B.Sc. Geography students; suitable economics or development background in all other cases.

Teaching Arrangements: The course comprises 40 lectures (Gy304) with 5 seminars to facilitate broad discussion of the major issues. Teaching is shared by Dr. Hamilton and Dr. Frost.

Written Work: Assessment of this course is by a 3 hour written examination only.

Reading List: \*F. E. I. Hamilton & G. J. R. Linge, Spatial Analysis, Industry and the Industrial Environment, Vol. 1 Industrial Systems, Vol. 2 International Industrial Systems, Vol. 3 Regional Economies and Industrial Systems; W. W. Rostow, The World Economy; N. Ginsburg, Essays on

# Advanced Economic Geography: Agriculture

Teacher Responsible: Mr. D. J. Sinclair, Room \$410 (Secretary, Mrs. P. Farnsworth, \$409)

Course Intended Primarily for B.A./B.Sc. Geography 3rd year.  $\frac{1}{2}$  c.u. B.Sc. (Econ.) Part II, Diploma in Geography.

Scope: A study of farming structures and the location and distribution of agricultural activity.

Syllabus: Concepts and methods in the study of agricultural geography. Some agricultural models. The nature of agricultural resources: land, labour, capital and management. Farm data and analysis. Farm enterprises and systems. Enterprise combinations and classification. Time in agriculture. Innovation and diffusion. The diffusion of agricultural techniques. Farm types. The evolution, location and structure of farming systems. Size of farm business, Agriculture and the market. Agriculture and the state. Agribusiness and factory farming. Agriculture in the Third World. The Green Revolution. Plantations and peasant farming. The role and status of agriculture in economic development.

Pre-Requisites: There are no compulsory pre-requisites but students will find it to their advantage to have taken as an option The Location of Economic Activity (Study Guide No. Gy1820).

#### Teaching Arrangements:

Lectures (Gy306): 20 hours Michaelmas and Lent

Classes (Gy306a): 10 hours, Sessional.

Reading List: An up-to-date reading list is provided at the beginning of the course and supplemented during the course as appropriate. The following texts are recommended: W. B. Morgan & R. C. Munton, Agricultural Geography; M. Haines, An Introduction to Farming Systems; A. Edwards & A. Rogers, Agricultural Resources; J. T. Coppock, An Agricultural Geography of Great Britain; J. Ashton & S. J. Rogers, Economic Change in Agriculture; W. C. Found, A Theoretical Approach to Rural Land-Use

Patterns; W. B. Morgan, Agriculture in the Third World; I. Bowler, Government and Agriculture; M. J. Stabler, Agricultural Economics and Rural Land Use; C.Clark & M. Haswell, The Economics of Subsistence Agriculture; S. H. Franklin, The European Peasantry; T. W. Shultz, Transforming Traditional Agriculture. Examination Arrangements: There is a three hour formal examination in the Summer Term. Students are required to answer 3 questions out of a total of 8 or 9. Questions are typically of the discussion type and copies of examination papers from previous years are available from the Secretary to the Department of Geography.

# Gy1922

# Geography of Rural Development

Teacher Responsible: Professor W. B. Morgan, KCL, Room 104, Norfolk Building, (LSE Adviser: Mr. D. J. Sinclair, Room S410)

Course Intended Primarily for B.A./B.Sc. Geography 3rd Year students, also B.Sc. (Econ.) students. 1 c.u. Scope: Concentrating on advanced capitalist societies and their experience since 1945, this course is problemoriented. It is concerned with the nature of 'development' in rural areas and examines particular issues and patterns of change in order to identify the determinants of change and their consequences for economy and society.

syllabus: Conceptions of development, settlement growth and decline, rural infrastructure (e.g. housing, service provision, transport). Agricultural adjustment and organisation, land use planning and agricultural policy, conservation and the landscape, national parks. Industry in rural areas. Social structure and social change. National policies within the CAP.

Pre-Requisites: None.

Teaching Arrangements: Approximately 40 lectures (Gy305), two per week. The course is taught by Professor W. B. Morgan and Mr. D. J. Sinclair.

Reading List: M. Blacksell & A. W. Gilg, The Countryside, Allen & Unwin, London, 1981; M. C. Whitby & K. G. Willis, Rural Resource Development, Methuen, London, 1978; G. E. Cherry (Ed.), Rural Planning Problems, Leonard Hill, London, 1976; F. H. Buttel & H. Newby (Eds.), The Rural Sociology of Advanced Societies, Croom Helm, London, 1980; J. M. Shaw (Ed.), Rural Deprivation and Planning, Geo Abstracts, Norwich, 1979; L. G. Tweeten & G. L. Brinkman, Micropolitan Development, Iowa State University Press, Ames, 1976; H. Newby, Green and Pleasant Land?, Penguin, Harmondsworth, 1979; M. Pacione, Rural Geography, Harper & Row, London, 1984; D. R. Phillips & A. R. Williams, Rural Britain: A Social Geography, Blackwell, Oxford, 1984.

Examination Arrangements: One three-hour written paper, counting for 75% of the total marks, in which three questions must be answered. Course work counts for 25% of total marks.

## **Urban and Regional Planning**

Teacher Responsible: Dr. M. Hebbert, Room S412 (Secretary, Mrs. J. Jennings, S406)

Course Intended Primarily for B.A./B.Sc. c.u. main field Geography 2nd or 3rd year; also B.Sc. (Econ.) Part II. Michaelmas and Lent Terms may also be taken as ‡ c.u. by Beaver College Students.

Scope: The development of urban and regional planning in postwar Britain and an assessment of its impact on the geography of the U.K.

#### Syllabus:

The historical development of law, administration and policy

- II. Geographical impact methodology and overview
- III. Residential landuse suburban development and urban renewal
  - Urban form
- V. Regional structure
- VI. Rural land use

VII. The politics of planning

Pre-Requisites: A basic knowledge of the geography of the UK will be useful but not absolutely essential.

Teaching Arrangements: (Gy310) 35 lectures Michaelmas and Lent, twice weekly; accompanied by (Gy310a) 10 classes Michaelmas and Lent, alternate weeks. Weeks 3 and 4 in the Summer Term will be revision classes. A one-day field excursion may be held in the Summer Term. Professor Diamond and Dr. Hebbert share all the teaching. Classes will be devoted to specific topics notified at the start of the course and all students will be expected to prepare presentations for these. In addition students should attend 10 lectures (Michaelmas Term) by Mr. Drewett and Dr. Spence on Planning Techniques and Models I (Gy312).

Reading List: No one book covers the entire syllabus and the periodical literature is an important source of material. A separate reading list for each part of the syllabus will be provided. Useful introductions to the course are: L. S. Bourne, Urban Systems: Strategies for Regulations, Ch. 4.1., 1975; J. B. Cullingworth, Town and Country Planning in Britain, 1982; J. M. Hall, The Geography of Planning Decisions, 1982; P. Hall, Urban and Regional Planning, 1975; J. W. House, The UK Space (3rd edn.), Ch 6.iv, 1982; D. H. Mackay & A. W. Cox, The Politics of Urban Change, 1979.

**Examination Arrangements:** There is a three-hour formal examination in the Summer term based on the full syllabus. The examination paper will contain 8 questions from which any 3 must be chosen. Copies of previous years' papers are available.

Gy1929

# The Social Geography of Urban Change

Teacher Responsible: Dr. S. S. Duncan, Room S512 (Secretary, Mrs. A. Naimi, S406)

Course Intended Primarily for 3rd year B.A./B.Sc. Geography 1 c.u., also Dip. Geography.

Scope: In depth analysis of the political economy of urban change in advanced capitalist countries, mostly

with reference to Britain but with European comparisons.

#### Syllabus:

1. (M.T.) Social process and locality, looking at gender, class and political relations in the context of local change and localities.

2. (L.T.) The political economy of housing provision, looking at construction, land, tenure and state policy. Pre-Requisites: Knowledge of theoretical developments and empirical work in social geography and/or urban studies would be useful. Social Geography: Spatial Change and Social Process (2nd year course) recommended but not essential.

Teaching Arrangements: One seminar (Gy307) ( $1\frac{1}{2}$  hours) per week; 10 Michaelmas Term; 10 Lent Term. Seminars require prior presentation and active participation by students. Dr. S. S. Duncan is the teacher.

Reading List: No book covers the course, and extensive use will be made of research papers, interest group publications etc., most of which are held in the Geography Department Collection in Room S502. Basic material would include: M. Ball, Economic Power and Housing Policy (1983); P. Dickens, S. S. Duncan, M. Goodwin & F. Gray, Housing, States and Localities (1985); D. Massey & A. Catelano, Capital and Land (1978); S. Merrett, State Housing in Britain (1979); M. Boddy & C. Fudge (Eds.), Local Socialism (1984).

Examination Arrangements: One three-hour unseen paper (3 questions out of 9) accounts for 60% of marks. Two extended essays of 4,000 words with students choice of title account for 40% of marks. One essay to be handed in by mid-January; one by mid-May.

Gy1931

# Comparative Studies in Spatial Policy Teacher Responsible: Professor D. R. Diamond, Room

S405 (Secretary, Mrs. A. Naimi, S406) Course Intended Primarily for 3rd year B.A./B.Sc.

Course Intended Primarily for 3rd year B.A./B.Sc. main field Geography, 1 c.u.

**Scope:** An examination of the methods and practice of urban and regional planning with special reference to Europe.

Syllabus: An examination of contemporary trends in European urbanisation and their theoretical bases. The goals, instruments and achievements of urban and regional policy.

Pre-Requisites: Students will normally be expected to have taken Urban and Regional Planning in their second year.

Teaching Arrangements: Michaelmas Term 10 lectures (Gy309) ( $1\frac{1}{2}$  hours each) by Professor D. R. Diamond and Mr. J. R. Drewett.

- 1. Theories of contemporary urbanisation
- 2. Current trends in European urbanisation
- 3. The policy process: formulation, implementation and evaluation. Also 10 lectures (Gy416) Planning Techniques and Models II by Dr. N. Spence and Mr. J. R. Drewett.

Lent Term: 10 seminars (Gy309) based on case studies selected to illustrate comparative methodology applied to aspects of urban and regional planning in Europe. Reading List: Comprehensive reading lists will be provided for each part of the course. The following are considered important: D. Maclennan & J. B. Parr, Regional Policy; N. Vanhove & L. H. Klassen, Regional Policy: A European Approach; J. T. Coppock & W. R. D. Sewell, Spatial Dimensions of Public Policy; K. R. Cox & R. J. Johnston (Eds.), Conflict, Politics and the Urban Scene; R. H. Williams (Ed.), Planning in Europe; R. Muir & R. Paddison, Politics, Geography and Behaviour; HMSO, Policy for the Inner Cities, Cmnd. 6845; HMSO, Regional Industrial Development, Cmnd. 9111.

Examination Arrangements: Course work essays (25%) and 3 hour formal examination (75%).

Gy 1935

# Urban Change and Regional Development

Teacher Responsible: Mr. J. R. Drewett, Room \$408 (Secretary, Mrs. A. Naimi, \$406)

Course Intended Primarily for B.Sc. (Econ.) Part II Environment and Planning, 3rd year, 1 c.u.

Scope: The role of the State in contemporary urban and regional change viewed from liberal and neo-marxist perspectives.

Syllabus: Theory and trends in contemporary European urbanisation. The policy process as an agent of urban and regional change. The political economy of housing in advanced capitalist countries.

Teaching Arrangements: Michaelmas Term 10 lectures (Gy309) (1½ hours each) by Professor D. R. Diamond and Mr. J. R. Drewett. Lent Term 10 seminars (Gy307) by Dr. S. S. Duncan.

Reading List: See Study Guides of constituent course Gy1929 and Gy1931.

Examination Arrangements: Two course work essays (30%) together with a three hour formal examination.

Gy1942

# Transport: Environment and Planning Teacher Responsible: Dr. K. R. Sealy, Room S564,

(Secretary, Mrs. A. Naimi, S406)

Course Intended Primarily for 3rd year students taking the B.A./B.Sc. in Geography, the B.Sc. (Econ.) Part II Environment and Planning and for graduates taking the transport options in the M.Sc. and Diploma in Geography. It is also available to other undergraduates as an intercollegiate course. 1 c.u.

Scope: The course introduces students to the environmental problems created by transport activities, primarily as they affect non-users of the facility and the implications for planning. The course refers mainly to road and air Transport.

#### yllabus:

 General survey of major environmental issues in the transport sector, with reference to road and air Transport.

 Detailed analysis of two or three major hazards and their economic and social impacts, e.g. noise pollution; visual intrusion; road safety. Combined assessments, e.g. traffic hazards in urban areas. Overall impact statements including cost benefit nalysis; compensation and public participation in seesment procedures.

Pre-Requisites: A basic knowledge of economics and/ or geography is advisable but not essential.

Teaching Arrangements: There are 30 lectures (Gy313) and approximately 10 classes (Gy313a) mread over the Michaelmas and Lent Terms.

Reading List: There is no single set book which covers road and air transport adequately. The following are seful as basic reading: C. Sharp & T. Jennings, sport and the Environment, 1976; P. Weiner & E. Deak Environmental Factors in Transportation nning, 1972; A. Lassiere, The Environmental ation of Transport Plans, Research Report 8 Transport), Dept. of Environment, 1976, Covers road port; A. H. Stratford, Airports and the onment, 1974; D. W. Pearce, The Valuation of ial Cost, 1978; Jean Morton Williams, Road The and the Environment; Social and Community Research (SCPR), 1978; Patricia Prescottke, Public Consultation and Participation in Road ing, SCPR, 1975; J. Catlow & C. G. Thirlwall, nmental Impact Analysis, Research Report II, Dept. of The Environment, 1976.

Examination Arrangements: There is a three-hour formal, written examination based on the syllabus. A choice of questions will be provided of which three are to be answered, each carrying equal marks. The paper carries 75% of the total marks. The remaining 25% of the marks will be allocated to an essay or small piece of survey work on a topic related to the course, up to a maximum of 3,000 words.

Gv1943

# Resource and Environmental

Management

Teacher Responsible: Dr. J. A. Rees, Room S506A (Secretary, Miss Nesta Herbert, S508)

Course Intended Primarily for 3rd year, B.Sc. (Econ.)
Part II Environment and Planning (compulsory), B.A./
B.Sc. main field Geography (1 c.u.), and Diploma in
Geography. Part A also taken by M.Sc. (Geography)
and M.Sc. in Urban and Regional Planning.

property in the practical problems involved in formulating, implementing and evaluating mineral, energy, enewable resources and environmental management systems and policies.

#### yllabus: Part A:

General concepts in resource management

Natural resource scarcity – alternative assessments and perspectives

3. Minerals and Energy Resources – the economic and political issues in the search for minerals, the distribution of production and consumption, and in trade patterns. The impact of market structure, corporate and institutional behaviour and government policies on the distribution of production and on the generation of mineral related growth and development. The efficiency, equity and security of the mineral production and consumption process.

4. The nature of renewable resource problems in both

advanced and less developed countries. The need for conservation and pollution abatement strategies. Alternative management systems, techniques and policies – administration, legal regulations, market mechanisms, public participation. The political nature of decision-making and the role of interest and pressure groups.

#### Part B:

Britain will be used as a detailed case study to exemplify the practical problems involved in formulating and implementing resource use and pollution control policies.

1. Current administrative arrangements - their historical developments and present day problems.

2. Decision-making in the private and public sectors – role of the legislative and executive branches of government at the national and local levels – the influence of the media and pressure groups.

3. Planning for Minerals and Energy – minerals and energy policies in practice, – development versus conservation – planning to control the pollution and dereliction problems arising from mining, production and consumption.

4. Policy and Practice of Pollution Control – an analysis of the adequacy of current control systems for water pollution, air pollution, and solid and hazardous waste disposal.

 Land Planning for wildlife conservation, landscape protection and recreation, including national park planning, coastal zone management, green greenbelt policy etc.

Pre-Requisites: The second-year Man and His Physical Environment is recommended.

Teaching Arrangements: Two lectures (Gy311) per week in Michaelmas and Lent Terms. The lectures are given primarily by Dr. J. A. Rees, with contributions

by Professor P. R. Odell and Mr. D. K. C. Jones. Reading List: No single book or even group of books cover the material adequately. Reading lists are provided for each part of the syllabus and students will need to keep up-to-date by following press coverage and government reports. Basic reading material includes: J. A. Rees, Natural Resource: Location, Economics and Policy; D. W. Pearce, The Economics of Natural Resource Depletion; P. Odell, Oil and World Power (7th edn.); R. Bosson & B. Varon, The Mining Industry in the Developing Countries; J. N. Bhagwati, The New International Order: The North-South Debate; O. R. Young, Natural Resources and the State; R. J. Barnett, The Lean Years, Politics in the Age of Scarcity; J. L. Simon & H. Kahn, The Resourceful Earth; P. Dasgupta, The Control of Resources: The Conservation and Development programme for the UK: A Response to the World Conservation Strategy; F. Sandbach, Environment, Ideology and Policy; T. O'Riordan & R. K. Turner, An Annotated Reader in Environmental Planning and Management: Royal Commission on Environmental Pollution Reports - 1 to date: Department of the Environment, Digest of Environmental Pollution Statistics, 1980; E. Ashby, Reconciling Man with the Environment, 1978; M. Blacksell & A. Gilg, The Countryside: Planning and Change, 1981; A. Porteous et al., Pollution, the Professional and the Public, 1976; R. Levitt, Implementing Public Policy, 1980.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the full syllabus (Parts A and B). The examination paper normally will contain 9 questions from which 3 questions must be answered, of which one must be taken from each of Parts A and B.

Students taking one part of the course as a ½-course unit, will also have a three hour formal examination. The paper will normally contain 8 questions from which three must be answered.

## Map Design and Evaluation

Teacher Responsible: Dr. C. Board, Room S413 (Secretary, Mrs. J. Jennings, Room S406)

Course Intended Primarily for B.A./B.Sc. Geography Third Year. 1/2 c.u.

Scope: This course shows those who are interested in maps and their use how maps are designed and may be assessed for their effectiveness.

Syllabus: The essential role of maps to store and convey spatially distributed information and for wayfinding. The value of theoretical models of cartographic communication. The influence of user requirements on map design. Sources of locational information and data for the content of maps and the problems associated with the form in which they exist. Choosing the graphic elements appropriate to the purpose and constraints imposed. Methods of evaluating maps in the laboratory and field.

Teaching Arrangements: One lecture (Gy315) a week Michaelmas and Lent Terms, supplemented by technical visits to establishments concerned with map production. Guidance will be given on tackling course work projects.

Lectures will be copiously illustrated by maps and relevant material, which students are expected to examine closely. Reference will be made to specific articles, reports and books, and to further examples of maps which can be studied in the Map Room of the Geography Department (Room S502). It is customary to hold at least one revision class early in the Summer Term to discuss the approach to questions from old examination papers.

Written Work: At the beginning of the Lent Term two course work projects will be announced. One is a justified outline of a design for a map with a specified purpose; the second is a discussion of appropriate ways of evaluating a published map, of which copies will be made available. Each carries 20% of the marks for the half course unit examination. For the former it is not expected that a fully worked-out and complete design be presented, but it will be an advantage to illustrate elements of the design by showing what could be small excerpts as they would appear. Some discussion of alternative designs may be helpful. For the latter students are not required to undertake any actual testing other than that which helps to justify the choice of methods. In both projects students must bear in mind the relevance of their discussion to the problems based. Reading List: Essential background reading is provided by A. H. Robinson & B. B. Petchenik, The Nature of Maps: Essays Toward Understanding Maps and Mapping, Chicago University Press, 1976; and J.

S. Keates, Understanding Maps, Longman, 1982. The latter should be bought. Two further texts complement one another, A. H. Robinson, R. Sale & J. Morriso Elements of Cartography (4th edn.), John Wiley, New York, 1978; and P. C. Muehrcke, Map use: Reading Analysis and Interpretation, J. P. Publications Madison, 1978. Students should seriously consider buying the 5th, 4th or 3rd editions of Elements of Cartography if they are at all likely to continue their studies or to take any employment connected with man making and use.

Gy1950 Further specialised reading will be provided during the course and will include references to books and journals in the Library as well as offprints in the departmental collection.

> Examination Arrangements: A three hour formal examination in the Summer Term with three out of normally eight unseen questions; plus two course-work projects each of not more than 1,500 words. Credit will be given for appropriate graphic illustration in all part Examination 60%; projects each 20% to be handed by a date in May specified by the Board of Examiner

> > Gv1951

# Advanced Cartography

Teacher Responsible: Mr. G. R. P. Lawrence, KCL, Room 223, Norfolk Building. (LSE Adviser: Dr. C. Board, Room S413)

Course Intended Primarily for 3rd year B.A./B.Sc. students. ½ c.u.

Scope: This course takes students into a deeper study of the problems of map-making, data collection presentation of information and cartographic techniques than is possible in the introductory first year

Syllabus: The problems of scale, in general terms and also in relation to Symbols and Generalisation Characteristics of topographic and thematic maps Techniques of Cartographic Representation, isopleth choropleths, map conventions and the use of colour Map projections and grid systems, historical aspects of cartography from primitive maps to the present day with special reference to national mapping organisations in Britain, Western Europe, North America and the Commonwealth, Automation in cartography and computer assisted cartography. Map design and layout, lettering and map specifications. Air photography applied to cartography; the orthophotomap and the pictomap. Interpretation aspects of aerial photographs and their use in map

Map reproduction; engraving letterpress and lithographic processes. Proofing and simple procedures for short runs.

#### Pre-Requisites: None.

Teaching Arrangements: Weekly one hour lecture (Gy216) throughout Michaelmas and Lent Terms, with practical work sessions by arrangement, normally two hours' duration weekly for up to 15 weeks. Project work also undertaken and visits arranged to cartographic establishments, e.g. Ordnance Survey. A weekend held course is also held during the Last Term.

Reading List: The basic list for the course is given low. Additional references will be quoted on specific opics during the course, and students should become niliar with a range of cartographic periodicals and urnals: J. B. Harley, Ordnance Survey Maps, 1975: Imhof, Cartographic Relief Presentation, 1982; J. Keates, Cartographic Design and Production, 1968; Loxton, Practical Map Production, 1980; D. Maling, Co-ordinate Systems and Map Projections, 1973; P. C. uehrcke, Map Use, 1978; D. R. F. Taylor, The nuter in Contemporary Cartography, 1980; David Cuff & Mark T. Mattson, Thematic Maps: Their Design and Production, 1982; John P. Snyder, Map ections Used By The U.S. Geological Survey,

Examination Arrangements: One three-hour ination, accounting for 60% of the course essment. Course work and project assessments make up 40% of the total marks: these are to be submitted by 1 May each year.

Gy1960

# Geomorphology II -Palaeogeomorphology

Teacher Responsible: Professor C. Embleton, KCL, Room 218, Norfolk Building and Mr. D. K. C. Jones, LSE. Room S506B

Course Intended Primarily for 3rd year students. 1 c.u. Scope: Chronological and regional studies in orphology, with particular reference to the British

Syllabus: The first part of the course deals with hniques of absolute and relative dating in morphology, and the problems of correlation of both landforms and deposits. A second section deals with Cenozoic tectonics and sea-level change. The third part of the course considers the geomorphological lution of selected regions of the British Isles, cipally south-east England, Wales and Scotland. re-Requisites: Physical Geography (0111). erably Geomorphology I (0260), but not essential. e course is also designed to complement and not erlap with Environmental Change (0470).

leaching Arrangements: Lectures (Gy300) two hours week for the Michaelmas and Lent Term, making a tal of about 35 lectures. Lecturers: Professor Embleton, Mr. D. K. C. Jones. A 3-day field course

ring the Easter vacation. Reading List: Only a selection of books is given here; merous articles will also be recommended; H. aulig, The Changing Sea-level, IBG Publ. No 3, rinted 1968; D. Q. Bowen, Quaternary Geology, rgamon, 1978; R. A. Cullingford et al., Timescales Geomorphology, Wiley, 1980; A. S. Goudie, invironmental Change, 1977; W. F. Libby, Radiocarbon Dating, 1965; J. Neale & J. Flenley Eds.), The Quaternary in Britain, Pergamon, 1981; K. Oakley, Frameworks for Dating Fossil Man (3rd dn.), 1969; F. W. Shotton (Ed.), British Quaternary Studies: Recent Advances, Oxford University Press, 977; B. W. Sparks & R. G. West, The Ice Age in Britain, Methuen, 1972; C. Vita-Finzi, Recent Earth listory, Macmillan, 1973; R. G. West, Pleistocene eology and Biology, Longman, 1972; D. K. C. Jones

(Ed.), The Shaping of Southern England, Academic Press 1980; D. K. C. Jones, South-east and Southern England, Methuen, 1981; J. B. Sissons, Scotland, Methuen, 1976; J. B. Sissons, The Evolution of Scotland's Scenery, Oliver & Boyd, 1967; S. W. Wooldridge & D. L. Linton, Structure, Surface and Drainage in South-east England, Geo Philip & Son, 1955; E. H. Brown, The Relief and Drainage of Wales, University of Wales Press, 1960; C. A. Lewis, The Glaciations of Wales, Longman, 1970.

Examination Arrangements: One 3-hour paper, undivided; three questions to be answered (80%); one extended essay of 2,500 words to be handed in by a specified date early in the Summer Term (20%).

Gv1961

## Geomorphology III: Concepts & Methods

Teacher Responsible: Professor D. Brunsden, KCL, Room 455 Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B)

Course Intended Primarily for 3rd year B.A./B.Sc. Geography. 1 c.u.

Scope: An advanced level investigation of concepts and methods in Geomorphology, with a discussion of the history of geomorphological ideas.

#### Syllabus:

1. The fundamental concepts of landform evolution, uniformitarianism, catastrophism, neo-catastrophism, actualism and the models of Davis, Penck, King, Gilbert, Hack, etc.

2. Qualitative and quantitative analysis and model building, including discussion of equilibrium and unsteady behaviour, episodic erosion, complex response and landscape sensitivity. Some attention will be paid to deterministic, probabilistic, and stochastic modelling.

Pre-Requisites: Geomorphology I: Processes (0260). Teaching Arrangements: One lecture (Gy301) in small class form per week, with extended time available beyond the hour if needed for discussion.

Written Work: Two essays of maximum 4,000 words each, counting for 30% of the total marks. One will be set each term.

Reading List: R. J. Chorley et al., History of the Study of Landforms, Vols. 1 and 2, Methuen, 1969, 1974; J. B. Thornes & D. Brunsden, Geomorphology and Time, Methuen, 1977.

Examination Arrangements: One three-hour paper, counting for 70% of the total marks, in which 3 questions out of about 9 have to be answered.

Gv1962

#### **Environmental Change**

Teacher Responsible: Dr. R. A. M. Gardner, KCL, Room 453, Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B)

Course Intended Primarily for B.A./B.Sc. Geography 2nd or 3rd year students. ½ c.u.

Scope: This course examines the nature and causes of environmental change during the Quaternary, with special reference to the tropics. The evidence used in establishing the nature of change is also discussed in the course. Examination Arrangements: Essays should not exceed the course.

Syllabus: A wide spectrum of changes in the environment is considered, including climatic fluctuations and their cause, variations in sea level and their cause, soil and vegetation development, Pleistocene extinctions of mammals, and the evolution of man. Detailed discussion of these is preceded by an introduction to the chronology and subdivision of the Quaternary. The second part of the course considers the evidence used in reconstructing the changes, and the problems involved in environmental reconstruction. Most of the subject matter is highly controversial.

Pre-Requisites: Geomorphology I provides a useful background.

Teaching Arrangements: Twenty lectures (Gy316) (one per week during Michaelmas and Lent Terms). Attendance is also required on a 4-day field trip, usually to N. Devon or N. Norfolk, during the Easter vacation. Students may approach the teacher for individual advice and are encouraged to write essays during the course.

Written Work: Students are required to submit a course paper (approx. 2,500 words) on a relevant topic of their choice by the end of the Lent Term. This paper is normally presented as a short seminar during the Lent Term, and counts for 20% of the total marks.

Reading List: Reference lists are issued during the course, for each main topic. Reading *in depth* on selected main areas of the course is advisable.

Important summary texts as follows: A. S. Goudie, Environmental Change, Oxford University Press; D. Q. Bowen, Quaternary Geology, Pergamon; J. Gribbin, Climatic Change, Cambridge University Press; C. Vita-Finzi, Recent Earth History.

**Examination Arrangements:** One three-hour formal examination in the Summer Term, which counts for 80% of the assessment. Students have to answer 3 questions from a choice of 10-11.

Gy1998

Independent Geographical Essay

Teacher Responsible: Dr. K. R. Sealy, Room S564 (Secretary, Mrs. A. Naimi, S406)

A short course intended for all second year students in B.A./B.Sc. Geography and for students taking the B.Sc. (Econ.) Environment and Planning, who choose to submit an independent essay as part of their Degree course.

Scope: A series of up to five meetings in the Summer Term designed to help prepare students for their independent essay. An introduction to research design and research methods in the conduct of geographical investigations.

Topics include:

- 1. Interests and fields of study; choosing a topic; time and space constraints.
- 2. Relationship of topic to supportive courses; data and library facilities
- 3. The presentation of essays and projects; use of tables, maps and diagrams

Syllabus: There is no set syllabus.

Teaching Arrangements: Five lecture/classes to be taken by 2nd year students in the Summer Term.

Examination Arrangements: Essays should not exceed 7,500 words, exclusive of appendices and other supportive material. The essay must be submitted to the Departmental Secretary (Mrs. P. Farnsworth) in Room S409 not later than the first day of the Summer Term of the Third Year.

Gy2802

# Geographical Methodologies and Research Techniques

Teacher Responsible: Dr. C. Board, Room \$413 (Secretary Mrs. J. Jennings, Room \$406)

Course Intended Primarily for M.Sc. Geography students (for whom it is compulsory) and M.Phil, students in their first year of registration.

**Scope:** Review of the dominant research paradigms and methodological problems encountered in geographical research.

Syllabus: An introduction to research methodology in geography. Different research paradigms and the influence of different geographical schools of thought. The use of scientific method, logical positivism, behavioural approaches; welfare, social and public policy; and materialist, radical and structuralist approaches. Resources for research in geography: sources of information and access to them; research design; theory-testing, research techniques; geographical data management and manipulation; display and dissemination of results. An examination of the links between geographical thought, the research paradigm adopted and the design, execution and presentation of the research results.

Teaching Arrangements:

Core elements compulsory for all students

(a) Gy400 Research Methodology and Geographical Thought Lecture/Seminar  $10 \times 2\frac{1}{2}$  hours Michaelmas Term Mr. Drewett and others.

(b) Gy402 Research Resources Design and Techniques Lecture/Seminar  $10 \times 2\frac{1}{2}$  hours Michaelmas Term Dr. **Board** and others.

(c) Gy401 Geographical Thought and Research in Practice  $10 \times 1\frac{1}{2}$  hours Seminars Lent Term Dr. Board, Mr. Drewett and others.

Optional elements (depending on requirements of optional special subjects)

(d) Gy415a Map Design. Dr. Board  $5 \times 1\frac{1}{2}$  hours of classes Lent Term.

(e) Gy403 Computerised Geographical Information Systems. C. Whitehead  $5 \times 1\frac{1}{2}$  hours Lent Term. (f) Gy404 Survey Design and Techniques. A. Warnes et al.  $5 \times 1\frac{1}{2}$  hours Lent Term.

(g) Gy412a Techniques in Resource Management J. A. Rees  $5 \times 1\frac{1}{2}$  hours of classes Lent Term.

All M.Sc. students in geography are expected to attend the following two seminars which are not examinable. Gy406 Geographical Project Seminar 20 × 1½ hours 2nd half Michaelmas Term, Lent Term and Summer Term. Presentations by research students of aspects of their own research stressing problems of methodology and/or techniques. Dr. Board, Professor Bennett and Professor Diamond. Gy407 Geographical Research Seminar 19 × 1½ hours Michaelmas and Lent Terms Presentations by speakers normally from outside the

Department on aspects of their own research.

Professor Diamond and Mr. Drewett.

Reading List: D. Amedeo & R. G. Golledge, An oduction to Scientific Reasoning in Geography; H. Ralock, Causal Inferences in Non-Experimental Research; F. E. Emery (Ed.), Systems Thinking; T. S. Kuhn, The Structure of Scientific Revolution; K. R. oper. The Logic of Scientific Discovery; S. Toulmin, The Philosophy of Science; R. J. Chorley & P. Haggett Eds.), Models in Geography; R. Hartshorne, rspective on the Nature of Geography; S. Gale & G. (Eds.), Philosophy in Geography; B. J. L. Berry The Nature of Change in Geographical Ideas; D. Harvey, Explanation in Geography; R. J. Johnston, ography and Geographers: Anglo-American Human graphy since 1945; D. Gregory, Ideology, Science nd Human Geography; D. Gregory, Social Theory nd Spatial Structure; M. E. Harvey & B. P. Holly, mes in Geographic Thought. J. Madge, The Tools Social Science, Longman, 1953; J. Ziman, Public towledge, an Essay Concerning the Social nension of Science, Cambridge University Press, 68: R. Huggett, Systems Analysis in Geography; C. Waddington, Tools for Thought; W. Freeman, The riving of Geography; A. D. Hodgkiss, Maps for Books and Theses. J. A. Barnes, Who should know hat?, C. H. Waddington, The Scientific Attitude. Written Work: An essay of not more than 3,000 words n research approaches in geography to be completed he beginning of the Lent Term. A critique of a shed paper to be completed by the beginning of the mer Term. An outline of the student's Report

Examination Arrangements: One three-hour unseen written paper taken in mid-June. Paper to count for 60%. Course work 20% & 20%.

ent Term.

aper IV) to be completed by the sixth week of the

Gy2820

Social Change and Urban Growth

Teacher Responsible: Dr. S. S. Duncan, Room S512 (Secretary, Mrs. A. Naimi, S406)

Course Intended Primarily for M.Sc. in Geography. Scope: The social processes of urbanisaton and the development of the built environment.

Syllabus: Agrarian transition and urbanisation, industrial restructuring and urban change, the construction of the built environment, the locality and the world system.

Pre-Requisites: Previous training in geographic, planning, economic or sociological aspects of cities. Teaching Arrangements: Seminars (Gy410) ( $1\frac{1}{2}$  hours) as appropriate to interests of participants in Michaelmas and Lent Terms. Attention will be focussed on a few of the several topics so that they can be dealt with in depth. Students may be required to attend selected parts of related courses where appropriate.

Reading List: Depending on topics under discussion, but useful texts are: D. Goodman & M. Redclift, From Peasant to Proletarian, 1981; A. de Janvry, The Agrarian Question and Reformism in Latin America, 1981; B. Roberts, Cities of Peasants, 1979; D. Massey,

Spatial Division of Labour, 1984; M. Ball, Housing Policy and Economic Poert, 1983; P. Hall et al., The Containment of Urban Britain; D. Massey & A. Catelano, Capital and Land, 1978; R. Friedland, Power and Crisis in the City.

Examination Arrangements: One three-hour paper at the end of the academic year.

Gy2821

Regional Policy & Planning

Teacher Responsible: Professor D. R. Diamond, Room S405 (Secretary, Mrs. A. Naimi, S406)

Course Intended Primarily for M.Sc. Geography: Option Paper.

**Scope:** An examination of the purpose, methods and impacts of regional and urban policies with special reference to Europe.

Syllabus: Within the context of regional growth theory and regional planning theory, the goals, instruments and achievements of urban and regional policy will be assessed in a *comparative* manner. European experience will be a particular focus and considerable attention will be paid to topical issues and the role of supra-national institutions.

Teaching Arrangements: Michaelmas Term: 10 lectures (Gy309) 1½ hours each, by Mr. J. R. Drewett and Professor D. R. Diamond. Also 10 lectures (Gy416), Planning Techniques and Models II. Lent Term: 10 seminars (Gy309) based on case studies selected to illustrate comparative methodology applied to apsects of urban and regional planning in Europe. Limited competence in a foreign language will be useful.

Reading List: Specialised lists for each topic and area will be provided. The following are considered important: K. Allen, Balanced National Growth; A. J. Brown & E. M. Burrows, Regional Economic Problems; J. Friedmann & W. Alonso, Regional Development & Planning; J. Friedmann & C. Weaver, Territory & Function; H. Folmer & J. Oosterhaven, Spatial Inequalities and Regional Development; D. Gillingwater & D. Hart, The Regional Planning Process; N. Vanhove & L. H. Klassen, Regional Policy: a European Approach; R. H. Williams (Ed.), Planning in Europe; R. Muir & R. Paddison, Politics, Geography, and Behaviour; HMSO, Policy for the Inner Cities, Cmnd. 6845; HMSO; Regional Industrial Development, Cmnd. 9111.

Examination Arrangements: There will be a three hour formal examination in which three questions from eight will normally be required 75%, two course work essays (25%).

Gy2822

Resource Management and Environmental Planning

Teacher Responsible: Dr. J. A. Rees, Room S506A (Secretary, Miss Nesta Herbert, S508)

Course Intended Primarily for students taking the M.Sc. (Geography) and M.Sc. in 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.

Scope: The analysis of the key issues involved in the management of natural resources, through study of resource and environmental planning theory and by the

in practice.

Syllabus: The course has three major components: (a) General concepts in resource management, including such issues as the nature of resources; problems of common property resources; scarcity problems, causes and nature of declining environmental quality and environmental perception. (b) Management of productive resources in the public and private sectors, including investment appraisal and impact analysis, administrative needs and policy formulation. (c) Management for environmental quality; aims and techniques of decision-making, administration, law, political constraints, public participation and the role of pressure groups. These issues will be considered both for advanced and less developed economies.

assessment of decision-making and policy formulation

Pre-Requisites: None. A knowledge of elementary economic theory would be an advantage but is not essential

Teaching Arrangements: Michaelmas Term: 20 lectures (Gy311) Lent Term: 10 Seminars/Classes (Gy412) (1½ hour duration). M.Sc. Geography students will also be required to take 5 classes in Techniques in Resource Management.

Reading List: No single book or even a small group of books cover the material adequately. Reading lists are provided for each distinct part of the syllabus and for each seminar topic. Basic reading material includes: J. A. Rees Natural Resources: Location Economics and Policy; T. O'Riordan, Environmental; T. O'Riordan & R. K. Turner, An Annotated Reader in Environmental Planning and Management; F. Sandbach, Environment, Ideology and Policy; O'Riordan et al., Progress in Resource Management and Environmental Planning, Vols. 1, 2 and 3; R. H. Haveman & A. V. Kneese, The Economics of Environmental Policy; R. Levitt, Implementing Public Policy; J. A. Butlin, Economics and Resources Policy; V. K. Smith (Ed.), Scarcity and Growth Reconsidered; J. E. Tilton, The Future of Non-Fuel Minerals; C. W. Howe, Natural Resource Economics, Issues Analysis and Policy; P. Dasgupta, The Control of Resources; J. H. Cobbe, Governments and Mining Companies in Developing Countries.

Examination Arrangements: There is a three-hour formal examination paper.

Gv2823

# Spatial Aspects of Change in Economic Activity

Teacher Responsible: Dr. J. E. Martin, Room S510 (Secretary, Miss N. Herbert, S508)

Course Intended Primarily for M.Sc. in Geography. Scope: To examine spatial aspects of change in economic activity with special reference to manufacturing industry.

Syllabus: Spatial change at the scale of the enterprise: decision making on plant transfer and investment; research problems in empirical study of location and relocation. Change at the city scale; metropolitan

economic advantage; linkage and migration. Forces in evolving regional advantage; process of locational shift.

**Pre-Requisites:** Economics and geography at First Degree level.

Teaching Arrangements: 16 Seminars (Gy413) usually of  $1\frac{1}{2}$  hours duration, weekly in the Michaelmas and Lent Terms.

Reading List: R. D. Dean, W. H. Leahy & D. L. McKee (Eds.), Spatial Economic Theory; F. E. I. Hamilton (Ed.), Spatial Perspectives on Industrial Organisation & Decision Making; L. Collins & D. F. Walker (Eds.), Locational Dynamics of Manufacturing Activity; H. D. Watts, The Large Industrial Enterprise; R. Oakey, High Technology Industry & Industrial Location; R. Leigh, D. North, et al., Monitoring Manufacturing Employment Change in London, 1976-1981; B. & J. Klebaner (Eds.), New York City's Changing Economic Base.

Examination Arrangements: One three-hour paper at the end of the academic year.

Gy2824

# Geography of Transport Planning

Teacher Responsible: Dr. K. R. Sealy, Room S564 (Secretary, Mrs. A. Naimi, S406)

Course Intended To be an optional course for the M.Sc. in Geography, but other M.Sc. students wishing to take a transport option may be included at the discretion of the student's advisor and **Dr. Sealy.** 

Scope: Students with little or no knowledge of transport take the basic Courses Ec149 and, if appropriate, Gy313 and Ec150. The remaining 15/20 meetings of this course are aimed at covering the specialist requirements of individual students. Thus, e.g. air transport students would study airline and airport problems at a depth beyond that reached in the basic courses.

**Syllabus:** Basic training – see Ec149, Ec150 and Gy313. Beyond the basic requirements, there is no set syllabus, content depends upon students' interests. Contact is in the form of seminars and written work on specific topics.

Pre-Requisites: Economics and geography at First Degree level. No specialist knowledge in transport is required.

Teaching Arrangements: Basic courses in the form of lectures and classes (EH131; Gy313a). Weekly seminars (Gy414) individual written work and practical exercises where appropriate.

Reading List: No set reading apart from that associated with the basic courses.

Examination Arrangements: For students taking the M.Sc. this is a written three-hour examination. A student may also take a transport topic for his dissertation in the M.Sc. (Geography).

Gv2825

## Cartographic Communication

Teacher Responsible: Dr. C. Board, Room S413 (Secretary, Mrs. J. Jennings, Room S406)

Course Intended Primarily for M.Sc. Geography and M.Phil/Ph.D. students. (M.Sc. Geography 3(f) a subject of comparable range)

Scope: The course embraces both the theoretical and abstract aspects of communicating geographical aformation through the medium of maps.

syllabus: The process of communicating geographical information by means of maps. The map designer's perception of the real world; map design for particular purposes; how information is obtained from maps. Evaluating the quantity and quality of information derived from maps. Assessing performance in map use. Pre-Requisites: Candidates whose first degree courses did not include the treatment of analytic map design in relation to map use will be required to attend Map Design and Evaluation (Gy1950).

eaching Arrangements: 15 fortnightly seminars Gy415) 1½ hours Sessional. Topics for discussion actude recently published papers; outlines of research rojects; reports on research given by visiting experts; nitical reviews of prototypes, proof copies and newly ublished maps and atlases. Visits to map producing gencies are usually arranged during the course.

Written Work: Each member is expected to write at least one paper a year on a topic covered by the syllabus. Those following Gy1950 above will naturally complete the course work for that course. M.Sc. candidates opting to follow this course for paper 3 will be given regular essays by the teacher responsible, who will provide further reading.

Reading List: J. S. Keates, Understanding Maps, Longman; A. H. Robinson, The Look of Maps, Wisconsin; A. H. Robinson & B. Petchenik, The Nature of Maps, Chicago; L. Guelke (Ed.), Maps in Modern Geography, Toronto; Dr. F. Taylor (Ed.), Graphic Communication and Design in Contemporary Cartography, Wiley; C. Board (Ed.), New Insights in Cartographic Communication, Cartographica, Volume 21 No.1, Toronto.

Examination Arrangements: For M.Sc. candidates only, one essay type paper with three from a choice of seven or eight unseen questions. These may include questions on specific maps which will be made available for the examination in question.

Two coursework projects each limited to a maximum of 1,500 words. One a justified outlines of a design for a map with a specified purpose; the second, a discussion of appropriate ways of evaluating a published map.

Gy2860

# Geographical Aspects of Regional and Urban Planning

Teacher Responsible: Dr. N. A. Spence, Room S565 (Secretary, Mrs. P. Farnsworth, Room S409)

Course Intended Primarily for M.Sc. Regional & Urban Planning Studies.

Scope: The contribution of geographical analysis to

Syllabus: The application of locational and spatial concepts to problems of urban and regional planning; urban land use; location theory, urban and regional spatial structure, national settlement systems; and public policy impact assessment.

Teaching Arrangements: 6 lectures in the Michaelmas Term by Mr. Drewett and Dr. Spence under the title of Comparative Studies in Spatial Policy (Gy309) and 10 lectures under the title Planning Techniques and Models II (Gy416), together with 14 seminars by Professor Diamond and Dr. Spence under the title of Spatial Theory in Regional and Urban Planning (Gy451). Students will also be expected to attend the majority of the meetings of the Geographical Research Seminar (Gv407), and they may also be directed to relevant portions of other selected courses, including Planning Techniques and Models I (Gy312). Students who wish to substitute the following courses for Gy309 and Gy451 may be permitted to do so on application to Dr. Hebbert. Resource Management and Environmental Planning, 10 Seminars in Lent Term (Gy412), and Resource and Environmental Management, 20 lectures in Michaelmas Term

Reading List: Extensive reading lists are circulated for each of the main topics. The following are considered an essential basis: B. J. L. Berry, The Human Consequences of Urbanisation; B. J. L. Berry & F. E. Horton, Geographic Perspectives on Urban Systems; L. S. Bourne, Urban Systems: Strategies for Regulation; L. S. Bourne, Internal Structure of the City: L. S. Bourne & J. W. Symmons, Systems of Cities; F. S. Chapin & E. J. Kaiser, Urban Land Use Planning: D. R. Diamond & N. A. Spence, Regional Policy Evaluation; D. V. Donnison & P. Soto, The Good City; A. J. Fielding, Counterurbanisation in W. Europe: J. Friedmann & W. Alonso, Regional Development & Planning; J. Friedmann & C. Weaver, Territory & Function; P. Haggett et al., Locational Models: P. Hall, Theory & Practice of Urban & Regional Planning; N. Hansen, Human Settlement Systems; J. B. McLoughlin, Urban & Regional Planning - a Systems Approach; M. J. Moseley, Growth Centres in Spatial Planning; A. Pred, City Systems in Advanced Economies; R. Rhoda, Urban and Regional Analysis; N. A. Spence, et al, British Cities: An Analysis of Urban Change; F. J. B. Stillwell, Economic Crisis, Cities & Regions.

Examination Arrangements: There is a three hour formal examination in June based on the entire syllabus. Normally candidates will answer three questions from a choice of eight. Copies of previous years' papers are available for consultation. In addition candidates are required to show competence in the use of quantitative methods employed in planning by submitting a small quantitative project set in the Planning Techniques and Models II course.

# **GOVERNMENT**

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

# Lectures and Seminars

Lecture Semina	r		Study Guide
Numbe			Number
Gv100	An Introduction to Political Thought: the Greeks Dr. J. B. Morrall	20/ML	Gv3000
Gv101	The Language of Politics Professor K. Minogue	25/MLS	Gv3001
Gv102	Political Thought Professor K. Minogue	30/ML	Gv3120
Gv104	Three Key Mediaeval Political Thinkers Dr. J. B. Morrall	10/L	Gv104; Gv3120
Gv105	Political Thought (A Selected Text)	20/ML	Gv3130-3138
Gv106	French Political Thought Professor M. W. Cranston	20/ML	Gv106; Gv3120
Gv107	Political Philosophy (Not available 1985–86) Mr. J. C. R. Charvet and Dr. R. R. Orr	20/ML	Gv3121
Gv109	Modern Political Thought (Not available 1985–86) Mr. E. Thorp	20/ML	Gv3122
Gv110	The Political Thought of Hegel and Marx (Not available 1985–86) Professor E. Kedourie	15/ML	Gv110
Gv149	Modern Politics and Government Class (for Trade Union Studies Course) Mr. D. B. O'Leary	25/MLS	Gv3010
Gv150	Modern Politics and Government with special reference to Britain Dr. R. Barker, Professor G. W. Jones and Dr. P. Dunleavy	25/MLS	Gv3010
Gv151	History of British Politics from the 17th to the 20th Century Mrs. A. Bennett	25/MLS	Gv3020
Gv152	History of British Politics in the 20th Century Mr. A. J. Beattie and Mr. A. J. L. Barnes	26/ML	Gv3021; Gv4027
Gv154	Administrative Organisation and Behaviour — Seminar Professor W. Plowden	5/L	Gv3035; Gv4160

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Lecture/ Seminar Number			Study Guide Number
Gv156	British Government and Bureaucracy Professor G. W. Jones	10/M	Gv3035; Gv4160
Gv157	Aspects of Comparative Local Government Professor G. W. Jones	10/M	Gv4162
Gv158	Aspects of Comparative Local Government — Seminar Professor G. W. Jones	10/L	Gv4162; Gv4164
Gv159	Urban Politics Dr. P. Dunleavy	10/M	Gv4161; Gv4162; Gv4164
Gv160	Comparative Political Analysis Dr. G. R. Smith, Dr. G. D. E. Philip Mr. G. Schöpflin, Mr. D. B. O'Leary and Mr. J. T. S. Madeley	20/ML	Gv3046
Gv161	Comparative Political Institutions Mr. L. A. Wolf-Phillips, Professor W. Letwin, Mr. P. B. Reddaway and Dr. H. Machin	20/ML	Gv3047
Gv163	The Politics and Government of France Dr. H. Machin	23/MLS	Gv3050
Gv164	The Politics and Government of the U.S.A. Professor W. Letwin	20/ML	Gv3053
Gv165	The Politics and Government of Russia Mr. P. B. Reddaway and Mr. H. J. White	25/ML	Gv3052; Gv4051; Gv4052; Gv4053; Gv4054; Gv4050
Gv167	The Politics and Government of Germany Dr. G. R. Smith (Dr. Lohneis L.T.)	25/MLS	Gv3051; Gv4100
Gv168	The Politics and Government of Scandinavia Mr. J. T. S. Madeley	22/MLS	Gv3056; Gv4110
Gv169	Communism and Nationalism in Eastern Europe since 1944 Mr. G. Schöpflin	23/MLS	Gv3055; Gv4060
Gv170	An Introduction to Latin American Politics Dr. G. D. E. Philip	15/ML	Gv3057; Gv4140
Gv171	Public Policy: Political and Economic Aspects Professor W. Letwin	20/ML	Gv3036
Gv172	Political Ideas in the United Kingdom Dr. R. S. Barker	25/ML	Gv3026
Gv173	Political Behaviour with special reference to the United Kingdom Dr. T. J. Nossiter	20/ML	Gv3027; Gv4041

Lecture/ Seminar Number			Study Guide Number	Lecture/ Seminar Number			Study Guide Number
Gv174	Cabinet Government and the National Policy Process Mr. A. J. L. Barnes and Mrs. A. Bennett	20/ML	Gv3028	Gv218	Urban and Regional Planning: Politics and Administration — Seminar Dr. P. Dunleavy and Dr. M. Hebbert	20/ML	Gv4164
Gv175	British Constitutional Ideas since the 1880s Mr. A. J. Beattie	25/MLS	Gv3029; Gv4026	Gv220	Public Enterprise Professor H. W. Parris	10/ML	Gv4163
Gv200	History of Political Thought — Seminar Professor E. Kedourie, Mr. K. Minogue	30/MLS	Gv4000; Gv4001	Gv221	Problems of Public Enterprise — Seminar Professor H. W. Parris	10/L	Gv4163
	Dr. R. R. Orr and Mr. E. Thorp		0.00	Gv222	Public Administration — Seminar Professor G. W. Jones and Mr. D. B. O'Leary	20/ML	Gv4160
Gv201	Political Philosophy — Seminar Professor M. W. Cranston, Mr. J. C. R. Charvet, Dr. R. R. Orr and Dr. F. Rosen	15/MLS	Gv201	Gv224	The British Civil Service — Seminar Professor G. W. Jones and	10/L	Gv3035; Gv4160
Gv203	Greek Political Philosophy: the Concept of Justice — Seminar Dr. F. Rosen	15/MLS	Gv4005	Gv225	Mr. P. F. Dawson  French Government Seminar  Dr. H. Machin	23/MLS	Gv4090
Gv204	Modern Political Philosophy: Freedom and Equality — Seminar Mr. J. C. R. Charvet	15/MLS	Gv4006	Gv226	West-European Studies — Interdepartmental Seminar Dr. G. R. Smith, Dr. H. Machin,	23/MLS	Gv226; Gv4071
Gv206	Politics and Government of the U.K. — Seminars Mr. A. J. Beattie, Dr. R. S. Barker and Mr. A. J. L. Barnes	17/ML	Gv4025; Gv4028 Gv4026; Gv4027	Gv227	Mr. J. T. S. Madeley, Dr. A. Sked and Dr. P. G. Taylor Soviet and East European Politics — Seminar Mr. G. Schöpflin and Mr. P. B. Reddaway	25/MLS	Gv4051- Gv4054;
Gv209	Comparative Government Seminar Mr. L. A. Wolf-Phillips	20/ML	Gv4065	Gv228	Russian Politics and Political Thought —	30/MLS	Gv4060 Gv4050;
Gv210	Political Sociology — Seminars Dr. T. J. Nossiter, Mr. J. T. S. Madeley, Dr. M. Lodhi and others	56/MLS	Gv4040; Gv4041; Gv4042	01220	Seminar Mr. H. J. White, Mr. P. B. Reddaway and Dr. A. Knight	30,1123	Gv4051- Gv4054
Gv211	Public Policy and Planning Dr. P. Dunleavy	10/M	Gv4161; Gv4164	Gv229	Politics and Government of the Middle East (Not available 1985-86)	10/L	Gv229
Gv212	Theories of the State and Policy Making Dr. P. Dunleavy and Mr. D. B. O'Leary	6/L	Gv4161; Gv4164	Gv230	Professor E. Kedourie  Government and Administration in New and	10/L	Gv4120;
Gv213	Public Policy Formulation — Seminar Dr. P. Dunleavy	10/M	Gv4161		Emergent States Mr. P. F. Dawson		Gv4121; Gv4122
Gv214	Policy Analysis Seminar Dr. P. Dunleavy	12/LS	Gv4161	Gv231	Government and Administration in New and Emergent States — Seminar Mr. P. F. Dawson	6/S	Gv4120; Gv4121; Gv4122
Gv215	Data Analysis for Political Science and Public Policy — Seminar Dr. P. Dunleavy	10/ML	Gv4161	Gv232	Government Regulation of the American Economy — Seminar Professor W. Letwin	15/LS	Gv4130
Gv216	Administrative Theories Mr. D. B. O'Leary	10/L	Gv3035; Gv4160	Gv233	Comparative Constitutions — Seminar (Not available 1985–86) Mr. L. A. Wolf-Phillips	10/L	
Gv217	Urban and Regional Planning: Politics and Administration Dr. M. Hebbert	10/L	Gv4162; Gv4164	Gv234	European Multi-Party Systems — Seminar Dr. G. R. Smith	22/MS	Gv4091

Lecture/ Seminar Number			Study Guide Number
Gv235	The Politics and Government of Germany — Seminar Dr. G. R. Smith (Dr. Lohneis L.T.)	25/MLS	Gv4100
Gv237	The Politics and Government of Western Europe — Seminar Dr. G. R. Smith, Dr. H. Machin and Mr. J. T. S. Madeley	23/MLS	Gv4071
Gv238	Latin American Studies Seminar: Latin American Policies Dr. G. D. E. Philip	15/ML	Gv4140
Gv239	Development in Latin America — Seminar Dr. G. D. E. Philip	20/ML	Gv4140
Gv240	Public Policy in Latin America n Seminar Dr. G. D. E. Philip	10/L	Gv4161
Gv241	The Politics and Government of Italy Dr. D. Hine	4/M	Gv4165; Gv4071
Gv242	Public Policy in Italy and France Dr. H. Machin	23/MLS	Gv4165
Gv245	Administrative Theory and Practice Professor J. Bourn	10/M	Gv3035; Gv4160
Gv246	Communism in India Dr. T. J. Nossiter	10/L	Gv246; Gv4040

# Study Guides

#### Gv104

# Three Key Medieval Political Thinkers

eacher Responsible: Dr. J. B. Morrall, Room K205 Secretary, K105)

Course Intended Primarily for 2nd or 3rd year B.Sc. Fcon.) Part II students.

Syllabus: A study of St. Augustine of Hippo, St. Thomas Aquinas and Marsiglio of Padua as llustrations of the development of political thinking in the Middle Ages.

Teaching Arrangements: Ten lectures in Lent Term (weekly).

Reading List: R. H. Barrow, Introduction to Book XIX of St. Augustine's City of God; A. P. Entrèves, Aquinas: Selected Political Writings; A. Gewirth, Marsilius of Padua, Vols. I and II; H. A. Deane, The Political and Social Ideas of St. Augustine; P. Brown, "St. Augustine" in his Religion and Society in the Age of St. Augustine; N. A. Baynes, "The Political Ideas of St. Augustine's De Civitate Dei" in his Byzantine Essays; T. Gilby, Principality and Polity: Aquinas and the Rise of State Theory in the West; A. P. Entrèves. The Medieval Contribution to Political Thought; J. B. Mortall. Political Thought in Medieval Times.

The background of medieval intellectural history and culture may be studied in J. B. Morall, *The Medieval Imprint*, and W. B. Cook & R. B. Herzman, *The Medieval World View*.

Examination Arrangements: Questions to which the course is relevant will be included in the medieval section of the general paper on Political Thought.

#### Gv106

#### French Political Thought

Teacher Responsible: Professor M. W. Cranston, Room L104 (Secretary, Mrs. P. da Gama Pinto, L103) Course Intended Primarily for B.Sc. (Econ.) Part II and all interested graduate and undergraduate students. Syllabus: Aspects of French political thought from the late Renaissance to the contemporary world.

leaching Arrangements: Twenty lectures (Gv106), dichaelmas and Lent Terms.

Reading List: J. W. Allen, Political Thought in the Sixteenth Century (1951); F. J. C. Hearnshaw, Social and Political Ideas of the Renaissance and Reformation (1925); K. Martin, French Liberal Thought in the Eighteenth Century (1958); C. Frankel, The Faith of Reason (1948); E. Cassirer, The Philosophy of the Enlightenment (1951); J. Droz, Histoire des doctrines politiques en France (1948); M. Letoy, Histoires des idées sociales en France (1947-1954); J.-J. Chevallier, Les grandes oeuvres politiques (1969); J. P. Mayer, Political Thought in France (1961); R. Soltau, French Liberal Thought in the Nineteenth Century (1931); J. Touchard, Histoire des idées politiques (1962).

xamination Arrangements: None.

#### Gv110

# The Political Thought of Hegel and Marx

(Not available 1985-86)

Teacher Responsible: Professor E. Kedourie, Room A150 (Secretary, K105)

Course Intended Primarily for undergraduate and graduate students.

Syllabus: The main lines of Hegel's political thought; the Hegelian tradition and its transformations. The political thought of Marx.

Teaching Arrangements: Ten lectures (Gv110), Michaelmas Term and five in the Lent Term. Examination Arrangements: None.

#### Gv201

#### Political Philosophy (Seminar)

Teacher Responsible: Professor M. W. Cranston, Room L104 (Secretary, Mrs. P. da Gama Pinto, L103) Course Intended Primarily for graduate students.

**Syllabus:** There is no set syllabus, but papers will be arranged on topics within the field of Political Philosophy.

Examination Arrangements: None.

#### Gv215

#### Data Analysis for Political Science and Public Policy (Seminar)

Teacher Responsible: Dr. Patrick Dunleavy, Room L302 (Secretary, Miss Ann Boucher, K108)

Course Intended Primarily for Research students; Optional for M.Sc. students.

Syllabus: The application of methods for analysing quantitative data in political science and policy studies. Using mainly exploratory statistics and facilities available on the SCSS package, this course is intended for beginners wishing to develop their own empirical studies. Prior completion of the introductory reading below or familiarity with basic statistics is useful however.

Teaching Arrangements: Ten seminars (Gv215), Michaelmas and Lent Terms, with a set-up session in the fourth week of Michaelmas. Teaching is conducted in a workshop form with alternate weeks dealing with the development of computing skills at the terminals and with learning relevant statistical techniques in the classroom. Each session teaches a new set of skills with cumulative effects, so that attendance at the set-up session and regularly thereafter is important.

Introductory Reading: D. Rowntree, Statistics Without Tears.

Basic Texts: B. Erickson & T. Nosanchuk, Understanding Data; SCSS, Short Guide. Examination Arrangements: None.

#### Gv226

#### West European Studies

Seminar Co-ordinator: Dr. H. Machin, Room L204 (Secretary, L207)

Other staff participants: J. T. S. Madeley, A. Sked, G. R. Smith, P. Taylor.

Course Intended Primarily for all graduates and staff

interested in contemporary problems of West World of Islam; S. G. Haim, Arab Nationalism; A. European politics, history, economic policy, social structures and international relations.

Scope: This seminar aims to provide a survey of the results of recent research (usually unpublished) on contemporary problems and policies in Western Europe. Particular attention is given both to current developments within individual states (and especially in those states which are relatively neglected in publications in English) and to relations between the member states of the European Community. Leading scholars from British and other West European Universities participate in this series.

Syllabus: A detailed syllabus is fixed at the start of each term. It varies according to the changing interest in specific topics and the availability of speakers.

Teaching Arrangements: Twenty-three seminars, (Michaelmas, Lent and Summer Terms).

Reading List: M. Dogan & R. Rose (Eds.), European Politics: A Reader (1971); J. Hayward (Ed.), Trade Unions and Politics in Western Europe (West European Politics, Vol. 3, No.1, 1980); H. Machin (Ed.), National Communism in Western Europe (1983); D. Marsh (Ed.), Capital and Politics in Western Europe (West European Politics, Vol. 6, No.2, 1983); C. Offe, Contradictions of the Welfare State (1984); G. Smith, Politics in Western Europe (1984). Examination Arrangements: There is no examination for this course.

Gv229

# Politics and Government in the Middle

(Not available 1985-86)

Teacher Responsible: Professor E. Kedourie, Room A150 (Secretary, K105)

Course Intended Primarily for graduate students and others interested in the subject.

Syllabus: Islamic political thought and traditions of government. The breakdown of the old order. The Ottoman Reform and its outcome: society and government in the Ottoman Empire and Egypt in the nineteenth century. Islamic Reform. Nationalism, Muslims and non-Muslims. The Persian Revolution, 1906 and the Young Turk Revolution, 1908-9. The destruction of the Ottoman Empire. The successor states. Constitutionalism and authoritarianism. Pan-Arabism and Zionism.

Teaching Arrangements: Ten lectures (Gv229), Lent

Reading List: C. C. Adams, Islam and Modernism in Egypt; G. Antonius, The Arab Awakening; T. W. Arnold, The Caliphate (2nd edn., 1965); N. Berkes, The Development of Secularism in Turkey; M. H. Bernstein, The Politics of Israel; E. G. Browne, The Persian Revolution; R. H. Davison, Reform in the Ottoman Empire 1856-1876; C. N. Eliot, Turkey in Europe; D. Farhi, "Seriat as a Political Slogan" (Middle Eastern Studies, Vol. 7, No. 3, October 1971), D. Farhi, "Nizami-Cedid - Military Reform in Egypt under Mehmed Ali" (Asian and African Studies, Vol. 8, No.2, 1972); H. W. G. Glidden, "Arab Unity: Ideal and Reality" in J. Kritzeck & B. Winder (Eds.), The

Hourani, Arabic Thought in the Liberal Age, 1798-1939; A. Hertzberg, The Zionist Idea; J. C. Hurewitz, The Struggle for Palestine; K. Karpat, Turkey's Politics; N. R. Keddie, An Islamic Response to Imperialism; Roots of Revolution; E. Kedoune. England and the Middle East; The Chatham House Version: Afghani and Abduh: Arabic Political Memoirs; In the Anglo-Arab Labyrinth; Islam in the Modern World: A. K. S. Lambton, Islamic Society i Persia: W. Z. Laqueur (Ed.), The Middle East Transition: B. Lewis, The Emergence of Moder Turkey; A. H. Lybyer, The Government of the Ottoman Empire in the time of Suleiman the Magnificent; R. Montagne, "'The Modern State' in Africa and Asia" (The Cambridge Journal, 1952); E. E. Ramsaur, The Young Turks; P. Rondot, Les Institutions Politiques du Liban; E. I. J. Rosenthal, Political Thought in Medieval Islam; Kamal Salibi, The Modern History of Lebanon; D. de Santillana, "Law and Society" in The Legacy of Islam (1st edn.); S. Shaw, "The Origins of Ottoman Military Reform" (Journal of Modern History, Vol. 37, 1965); S. Shaw & E. K. Shaw, The Ottoman Empire and Turkey, Vol. II, 1808-1975; P.J. Vatikiotis, The Modern History of Egypt; G. E. Von Grunebaum, Islam (2nd edn., 1961); Modern Islam, D. Warriner, Land and Poverty in the Middle East; J Weulersse, Paysans de Syrie et du Proche-Orient (Bk. 1, chap. 2); V. R. Swenson, "The Military Rising in Istanbul, 1909" (Journal of Contemporary History Vol. 5, No. 4, October 1970).

Examination Arrangements: None.

Gv241

# The Politics and Government of Italy Teacher Responsible: Dr. D. Hine.

Course Intended Primarily for M.Sc. and interested graduate and undergraduate students.

Teaching Arrangements: 4 lectures Gv241, Michaelmas Term.

Examination Arrangements: None.

Gv246

#### Communism in India

Teacher Responsible: Dr. T. J. Nossiter, Room K308 (Secretary, K105)

Course Intended Primarily for M.Sc. and interested graduate and undergraduate students. No prior knowledge of India is assumed.

Scope: Origins and history of communist movement in India to the present, paying particular attention to Kerala and West Bengal.

Syllabus: Asiatic mode of production, Origins of communism in India and relation to Freedom Struggle. Reaction to Independence. Peaceful transition national democracy and people's democracy. Splits in the movement: the CPI (Marxist) and CPI (Marxist Leninist). Government and opposition in Kerala, West Bengal and Tripura. The social basis of commun support. Future prospects.

Teaching Arrangements: Ten lectures and ten classes

Introductory Reading List: B. H. Farmer, Introduction to South Asia; R. Hardgrave, Government & Politics

in a Developing Nation; A. Brewer, Marxist Theories [Imperialism; P. Brass & M. Franda (Eds.), Radical Politics in South Asia; E. M. S. Namboodiripad, Kerala, Yesterday, Today, and Tomorrow: B. Chandra Ed.), The Indian Left; M. Franda, Radical Politics in West Bengal; S. Bannerjee, In the Wake of Naxalbari; 1 Nossiter, Communism in Kerala.

Examination Arrangements: None but special rovision can be made if required.

Gv3000

## An Introduction to Political Thought: The Greeks

Teacher Responsible: Dr. J. B. Morrall, Room K205 Secretary, K105)

Course Intended Primarily for B.Sc. (Econ.) Part I May also be taken as a Part II option).

Scope: The objective of the course is to study Greek ought on politics as the first sustained attempt to plain rationally the processes of human government nd to examine the degree to which members of the ocial community can or ought to share in government. Syllabus: This will concentrate mainly on the topics: a) The nature of the political community and the ation to it of the individual.

The relationship between political knowledge and litical activity.

The nature of government and law.

The purpose of political life.

Conflicting theories on different types of stitution (monarchy, oligarchy, democracy, mixed stitutions, tyranny, ideal states).

The meaning of justice and morality in politics. The ncipal texts used will be Plato's Republic and istotle's Politics.

Pre-Requisites: None except an intelligent interest in estions of political and social theory. A knowledge Classical Greek is not necessary as all original arces will be studied in translation.

eaching Arrangements:

Lectures: (Gv100) Twenty lectures will be given ce a week by Dr. Morrall in Michaelmas and Lent rms (time and place to be announced). Students are ected to attend these lectures.

Classes: (Gv100a) Students will be allocated to sses (usually groups of 10-15 students) during the st weeks of Michaelmas Term. These will meet once fortnight in Michaelmas and Lent Terms. Attendance compulsory and will be checked at each meeting on e class register. The class teacher is responsible for e class. Usually students present an essay which is ad to the class and then discussed. The class teacher rects the programme of work, suggests books, assigns say topics, and provides a general guidance through

Written Work: The frequency of this for each student epends on the class teacher, who is responsible for narking and grading the essays.

Methods of Work: Important as attendance at lectures nd classes is, every serious student will need to pplement it by private reading. For this purpose a imprehensive book list will be issued at the beginning of the course

Reading List: T. A. Sinclair, A History of Greek Political Thought; D. Kagan, The Greek Dialogue; E. Barker, Greek Political Theory: Plato and his Predecessors; R. Barrow, Athenian Democracy; \*T. Saunders, The Politics of Aristotle (translated and edited), (Penguin Classics); \*F. M. Cornford, The Republic of Plato (translated and edited), (Oxford University Press, paperback): \*R. W. Hall, Plato. (Allen & Unwin "Political Thinkers" series); \*J. B. Morrall, Aristotle, (Allen & Unwin "Political Thinkers" series); \*R. G. Mulgan, Aristotle's Political Theory, (Oxford University Press, paperback).

\*indicates books which should be bought by the student.

Examination Arrangements: The examination takes place in the Summer Term and consists of one paper divided into three sections. Candidates are required to answer a total of four questions, of which one must be taken from each section. The respective content of the sections is as follows:

I. General questions on Greek political thought, including that of Plato and Aristotle.

II. Specific questions on Plato's Republic.

III. Specific questions on Aristotle's Politics.

The time allowed for the paper is three hours. Students are advised to look at examination papers for previous years (available in the Library) to familiarise themselves with the style of the paper and the type of questions asked.

Gv3001

# The Language of Politics: An Introduction to Political Theory

Teacher Responsible: Professor Kenneth Minogue, Room A387 (Secretary, Mrs. Ann Kennedy, L301, Ext. 547)

Course Intended Primarily for B.Sc. (Econ.) Part I and

Scope: The course introduces philosophical thinking about politics by way of four classic texts which are taken to illustrate different ways of thinking about the world in general and politics in particular.

Syllabus: The nature of political activity, and the rhetorical, or persuasive, devices by which political reality is constructed. Some central ideas of the European political tradition. The idea of despotism and its later versions, such as totalitarianism. The various types of relation between language and politics. Practical reasoning and the construction of events. Metaphor and political understanding. The design of political discourse: technical, rhetorical, philosophical and ideological. It is in relation to these four political languages (in an extended sense of the word "language") that the following texts will be considered. Pre-Requisites: None.

Teaching Arrangements:

(a) Twenty five lectures (Gv101) weekly starting at the beginning of Michaelmas Term. Further material and suggestions for reading will be distributed as the course progresses.

(b) Classes (Gv101a): Twelve classes given fortnightly and starting in the second week of Michaelmas Term. The organization of classes will be by the class teacher, but both general questions and the particular texts will be discussed.

Written Work: Essays and papers for class presentation.

Methods of Work: The subject requires both a knowledge of the texts, and a capacity for analyzing general ideas. It is to some extent designed to provide a map of the confusing terrain found in the study of politics, an area which may be investigated historically. philosophically, technically, descriptively, mathematically and in a variety of other ways. The ballast of the course consists in acquiring a familiarity with the four texts by Machiavelli, Burke, Hegel and Marx. But the more the student thinks about general issues, the better.

Reading List: There is of course, a very large literature on each of the four texts, and lists of such material will be given out during the course. Much the most important thing is an intelligent reading and re-reading of these four works: Machiavelli, The Prince: Edmund Burke, Reflection on the Revolution in France; Hegel, Reason in History: Introduction to Lectures on the Philosophy of World History (Translation Nesbit); Karl Marx, Early Texts (Edited McClellan).

In addition, the student might consider some of the

Herbert Butterfield, The Statecraft of Machiavelli; Sydney Anglo, Machiavelli: A Dissection; Quentin Skinner, Machiavelli (Past Masters series); Charles Parkin, The Moral Basis of Burke's Political Thought; Peter J. Stanlis, Edmund Burke and the Natural Law: Raymond Plant, Hegel; John Plamenatz, Marx and Society, Volume II; George Armstrong Kelly, Idealism. Politics and History; David McLellan, The Thought of Karl Marx: An Introduction; Eugene Kamenka, The Ethical Foundations of Marxism; Robert Tucker, Philosophy and Myth in Karl Marx. There are no books which cover the general material on politics in the course, but the following raise questions of a similar kind:

J. D. B. Miller, The Nature of Politics; Hannah Arendt, Between Past and Future; The Origins of Totalitarianism: James Boulton, The Language of Politics in the Age of Wilkes and Burke; George Orwell, "Politics and the English Language" and such other essays on language as the appendix to Nineteen Eighty Four; Elias Canetti, Crowds and Power; Kenneth Hudson, The Language of Modern Politics; J. P. Stern, The Führer and the People.

Examination Arrangements: The examination takes place in the Summer Term, and consists of one threehour paper in which the student must answer four questions out of twenty four. The paper has been artfully designed so that a candidate must answer questions on at least two of the texts, preferably three, and four if he should so choose. Students should ponder the format of the papers from previous years, which can be found in the library.

Gv3010

# Modern Politics and Government with Special Reference to Britain

Teacher Responsible: Professor G. W. Jones, Room L210 (Secretary, Miss Ann Boucher, K108) Course Intended Primarily for B.Sc. (Econ.) Parts 1

and II; B.Sc. c.u.; Trade Union Studies. Scope: The objective of the course is to provide an introduction to the institutions and processes of politic and government, to key concepts of politics and government, and to the study of politics and government, mainly through an examination of politics

and government in modern Britain.

Syllabus: This subject offers an introduction to the study of politics and government, with its mai emphasis on Britain. It entails a general understanding of political concepts (such as 'legitimacy', 'pluralism 'consensus', 'representation', 'responsibility' and 'rights') and associated political theories, as well as the institutions and processes of government. General subjects covered are the nature of politics and government; the different forms of government in the modern world such as authoritarianism, totalitarianism, and various kinds of democracy economic and social influences upon the political system; the relations between politics and administration; the possible meanings of pub interest; and the relation of democratic theories to the methods of reaching government decisions. The principal part of the course is an examination in deta of Britain as a particular form of constitutional and democratic government, including representati institutions, parties and pressure groups, Parliame the Cabinet, the operations of central and local government, and political culture and traditions. Modern British government is also intended to provide the principal illustrations for the general subject covered in the course.

Pre-Requisites and Co-Requisites: Nil. The course i designed to be appropriate both for those who ar studying politics and government and British politic and government for the first time and for those wh have undertaken study of these subjects at 'A' leve Teaching Arrangements: Lectures: Gv150. Twent five lectures will be given weekly throughout th session. Professor Jones will give the first eight, Dr. Patrick Dunleavy the next six, Dr. Rodney Barker the next ten, while the last one will be a revision session, when the three lecturers will appear as a panel to who students can put comments and questions. The lecturers will distribute notes and bibliographic relevant for their lectures. Students are expected attend these lectures.

N.B. Dr. P. Dunleavy Room L302 Dr. R. Barker Room K100

Classes: Gv150(a). Students will be allocated to classes during the first weeks of the session. These will mee weekly throughout the session. Attendance is compulsory. The class teacher is responsible for the class. Usually students present an essay which is then discussed by the class. The class teacher devises the programme of work, including a booklist, assign topics to students, and generally guides the class through the syllabus.

149 Modern Politics and Government Class. sional for Trade Union Studies only.

Written Work: The Chapman Report on Teaching arrangements recommends that "a student should mally produce at least one piece of written work for ery five classes, or two pieces each term". There may variations depending on the class teacher, who is onsible for marking and grading the essays.

dethods of Work: The syllabus is very broad. It covers range of issues. The lectures will not be able to deal thevery topic, nor will the classes. They are intended roduce, to stimulate, and to guide. Students on this rse are expected to spend a great deal of time on ivate reading, thinking and writing. They cannot ceed simply by attending lectures and classes.

ince so many students take this course and since many ss teachers are used, students will find that different are investigating different topics in different reeks. Students should not be alarmed at the lack of rmity. There would be undue pressure if over a ndred students were seeking the same books in the me week. Different teachers will emphasize different ects, but all will be working to the common syllabus. final examination paper will reflect the diversity of

Reading: Students receive reading lists from the rers and class teachers, who guide them about what are the most introductory, general, essential and evant books to particular topics or issues. Students uld not be worried at the length of such lists. Often ny titles are suggested because teachers know that dents may be unable to find books on a short list, iven the great demand for particular works. So matives are listed.

Reading List: P. Norton, The British Polity; J. Dearlove and P. Saunders, Introduction to British litics; S. H. Beer, Modern British Politics; H. rucker et al., Developments in British Politics; S. H. ... Britain Against Itself; David Coates, The text of British Politics; I. McLean, Dealing in s; P. Dunleavy and C. T. Husbands, British peracy at the Crossroads; G. Poggi, The elopment of the Modern State; S. E. Finer, parative Government; B. Crick, In Defence of tics; C. Pateman, Participation and Democratic pry; P. Singer, Democracy and Disobedience; R. A. ahl, Dilemmas of Pluralist Democracy; S. Lukes, ver: A Radical View; C. Lindblom, Politics and

ectures in Other Departments: If students can spare he time, they may find it helpful to attend the lecture ries in the Law Department, LL100 Public Law. lements of Government, which looks at many of the ocs covered by our course, but through the eyes of yers. They often have as lecturers outside cademics and other experts in the practice of overnment and politics. Students may also find it eful to attend lectures on related subjects: class teachers and tutors can give advice.

xamination Arrangements: The examination takes place in the Summer Term, and consists of a single rmal and unseen examination paper of around sixteen estions, of which students are expected to answer our with brief essays in three hours. Students are advised to look at old examination papers (available in the Library) to familiarise themselves with the style of the examination paper and the nature of the questions.

Gv3020

# History of British Politics from the Seventeenth to the Twentieth Century

Teacher Responsible: Anthea Bennett, Room K101 (Secretary, Mrs. Eileen Gregory, L208)

Course Intended Primarily for B.Sc. (Econ.) Part II. Please note that this is, from 1985 onwards, a one-year

Scope: The course provides a historical study of the political and institutional arrangements prevailing at any given period between 1660 (the Restoration of Charles II) to 1922 (the fall of the Lloyd George coalition) of the ideas and events associated with them and of the process by which they change and develop. Syllabus: The major themes covered include the attempt to work the Restoration compromise; the significance and working out of the Revolution of 1688; the growth of political stability in the early decades of the eighteenth century, which prepared the way for the dominance of the landed aristocracy throughout the political life of that century; the evolution of the Cabinet to a position of political importance. The most important major theme centres around the changing roles of Monarch, Parliament and Cabinet throughout the period, and on the interaction between them. Attention is also given to the development of the two party system; to attempts to achieve and to the achievement of political reform and to the emergence of a political structure which welds together strong government and representative democracy. Time will be devoted to the stresses affecting this system at the end of the period covered. A detailed syllabus will be presented to students at the beginning of the course. Pre-Requisites: None.

Teaching Arrangements: 25 lectures (Gv151) and 15 classes (Gv151a). Both lectures and classes will be given by Anthea Bennett.

Written Work. Each student will be expected to present two pieces of written work (these may include class papers) each term.

Methods of Work: The syllabus is very broad in outline and scope; although detailed and exacting in specific areas, chosen by the student, for detailed study. Given the wide sweep of the Syllabus, the student necessarily finds him/herself specializing where especial interest directs attention. Neither the lectures nor the classes will be able to deal with every topic. The lectures are intended to introduce, to stimulate, and to guide. Students on this course are expected to spend a great deal of time on private reading, thinking and writing. They cannot succeed simply by attending lectures and classes. Private study is essential.

Reading List:

Recommended introductory reading is given here. A detailed and comprehensive reading list will be given to students at the beginning of the course.

Antonia Fraser, Charles II; Geoffrey Holmes (Ed.),

Britain After the Glorious Revolution 1689–1714; J. H. Plumb, The Growth of Political Stability in England 1675–1725; E. N. Williams, The Eighteenth Century Constitution; J. H. Plumb, Sir Robert Walpole; John Brooke, King George III; H. T. Dickinson, Liberty and Property; Norman Gash, Lord Liverpool; H. J. Hanham, The Nineteenth Century Constitution; M. Brock, The Great Reform Act; T. J. Nossiter, Influence, Opinion and Political Idioms in Reformed England; Dorothy Thompson, The Chartists; Robert Blake, Disraeli; Ross McKibbin, The Evolution of the Labour Party.

**Examination Arrangements:** A three-hour formal examination in the Summer Term. The paper will have approximately 18 questions: students must attempt 4.

Gv3021

# The History of British Politics in the 20th Century

Teacher Responsible: Mr. A. J. Beattie, Room L102 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for B.Sc. (Econ.) Part II; M.Sc.; Dip. Int. & Comparative Politics.

**Scope:** The aim of the course is to enable students to gain a detailed, historical understanding of British political activity.

Syllabus: A historical study of political events, issues and institutions in the present century, and the idea associated with them. Detailed coverage of the period as a whole will be accompanied by an emphasis on those issues and events of central concern to students of political activity such as the House of Lords crisis in 1910–11, the fall of the Lloyd George coalition, the 1931 political crisis, the origins of the Munich agreement, the significance of the 1945 General Election, domestic politics in war time, etc.

Pre-Requisites: None.

Teaching Arrangements: 26 lectures (Gv152), 15 classes (Gv152a). Classes will be taught by Mr. Beattle and Mr. A. J. L. Barnes (Room K309).

Written Work: Students will be expected to present 2 essays each term to their class teacher.

Reading List: A. F. Havighurst, Britain in Transition; W. N. Medlicott, Contemporary England, 1914–64; R. T. Shannon, The Crisis of Imperialism; C. J. Bartlett, A History of Postwar Britain; D. E. Butler & A. Sloman, British Political Facts, 1900–1979; C. L. Mowat, Britain Between the Wars.

Supplementary Reading List: R. Bassett, The Essentials of Parliamentary Democracy; K. O. Morgan, Consensus and Disunity; R. Mckibbin, The Evolution of the Labour Party; A. Sykes, The Tariff Question in British Politics; M. Cowling, The Impact of Labour; The Impact of Hitler; R. Bassett, 1931; K. Middlemas & J. Barnes, Baldwin; P. Addison, The Road to 1945.

N.B. A comprehensive annotated bibliography will be issued at the beginning of the course.

**Examination Arrangements:** A three-hour formal examination in the Summer Term. The paper will have approximately 18 questions, students must attempt 4.

Gv3026

# Political Ideas in the United Kingdom

Teacher Responsible: Dr. R. Barker, Room K100 (Secretary, K100)

Course Intended Primarily for B.Sc. (Econ.) Special Subjects:

IX Government

XV International History

XVIII Government and History

XXIII Social Policy

Scope: The aim of the course is to familiarise students with the principal political arguments that have occurred in the United Kingdom over the last hundred years.

Syllabus: Politics, political ideas, and political argument; argument over the rise of the modern state in the United Kingdom; liberalism, socialism, conservatism; anarchism, feminism. The nature of political and the character of the political community, Teaching Arrangements: 25 one hour lectures (Gv172), Sessional. Classes (Gv172a) Lent Term.

Written Work: Students will write two essays in the Michaelmas Term, two in the Lent Term, and one in Summer Term.

Reading List: Rodney Barker, Political Ideas in Modern Britain; Raymond Williams, Culture an Society; L. T. Hobhouse, Liberalism; G. B. Shaw (Ed. Fabian Essays in Socialism; Herbert Spencer, T. Man Versus The State; Lord Hugh Ceci Conservatism; Peter Kropotkin, Fields, Factories and Workshops; E. P. Thompson, William Morris: fro Romantic to Revolutionary (2nd edn., 1977); Hills Belloc. The Servile State: R. H. Tawney, The Acquisitive Society; George Orwell, The Lion and the Unicorn; Anne Oakley, Subject Women; C. A. R. Crosland, The Future of Socialism; R. M. Titmus The Gift Relationship; Michael Oakesho Rationalism in Politics; F. A. Hayek, The Constitut of Liberty; E. P. Thompson, The Poverty of Theory (A full reading list and seminar programme will issued at the beginning of the course.)

Examination Arrangements: A three-hour unseen written examination.

Gv3027

# Political Behaviour With Special Reference to the United Kingdom

Teacher Responsible: Dr. T. J. Nossiter, Room K308 (Secretary, K105)

Course Intended Primarily for B.Sc. Econ. (Government). It is also suitable as an outside option for B.Sc. Econ. generally. Some M.Sc. (Political Sociology) students with particular needs may find it useful as background.

Scope: The course aims to provide an introduction to the study of British political behaviour and focusses on the citizen's contact with, and participation in, the political process, bearing in mind the historical as well as the contemporary context. A critical investigation of the literature leads to an assessment of the contribution of behaviouralist research on the one hand and neomarxist writings on the other as an aid to the

understanding of mass politics in British democracy. Syllabus: The dynamics of the British political parties with particular reference to Labour, Conservative and Liberal – SDP Alliance Parties; politics, trade unions and business; public opinion, surveys, and their methods; elections and electoral behaviour; working class conservatism and middle class radicalism; the mass media and political communications; political culture; political socialisation; political systems theory, the 'behavioural approach' and its critics.

Pre-Requisites and Co-Requisites: It is desirable to have a basic background in British political institutions and modern British history but not absolutely essential. Past students have found the Part II Political Sociology course given in the Department of Sociology a valuable complement while some may wish to combine this course with Cabinet Government and/or Ideas in British Politics so as to provide an overview of the British political system as a whole.

#### Teaching Arrangements:

Lectures and Seminars: There will be twenty-three hours of lectures and seminars as follows: 14 one-hour lectures (Gv173), in the Michaelmas Term and the first four weeks of Lent Term; 6 1½ hour seminars (with guest speakers including MPs) for the remainder of the Lent Term. Students are expected to attend these lectures and seminars.

Classes: Students will be allocated to classes (Gv173a) in groups of some five to seven members and will meet weekly at mutually convenient times from approximately the fourth week of the Michaelmas Term to the end of the Lent Term with two revision classes at the beginning of the Summer Term. In the case of any one-term General Course or Beaver College students special arrangements will ordinarily be made to ensure they can receive ten classes. Classes are based on student read essays prepared from a list of previously circulated topics and the course bibliography.

Written Work: Students are advised to write not less than six essays for this course, normally three in Michaelmas and three in Lent Terms.

Working Methods: While journalism is not a substitute for reading in the Library, students may find it useful to keep a file of press cuttings drawn from one or more quality dailies, the Sunday press and the specialised weekly magazines.

Reading List: The following select list is arranged in order of the syllabus above.

General: D. Kavanagh, Political Science and Political Behaviour; R. Rose, Politics in England Today; R. E. Dowse & J. Hughes, Political Sociology (in need of updating); R. M. Punnett, British Government and Politics; B. Miliband, The State in Capitalist Society. Parties R. T. Mackenzie, British Political Parties; L. Minkin, Labour Party Conference; S. Beer, Modern British Politics; O. Kogan & M. Kogan, The Battle for the Labour Party; D. Kavanagh (Ed.), The Politics of the Labour Party; R. Blake, The Conservative Party; R. Scruton, The Meaning of Conservatism; N. O'Sullivan, Conservatism; D. Marsh & W. Grant, The CBI; R. Taylor, The Fifth Estate; R. M. Martin, The TUC; I. Bradley, Breaking The Mould?; N. Tracy, Origins of the Social Democratic Party; H.

Stephenson, Claret and Chips; J. Calder, Liberal Party Politics in Britain; V. Bogdanor (Ed.), Liberal Party Politics.

Polls and Surveys: F. Teer & J. Spence, Political Opinion Polls; C. A. Moser & G. Kalton, Survey Methods in Survey Investigation; A. N. Oppenheim, Questionnaire Design & Attitude Measurement.

Elections: G. Alderman, British Elections: D. E. Butler & D. Stokes, Political Change in Britain (2nd edn.); D. E. Butler, British General Election of . . . (especially 1979); H. Himmelweit, How Voters Decide; B. Särlvik & I. Crewe, Decade of Dealignment; P. Dunleavy & C. Husbands, Democracy at the Crossroads.

Deviant Voters: R. T. Mackenzie & Silver, Angels in Marble; F. Parkin, Middle Class Radicals; Bob Jessop, Traditionalism, Conservatism & British Political Culture.

Mass Media: C. Seymour-Ure, Press, Politics and the Media; Political Impact of the Media; J. Tunstall, Journalists at Work; J. Curran, The British Press; A. Seaton & J. Curran (Eds.), Power Without Responsibility; A. May & K. Rowan, Inside Information: British Government and Media; J. G. Blumler et al. Challenge of Election Broadcasting; T. Burns, The BBC; Glasgow University Media Group, Bad News; More Bad News; P. Golding & P. Elliott, Making the News.

Political Culture: Almond and Verva, Civic Culture; Civic Culture Revisited; Bob Jessop, Traditionalism, etc.

Political Socialisation: B. Stacey, Political Socialisation in Western Society.

Overview: H. Eulau, The Behavioural Persuasion; E. Ions, Against Behaviouralism.

A full bibliography will be provided at the beginning of the course.

Examination Arrangements: The examination consists of a three-hour unseen paper covering the syllabus as taught in the two preceding years. Students are required to answer four questions. Relevance is important and credit is given for knowledge and critical evaluation. Past examination papers are available in the Library and indicate the style of questions. The course teacher is always glad to mark and advise on practice papers towards the end of the course.

Gv3028

# Cabinet Government and the National Policy Process

Teacher Responsible: Mr. A. J. L. Barnes, Room K309 (Secretary, Miss Ann Boucher, K108); Mrs. Anthea Bennett, Room K101 (Secretary, Mrs Eileen Gregory, L208)

Course Intended Primarily for B.Sc. (Econ.) Part II. Scope: The course aims to provide students with an understanding of the way policy is made in Britain. Syllabus: This course will centre on the British Cabinet and will analyse the process of policy-making from this perspective. The working of the Cabinet, its committees, its administrative machinery and its relationships with the Departments of State, Parliament and the party apparatuses will be covered.

Special attention will be devoted to the relationship between permanent officials and politicians and to the role of the Prime Minister's personal staff.

Pre-Requisites: No formal requirements, but some knowledge of British Government is really essential. For those who have none, a reading of R. Rose, Politics in England. An Interpretation for the 80s would be a good start.

Teaching Arrangements: There will be 10 lectures (Gv174), 8 classes (Gv174a) and 10 seminars (Gv174). The lectures will be given alternately, and separate classes taught, by Mrs. Bennett and Mr. Barnes. The Lent Term seminars will for the most part have outside speakers, but on occasion a videotape will be shown and discussed.

Written Work: Students may be required to present up to two essays in each of the Michaelmas and Lent Terms. They will certainly be asked to write at least one long essay by the end of the Christmas vacation. They may also be called on to give class papers.

Reading List: Introductory: P. Gordon Walker, The Cabinet (Fontana edn.): J. P. Mackintosh, The British Cabinet (3rd edn.); A. King (Ed.), The British Prime Minister; R. H. S. Crossman, Inside View; H. Morrison, Government and Parliament (3rd edn.); H. Wilson, The Governance of Britain.

Essential: B. Castle, The Castle Diaries 1965-70, 1974-76: R. H. S. Crossman, Diaries of a Cabinet Minister (3 vols.); H. Heclo & A. Wildavsky, The Private Government of Public Money (2nd edn.); V. Herman & J. Alt, Cabinet Studies.

A comprehensive reading list will be issued at the start of the course, and further guidance as to the most useful reading on any topic can be obtained from your allotted class teacher. Students should not be worried at the length of the list since many of the books recommended are alternative titles given because of the great demand for particular works. Some of the titles most in demand have been placed in the Government Department Reading Room.

Examination Arrangements: A three-hour formal examination in the Summer Term. Students have to answer 4 questions out of a total of around 17.

Methods of Work: While the lectures will cover the more central aspects of the subject clearly they cannot cover all the ground nor will they necessarily offer adequate detail. They are intended to introduce, to stimulate and to guide. Similarly classes will be intended to provoke thought and debate. The outside speakers will on occasion deal with the themes already covered by the lectures, but they may also introduce new subjects, always from the standpoint of the practitioner rather than the academic. It is essential to realise that despite the fairly comprehensive coverage of the syllabus in lectures, seminars and classes, no student can be expected to do well simply by attending them. Knowledge of the Cabinet diaries listed above is quite essential, and the student must learn his way about them by use of the index. Time spent on reading will not be wasted, and the good student will benefit from consulting Memoirs, Biographies and certain historical monographs covering the period after 1918, and more particularly since 1945.

Gv3029 British Constitutional Ideas Since the

Teacher Responsible: Mr. A. J. Beattie, Room L102 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for B.Sc. (Econ.) Part II: M.Sc. Politics 2.

Scope: The aim of the course is to examine British constitutional thought as a combination of the historical description of institutional practices and political theory

Syllabus: A study of the ways in which constitution debate has responded, since the 1880s, to the development of political democracy and government growth. The course will examine, through a study of a number of prescribed texts and commentaries, two main areas:

(i) The idea of Parliamentary government, and the challenge presented to it by interpretations emphasis the role of political parties, the electorate, organi interests and the bureaucracy.

(ii) Attempts to organise modern British constitution experience in terms of a number of general theme representation; responsibility; sovereignty, pluralis the separation of powers; the rule of law; the mande state and society; central and local government. Pre-Requisites: None.

Teaching Arrangements: 25 lectures (Gv175) and 25 classes (Gv175a). Classes will be taught by Mr. Beattie. Written Work: Students will be expected to present? essays per term to their class teacher.

Reading List: A comprehensive bibliography of prescribed texts and commentaries will be issued at the beginning of the course.

Examples of central texts are: A. V. Dicey, Ar Intoduction to the Study of the Law of the Constitution R. Bassett, The Essentials of Parliamenta Democracy; V. Bogdanor, The People and the Part System; B. Crick, The Reform of Parliament.

Basic commentaries are: M. J. Vile, Constitutionalist and the Separation of Power; S. H. Beer, Moder British Politics; A. H. Birch, Representative an Responsible Government; G. Marshall, Constitutio Theory: J. Rees, Interpreting the Constitutional.

Examination Arrangements: A three-hour forms examination in the Summer Term. The paper will have approximately 15 questions; students must attempt

Gv3035

#### **Public Administration**

Teacher Responsible: Mr. P. F. Dawson, Room A20 (Secretary, Mrs. Ann Kennedy, L300) Course Intended Primarily for B.Sc. (Econ.)

Scope: The coherence of the subject is derived from central concern with the manner in which politic objectives are translated into practicable policies an conversely the way in which administrative structur and behaviour may restrain and control politica processes. While the primary emphasis is on British administrative practice, comparisons are also made with France and North America. One of the attraction of the subject is that it can provide a link between

everal other components of the Government ecialization notably Comparative Political itutions, Cabinet Government, The History of ritish Politics in the 20th Century, The Politics and Government of a Foreign Country and Public Policy: Political and Economic Aspects, as well as with a nber of subjects which might be chosen as outside ons. It thus helps to establish coherence between "packages" of subjects.

syllabus: Public Administration - This subject will re the theories and practices underlying the oning of the executive branch of government in ern states. It will relate public administration to the eal process, and introduce students to the study iministrative reform. Attention will also be paid to relation between administration and economics and methods of budgeting and planning. Two main pects will be covered; (a) Government Organisation The scope and place of public administration within e political systems of modern states. The causes and quences of different forms of government nisation. Formal and informal organisation in ment. Concepts and methods of co-ordination, ting, planning, delegation and control. (b) The Service - Patterns of 'generalist' administration specialisation as well as administrative conflict. cal and judicial roles of officials. Administrative viour, motivation and morale. Students will be ted to be well acquainted with the main features British administration, particularly central nment and to have some comparative knowledge way of illustration) of administration in France and America.

Pre-Requisites and Co-Requisities: There are no preites. The course is one of the optional subjects allable to students specializing in Government (IX) Government & History (XVIII) but may also be ken, subject to timetabling constraints and tutorial proval by any second or third year student and by neral course students.

Teaching Arrangements: There are four lecture courses firectly related to this option.

154 Administrative Organization and Behaviour 5 es - Lent Term.

v156 British Government & Bureaucracy 10 res - Professor Jones Michaelmas Term.

v216 Administrative Theories 10 Lectures - Mr. O'Leary Lent Term.

Administrative Theory and Practice 10 ures - Michaelmas Term.

addition students may attend Gv244 - The British ivil Service a seminar held during the Lent Term in ich senior officials and others discuss aspects of their

different components are drawn together in a class Gv155) which meet weekly through the Michaelmas and Lent Terms.

Reading List: J. Aberbach et al, Bureaucrats and icians in Western Europe; M. Albrow, reaucracy; R. J. S. Baker, Administrative Theory nd Public Administration; J. Bourn, Management in entral and Local Government; K. Bradshaw & D. ig, Parliament and Congress; R. G. S. Brown & D. R. Steel, The Adminstrative Process in Britain; G. A. Dahl & C. E. Lindblom, Politics, Economics and

Burrell & G. Morgan, Sociological Paradigms and Organisational Analysis; B. Chapman, The Profession of Government; M. Crozier, The Bureaucratic Phenomenon; A. Dunsire, Administration, the Word and the Science; The Executive Process, Vol. 2 Control in Bureaucracy; J. Garrett, Managing the Civil Service; J. Greenwood & D. Wilson, Public Administration in Britain; B. Heady, British Cabinet Ministers; H. Heclo, A Government of Strangers; H. Heclo & A. Wildavsky, The Private Government of Public Money; C. Hood, The Limits of Administration; P. M. Jackson, The Political Economy of Bureaucracy; D. Keeling, Management in Government; R. K. Merton et al, A Reader in Bureaucracy; W. Niskanen, Bureaucracy: Servant or Master; H. Parris, Constitutional Bureaucracy; J. Pfeffer, Organizations and Organization Theory; F. F. Ridley (Ed.), Government and Administration in Western Europe; R. Rose & E. N. Suleiman. Presidents and Prime Ministers; H. Seidman, Politics, Position and Power; P. Self, Administrative Theories and Politics; Econocrats and the Policy Process; H. A. Simon, Administrative

Examination Arrangements: The examination in this subject, which may be taken after one year of study is by means of a single, three-hour unseen question paper of about 12 questions from which candidates are normally required to answer 4. Students are advised to look at earlier examination papers (available in the Library and from the Departmental Secretary in the Government Department) to familiarise themselves with style of the examination paper and the nature of the questions.

Gv3036

# Public Policy: Political and Economic Aspects

Teacher Responsible: Professor W. Letwin, Room L203 (Secretary, Mrs. A. Kennedy, L300)

Course Intended Primarily for second or third-year B.Sc. (Econ.) students, Diploma and M.Sc. candidates. Scope: This course considers the modes of analysis devised by political scientists, economists, and others for evaluating public policies, as well as some principal varieties of public policies in the field of economics and the political procedures involved in formulating them. Syllabus: Theory of elections, game theory, costbenefit analysis, systems analysis, general principles of policy-making. Policies for: full employment, price stability, economic growth, equalization of income and wealth, and economic regulation.

Pre-Requisites: An elementary familiarity with economic theory, such as would result from a year's course in principles.

Teaching Arrangements: (Gv171) 20 Lectures, Michaelmas and Lent Terms. (Weekly) (Gv171a) 20 classes, Michaelmas and Lent Terms (Weekly)

Written Work: Each student is required to submit four essays during the course, which are returned with written or oral comments, but which do not affect the student's final mark on the examination.

Reading List: J. E. Anderson, Public Policy Making; R.

Welfare: Y. Dror. Public Policymaking Re-examined: T. R. Dye, Understanding Public Policy; R. I. Hofferbert, The Study of Public Policy; C. O. Jones, Introduction to the Study of Public Policy: C. E. Lindblom, The Policy Making Process; A. Ranney, Political Science and Public Policy; L. L. Wade, Elements of Public Policy: S. Brittan, Steering the Economy; T. Dye, Politics, Economics and the Public; T. W. Hutchinson, Economists and Economic Policy in Britain 1946-1966: C. Schultze, The Politics and Economics of Public Spending: I. Sharkansky, Politics of Taxing and Spending; A. B. Wildavsky, The Politics of the Budgetary Process; R. Lavard (Ed.), Cost-Benefit Analysis; B. M. Barry, Sociologists, Economists and Democracy; J. M. Buchanan & G. Tullock, The Calculus of Consent; A. Downs, Economic Theory of Democracy; M. Olson, The Logic of Collective Action; G. Tullock, Private Wants, Public Means; The Vote Motive; I. Budge and Farlie, Voting and Party; R. Farquharson, Theory of Voting; M. Bacharach, Economics and the Theory of Games; S. J. Brams, Game Theory and Politics; Paradoxes in Politics; A. Rappaport, Strategy and Conscience; T. C. Schelling, Strategy of Conflict: D. Berlinski, On Systems Analysis; A. Dunsire, The Execution Process: D. Easton, A Framework for Political Analysis; F. E. Emery (Ed.), Systems Thinking; J. A. Litterer (Ed.), Organizations, 2 Vols.; E. J. Miller & A. K. Rice, Systems of Organization; J. M. Montias, The Structure of Economic Systems; L. W. Porter et al, Behaviour in Organizations.

#### List of Sessions:

#### Meetings:

- 1,2 Theory of Elections
- 3,4 Game theory, applications to policy-making
- 5,6 Cost-benefit analysis
- 7,8 Systems Analysis
- 9,10 General principles of policy-making
- 11.12 Policies for full employment
- 13,14 Policies for price stability
- 15,16 Policies for economic growth
- 17.18 Policies for equalizing income and wealth
- 19,20 Policies concerning economic regulation

Examination Arrangements: A final examination, about the beginning of June, consists of two parts, the first (containing about six questions) dealing with the theory of elections, game theory, and cost-benefit analysis, the second (containing about six questions) dealing with questions of economic policy and the general theory of policy-making; students are required to answer four questions, including at least one from each of the two sections.

Gv3046

## Comparative Political Analysis

Teacher Responsible: Dr. Gordon Smith, Room K102 (Secretary, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II students, Special Subject Government (for which it is an optional paper as an alternative to Comparative Political Institutions, Gv3047), and B.Sc. (Econ.) Part II students, Special Subject Government and History (for which it is an optional paper).

Pre-Requisites: Though primarily intended for Government specialists, it is suitable for General Course students who have a general background in political science.

#### Scope and Syllabus:

The Study of Comparative Politics: The development of various approaches to the subject: historica descriptive, Marxist, functional/systemic, behavioura The problems of comparison and generalisation.

Power and Conflict in Society: The distribution of power and the forms of regime (liberal democrat authoritarian totalitarian). Legitimacy, effectiven and authority. Political conflict and its regulation; the idea of 'opposition' and its institutional expression Political culture: uses and weaknesses of the concept Social Cleavages and Party Systems: The nature of social cleavages (language, ethnic, religious and class and their relationship to political parties. The aggregation of interests. The concepts of 'Left' and 'Right'; the multidimensional character of part systems. The rise of new movements and parties. Party systems and party government.

Policy Making and Implementation: Policy-Making Structures: parties, assemblies and executives. The control of executive power. The 'decline' of legislature The sources and limitations of bureaucratic power. The growth of governmental intervention: econo control and welfare politics. Do parties matter? The relationship of the executive to organised interests theories of neo-corporatism.

Problems of Political Change: Legitimacy in libera democratic systems: the 'model' of the civic culture an its decline; erosion of legitimacy: overload ungovernability, and the restructuring of politic loyalties. Problems of legitimacy in single-par regimes. Legitimacy in rapidly changing societ political development and 'modernisation'; the speci features of military rule. How much do revoluti really change?

Teaching Arrangements: Twenty lectures, Gv160 weekly, in Michaelmas and Lent Terms. Ten classe 1 hours, fortnightly, Michaelmas and Lent Terms Introductory Reading: G. Almond and S. Verba (Eds.), The Civic Culture Revisited (1980); V. Bogdanor and D. Butler (Eds.), Democracy and Elections (1983); P. Calvert, Politics, Power and Revolution: Introduction to Comparative Politics (1983); M Dogan and D. Pelassy, How to Compare National (1984); A. Lijphart, Democracies: Patterns Majoritarian and Consensus Government (1984); G Smith, Politics in Western Europe: A Comparation Analysis (1984).

Further reading on individual topics will be give during the course of lectures and classes.

Examination Arrangements: The examination for this course (which can be taken in either the Second of Third year of the B.Sc. (Econ.)) will be by a writte three-hour paper (four questions to be chosen from about fifteen questions).

## Comparative Political Institutions

Teacher Responsible: Mr. L. A. Wolf-Phillips, Room K208 (Secretary, Miss E. Schnadhorst, K206)

Course Intended Primarily for B.Sc. (Econ.) Part II tents, Special Subject Government (for which it is optional paper as an alternative to Comparative Political Analysis, Gv3046) and B.Sc. (Econ.) Part II idents, Special Subject Government and History (for which it is an optional paper).

## Scope and Syllabus:

The nature and purpose of Constitutions: Statement of ndamental rules for government of the State; tment, protection and amendment of constitutions and ordinary laws and 'conventions': general haracteristics of existing constitutions.

'Federal' and 'unitary' government: Basic decisions ncerning State structure; 'devolution', 'regional ernment', decentralisation. Varying definitions of ederalism': trends of federalism in practice: the perience of the USSR, Belgium, Italy, Cyprus, geria, Yugoslavia. Factors affecting the effectiveness of federal government.

The major functions of government: The separation of ers: the nature of legislative, executive and judicial ctions; the 'Westminster model' at home and broad; the 'Washington model' and its imitators; ong and weak presidential forms; socialist stitutions and the "Moscow model".

Constitutional innovations and experiments: onstitutional forms in the Third World diamentary presidencies; unicameralism; the Onearty State.) Islamic constitutions (innovative or ventional?).

#### Case Studies:

Presidential government - (USA, France, Nigeria, tin America).

Parliamentary government - (Britain, India,

One Party government - (USSR, Eastern Europe, exico, Zambia, Tanzania).

Constitutional breakdown and constitutional erthrow; the special case of military governments. re-Requisites: Though primarily intended for ernment specialists, it is suitable for General ourse students who have a general background in tical science.

leaching Arrangements: Twenty lectures, Gv161 eekly in Michaelmas and Lent Terms. Fifteen classes, v161a Michaelmas (Weeks 1, 4-10) and Lent (Weeks

ntroductory Reading: L. Wolf-Phillips, Comparative onstitutions; B. K. Nehru and W. H. Morris-Jones, estern Democracy and the Third World; B. O. wabueze. Constitutionalism in the Emergent States; R. Rose and E. Suleiman (Eds.), Presidents and Prime dinisters; J. Blondel, An Introduction to Comparative

rther reading on individual topics will be given ing the course of lectures and classes.

xamination Arrangements: The examination for this ourse (which can be taken in either the Second or hird year of the B.Sc. (Econ.)) will be a written three-

Gv3047 hour paper (four questions to be chosen from about fifteen questions).

#### Gv3050

# The Politics and Government of France

Teacher Responsible: Dr. H. Machin, Room L204 (Secretary, L207)

Course Intended Primarily for Diploma in International and Comparative Politics; B.Sc. (Econ.) 2nd or 3rd year; LL.B. with French Law 4c; Beaver College Single Term: either first term: Government and Society or second term; Politics and Policy Making. Scope: This course is an introduction to the system of government, the political forces and specific features of public policy-making in France.

Pre-Requisites: No previous knowledge of either political science or French language is required. All students are advised to read an introductory text on modern French history e.g. David Thomson, Democracy in France since 1870 before starting the

#### Syllabus:

#### First Term: Government and Society

The main elements of traditional politics, 1789 to 1945; the main institutional and socio-economic developments since 1945; the semi-presidential system of government since 1962; the role of the State.

#### Second Term: Politics and Policy-Making

The main political parties and pressure groups; electoral politics and voting; attitudes and political participation; case studies in policy-making in some of these areas: foreign relations, education, agriculture, regional development, economic planning, industrial development.

# Teaching Arrangements:

Lectures: Gv163 23 weekly Sessional. Classes: Gv163(a) 23 classes Sessional. 1 Essay will be required from each student each term, plus class papers.

Reading: Text for purchase by all students: V. Wright, The Government and Politics of France (Hutchinson, 1983 edn., paperback).

Other useful texts: J. Hayward, Governing France: The One and Indivisible French Republic (Longmans, 1983); H. W. R. Ehrmann, Politics in France (Little, Brown, 1982); D. Hanley, Kerr & Waites, Contemporary France - Politics and Society; P. G. Cerny & M. Schain (Eds.), Socialism, the State and Public Policy in France (1985); E. N. Suleiman, Elites in French Society (1978); Politics, Power and Bureaucracy (1974); V. Wright (Ed.), Conflict and Consensus in France (1978); J. Lagrove & V. Wright (Eds.). Local Government in Britain and France (1979); H. Machin, The Prefect in French Public Administration (1977); V. Wright (Ed.), Continuity and Change in France (1984); H. Machin & V. Wright (Eds.), Economic Policy and Policy-Making under the Mitterrand Presidency 1981-1984 (1985)

A full list of book references will be given, together with the seminar topic list, essay subjects and lecture programme, at the start of the course.

Articles: For up-to-date information and analysis, students must give special attention to articles in the academic journals. A full up-to-date list of articles will be given at the start of the course.

Note: Students are expected to follow developments in French Politics by regular reading of *The Economist*, *The International Herald Tribune*, or *Le Monde*, *Le Point* or *Le Nouvel Observateur*.

**Examination Arrangements:** B.Sc. (Econ.) & LL.B.: one three-hour written examination in the Summer Term, *four* questions must be answered.

Diploma, General and Beaver College Courses: special arrangements for assessment.

Gv3051

# The Politics and Government of Germany

Teacher Responsible: Dr. Gordon Smith, Room K102 (Secretary, K105)

Course Intended Primarily for B.Sc. (Econ.) 2nd or 3rd Year; Diploma in International and Comparative Politics.

**Scope:** The purpose of this one-year course is to introduce students to the study of contemporary German history and to the politics and government of the Federal Republic of Germany.

(Note: A detailed knowledge of the politics of the German Democratic Republic is not required).

Syllabus: Historical: The conditions of German unification in the nineteenth century. The consequences, social and political, of her belated nationhood. Continuities and discontinuities in the German political tradition and the influences of German political thought. Liberal democracy in the Weimar Republic; the factors leading to its breakdown. Specific and non-specific elements in the German form of totalitarianism. Post-war occupation and the period of 'democracy under licence'.

The Federal Republic: The Basic Law of 1949. Constitutional innovations and the role of the Constitutional Court. The 'administrative' nature of German federalism. Government and politics in the Länder. Assembly-Government relations. The specific functions of the Bundesrat. The legislative process. The theory and practice of 'chancellor-democracy'. The German civil service. Civil-military relations. The major political traditions: Christian Democracy and Social Democracy, Germany liberalism. The failure of political extremism and the evolution of the party system since 1949. Coalition politics of the Adenauer era and after. Social aspects of politics. The sources of political consensus and cleavage. The representation of interests. The religious balance. Extra-parliamentary opposition. The Peace Movement and the 'Greens'. The changing class structure. The division of Germany and its impact on the political scene. The internal developments of the German Democratic Republic, and the course of relations with the Federal Republic. The evolution and implications of the 'Ostpolitik'.

Pre-Requisites: There are no formal pre-requisites for this course. A familiarity with Twentieth Century German history is an advantage. A reading knowledge of German is not required, but it may prove helpful. Teaching Arrangements:

(a) Lectures (Gv167): Twenty-five lectures are given weekly throughout the session. The first ten lectures given in the Michaelmas Term provide a review of

modern German history from 1918 until the foundation of the Federal Republic in 1949, Subsequent lectures in the Lent and Summer Terms are concerned with the political structure and contemporary politics of Western Germany. Notes and a detailed reading list will be distributed at the classes at the beginning of the session and attendance at classes is required of all students taking the course. The basis of the classes is the written paper/essay, presented by a student and then discussed by members of the group. Topics/questions are allocated at the beginning of the term, and each topic is accompanied by a short list of sources.

Written Work: Students should expect to submit two pieces of written work in each term and, after class discussion, they will be marked and assessed by the class teacher.

Reading List: As mentioned above, a detailed reading list will be made available at the commencement of the course, in addition to references supplied in connection with class papers. The following books cover most aspects of the course and should be regarded as basic reading:

G. Smith, Democracy in Western Germany (2nd edn., Heinemann, 1982); V. Berghahn, Modern Germany (Cambridge U.P., 1982); D. Conradt, The German Polity (2nd edn., Longman, 1982); M. Balfour, West Germany: A Contemporary History (Croom Helm, 1982); W. Paterson & G. Smith (Eds.), The West German Model: Perspectives on a Stable State (Frank Cass, 1981); N. Johnson, State and Government in the Federal Republic of Germany (Pergamon, 1983); A. J. Nicholls, Weimar and the Rise of Hitler (Macmillan, 1976 or subsequent editions); R. Dahrendorf, Society and Democracy in Germany (Anchor Books, 1969); M. Broszat, The Hitler State (Longman, 1981).

Note: All the above books, except Balfour, are available in paperback editions.

Examination Arrangements: There is a three-hour examination in the Summer Term. The examination paper will be based on the content of the lecture course as well as on the work completed in classes. Four questions are to be answered from the examination papers from a choice of ten to twelve questions. Copies of examination papers from previous years are made available. Final assessment for the course depends entirely on the examination.

Gv3052

#### Politics and Government of Russia

Teacher Responsible: Mr. Peter Reddaway, Room K304 (Secretary, Mrs. Ann Kennedy, L300) Course Intended Primarily for B.Sc. (Econ.) Part II students; Diploma students in International and Comparative Politics.

Scope: The course aims to give students a sense of the key principles underlying contemporary Soviet politics and government by looking at elements of continuity and change in Russian and Soviet politics over the last century and a quarter.

Syllabus: The main topics covered are:

(1) Geopolitical, institutional, ideological, political and socio-economic explanations for the strength of the authoritarian tradition in Russian politics. The

intellectual, social and cultural origins of Bolshevism.
(2) The causes of Bolshevik success between 1917 and 1921; the nature of, and similarities and contrasts between, Leninism and Stalinism. Individual and collective leadership under Khrushchev and Brezhnev.
(3) The nature and functions of the contemporary CPSU, of the party's General Secretary, of Marxism-Leninism, and of Soviet state institutions.

(4) One-man rule. Authoritarian bureaucracies. The relationship between central and local government in Russia/USSR. The roles of Russian and non-Russian nationalism. The politics of economic development. Russian and Soviet political culture. Dissent and onnosition.

Pre-Requisites: Some background in history or politics is useful but not essential.

Teaching Arrangements: 1 lecture course (Gv165) of 25 lectures covering 2 terms given jointly by Mr. Reddaway and Mr. White. 1 weekly class (Gv165a) divided into groups and taught by Mr. Reddaway and Mr. White. At least 4 essays are expected from each student by the class teachers (over the 7 months the classes run). These will be marked by the teachers and also discussed in class

Reading List: (in rough chronological order)

\*Sir D. M. Wallace, Russia on the Eve of War and Revolution; \*R. Pipes, Russia under the Old Regime; G. Hosking, The Russian Constitutional Experiment; A. Walicki, A History of Russian Political Thought; \*L. Schapiro, The Communist Party of the Soviet Union; M. Fainsod, How Russia is Ruled or J. Hough and M. Fainsod, How the Soviet Union is Governed; Neil Harding, Lenin's Political Thought (2 Vols.); Robert Tucker (Ed.), Stalinism; \*John Armstrong, Ideology, Politics and Government in the Soviet Union; \*L. Schapiro, The Government and Politics of the Soviet Union; S. Bialer, Stalin's Successors: Leadership Stability and Change; \*A. H. Brown & M. Kaser (Eds.), The Soviet Union since the fall of Khrushchev; M. Voslensky, Nomenklatura.

\*denotes paper-backs which students may wish to buy. Examination Arrangements: There is a three-hour written examination in the Summer Term based on the topics discussed in class. The paper will be divided into sections covering Russian history, Soviet history, Soviet political institutions, and themes covering the whole period (set out above in Syllabus section 4). Assessment is based on performance in this exam.

Gv3053

# Politics and Government of the U.S.A.

Teacher Responsible: Professor W. Letwin, Room L203 (Secretary, Mrs. A. Kennedy, L300)

Course Intended for students in their second or third year, or diploma students; B.Sc. (Econ.) Part II and Diploma in International and Comparative Politics. Scope: To lay an academic foundation for the understanding of government and politics in the USA and, secondarily, to deepen the student's general understanding of government and politics by familiarising him with a system different from that of Britain and which has served as a model for many others.

Syllabus: In order to achieve the first of these objectives, it is necessary that the student understands the basic institutions of American government and how they evolved in the course of history, as well as the evolution of certain fundamental and durable problems of American politics. Among the institutions, some leading ones are: a written constitution, federalism, a central government with enumerated powers, separation of powers, judicial review, a bill of rights, a presidential executive, fixed terms of office, and a federalised party system. Among the durable problems of American politics are: the proper scope of government regulation, race relations, the role of ethnic groups, 'isolationism', 'the urban problem', mistrust of 'bigness', 'states' 'rights', and a desire for direct democracy.

The examination puts equal emphasis on (a) the student's understanding of how such main features of American political life developed since 1620, and (b) the student's ability to analyse current issues of American government and politics in the light of their particular histories and against the background of institutions, traditions and conventions.

Basic preparation consists, accordingly, of mastering the political history of the United States and the present organisation of government and politics, as these are treated by the general works listed below. Beyond this the student should investigate special topics in greater depth, according to his own interests and opportunities. Some important specialised works are listed below; others may be identified by referring to the bibliographies listed in the reading list below, as well as to bibliographies included in many of the books. (It should be added that the sort of familiarity with current American political events which can be achieved by reading newspapers and news-journals, though useful, is by no means a sufficient preparation for this

Pre-Requisites: None.

Teaching Arrangements:

Lectures: Gv164 20 Michaelmas and Lent Terms Classes: Gv164(a) 10 Michaelmas and Lent Terms.

Reading List:

Bibliographies and Reference Works Congressional Quarterly, Guide to the Congress of the U.S.; O. Handlin et al, Harvard Guide to American History; Thomas H. Johnson, Oxford Companion to American History; R. H. Pear & MacRae, Books on America – American Government...

History

D. J. Boorstin (Ed.), An American Primer; Henry S. Commager (Ed.), Documents of American History; F. O. Gatell, Goodman & Weinstein (Eds.), The Growth of American Politics; G. N. Grob & Billias (Eds.), Interpretation of American History; Wm. Miller, A New History of the U.S.; Samuel E. Morison, Commager & Leuchtenburg, A Concise History of the American Republic; The Growth of the American Republic; R. B. Nye & Morpurgo, A History of the U.S.A.; Wilham Simpson, Vision and Reality: The Evolution of American Government.

Politics and Government (General Works) R. V. Denenberg, Understanding American Politics; John H. Ferguson & McHenry, The American System of

the U.S.A.

Government; E. S. Griffiths, The American System of Government: M. Grodzins. The American System; J. D. Lees. The Political System for the U.S.; R. H. Pear, American Government; Allen M. Potter, American Government and Politics; E. S. Redford et al., Politics and Government in the U.S.; M. J. C. Vile, Politics in

Politics and Government (Specialised Works) Edward C. Banfield, Big City Politics; Marver H. Bernstein, Regulating Business by Independent Commissions; K. Bradshaw & D. Pring, Parliament and Congress; Edward S. Corwin, The Constitution and What It Means Today; Paul A. Freund, The Supreme Court of the U.S.; Robert A. Goldwin, A Nation of States; Alex. Hamilton, Madison & Jay, Federalist Papers; Louis Hartz, The Liberal Tradition in America; R. Hofstadter, The American Political Tradition; Judson L. James, American Political Parties; V. O. Key Jr., Politics. Parties and Pressure Groups: Robert G. McCloskey, The American Supreme Court; N. W. Polsby, Congress and the Presidency; David Potter, People of Plenty; Clinton Rossiter, The American Presidency; F. J. Sorauf, Party Politics in America. Examination Arrangements: The examination, given in June, includes about fifteen questions divided into two parts, one historical and the other current. The student is required to answer two questions from each part. List of Lectures:

- 1. Colonization of North America, to 1750
- 2. Independence and problems of unification, 1750-87
- 3. Constructing the Constitution, 1787-89
- 4. Slavery, Westward Expansion, 1789-1860
- 5. The Post-war settlement, 1865-1875
- 6. Economic policies of the federal government, 1865-1914
- 7. Reform movements, 1890-1932
- 8. The New Deal, 1933-39
- 9. Post-war domestic policy, 1945-60
- 10. Post-war foreign policy, 1945-60
- 11. Federal Government: (i) The Executive
- 12. Federal Government: (ii) The Congress
- 13. Federal Government: (iii) The Judiciary
- 14. Federal Government: (iv) Administrative agencies
- 15. State and Local Government
- 16. Political Parties
- 17. Current problems of policy: (i) Economic issues
- 18. Current problems of policy: (ii) Minorities
- 19. Current problems of policy: (iii) Foreign Policy

20. Current problems of policy: (iv) (to be announced)

Gv3055 Gv4060

# Politics and Government of Eastern

Teacher Responsible: George Schöpflin, Room K107 (Secretary, Mrs. M. Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. Hist.; M.Sc.

Scope: The aim of this course is to provide a thorough analysis of post-1944 Eastern Europe and to study the political problems of post-revolutionary societies.

Syllabus: This course is designed to explore the nature of communist revolutions in developing societies and the problems of continuity and change in the postrevolutionary order. The legacy of the pre-communist period, the salient factors in the communist seizure of power, the Stalinist model of development and the varieties of post-Stalinist experience are fully dealt with The crises of the system (Poland and Hungary 1956. Czechoslovakia 1968, Poland 1980-81) are likewise explored, as are the variants developed in Jugoslavia and Albania. The decay of Marxism as a living ideology, the emergence of competing ideologies, with particular emphasis on the uses of nationalism, are considered in some detail and that is followed by an analysis of the nature of leadership, bureaucracy and political communication.

Pre-Requisites: None. The course is taught entirely through the use of English-language materials although a reading knowledge of French and/or German may be helpful. Some background in politics or history or international relations or sociology useful but not essential.

Teaching Arrangements: There are 23 lectures (Gv169) and 10 classes (Gv169a) held over three terms. Class work follows the lectures closely and is devoted to in-depth analysis of 10 broad topics. A considerable quantity of teaching aids is distributed. M.Sc. students also attend the seminar Gv227.

Written Work: Students are expected to complete 5 essays over the session.

Essential Reading: Students are urged to use not only the LSE library, but also to familiarise themselves with the relevant holdings of the School of Slavonic and East European Studies.

François Feito, A History of the People's Democracies Since Stalin; Joseph Rothschild, A History of East-Central Europe between the Wars; Martin McCauley (Ed.), Communist Power in Europe 1944-1949; Robert C. Tucker, Stalinism: Essays in Historical Interpretation; H. Gordon Skilling, Czechoslovakia's Interrupted Revolution; Dennison Rusinow, The Yugoslav Experiment 1948-1974; Rudolf Tokes (Ed.), Opposition in Eastern Europe; Peter Sugar (Ed.), Ethnic Diversity and Conflict in Eastern Europe; Maria Hirszowicz, The Bureaucratic Leviathan; Stephen White, John Gardner & George Schöpflin, An Introduction to Communist Politics.

Further Reading will be distributed at the beginning of

Methods of Work: The lectures are intended to provide interpretation guidelines to further reading.

Examination Arrangements: One 3-hour paper in the Summer Term; 4 questions out of 12 to be answered in essay form.

> Gv3056 Gv4110

# The Politics and Government of Scandinavia

Teacher Responsible: John Madeley, Room K307 (Secretary, Marion Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II and M.Sc. students.

Scope: The course does not aim to cover all aspects of politics and government of Scandinavian countries. stead it focuses attention on the major themes in parative political analysis in terms of which the perience of the Scandinavian countries is held to be particular interest.

Syllabus: The course begins with a review of the orical background of the Scandinavian countries. ing particular attention to the processes of stateation and nation-building. Next the development f modern patterns of social cleavage and their ranslation into patterns of political conflict over the ast century is examined. The rise and development of Scandinavian Social Democracy receives particular ttention. The nature of alternative political traditions, also covered and placed in the context of the hanging party systems. Particular episodes ranging om the Norwegian Labour Party's extreme dicalisation around the time of the first world war to he emergence of Glistrup's anti-tax protest party at the Danish election of 1973 are studied. Modern patterns f policy-making and administration are reviewed in erms of the arguments about neo-corporatism and political culture. Particular cases, such as the debate on uclear power in Sweden, are focused on in order to rovide some basis for the assessment of these arguments. Foreign policy issues - such as the different ountries' stances with respect to NATO and the EEC are covered principally in terms of their impact on he countries' domestic politics. While the main mphasis is on the politics and government of the three Scandinavian countries, Sweden, Denmark and Norway, reference is also made at appropriate points n the course to the other Nordic countries - Finland and Iceland. Because a group of countries sharing nany features in common but exhibiting interesting ontrasts form the centre of attention it is intended that he course will develop student's skills in the general field of comparative political analysis.

Pre-Requisites: None. The course assumes no prior knowledge of the subject or an acquaintance with the Scandinavian languages. There is a copious literature n English.

#### Teaching Arrangements:

a) Lectures: Gv168, twenty-two, Sessional (each

Occasional handouts will be distributed particularly in onnection with the topics where similarities and ontrasts between the Scandinavian countries can be eadily shown in tabular form.

(b) Classes: Gv168a, twenty-two, Sessional (each

students choose topics at the start of each of the two first terms and present papers on these to the class for discussion. Reading appropriate to the particular uestions chosen is indicated in advance. Papers marked and graded by the course teacher.

Written Work: In addition to class essays students may also be required to write one longer essay on a topic central to the course. These papers will also be marked and graded.

Methods of Work: In order to make such a course manageable to students who are assumed at the start to know nothing of the subject, the course has been

given a definite shape, which might be described as approximately ten related "patches" of material. This enables students to specialise on particular aspects in connection with the writing of essays and through use of the different libraries' extensive holdings (see section on Reading below). Students will be informed of individual public lectures or seminars on related subjects of interest. Attendance at these will of course he optional.

Reading List: Students will receive copies of the full list at the beginning of the lecture course. It includes a large number of individual journal articles as well as books enabling students with particular interests to pursue them further than is necessary for the course itself. Copies of important articles are deposited in the shortloan photocopy collection in the School library. Access to the Scandinavian Studies library at University College, London, will be arranged for students taking the course at the start of the session. Use of this second library will not be essential but has invariably in the past been found useful. The following is the minimal reading list (a copy of the full reading list can be consulted in the library):

N. Andren, Government and Politics of the Nordic Countries; J. B. Board, The Government and Politics of Sweden; D. A. Rustow, The Politics of Compromise; M. D. Hancock, Sweden: Politics of Post-Industrial Change; N. Elder, Government in Sweden; R. Huntford, The New Totalitarians; H. Valen & E. Katz, Political Parties in Norway; J. A. Storing, Norwegian Democracy; K. E. Miller, Government and Politics in Denmark; S. Rokkan, Citizens, Elections, Parties; H. Tingsten, The Swedish Social Democrats; K. Cerny, Scandinavia at the Polls; S. Berglund & U. Lindstoem, The Scandinavian Party Systems; E. Allardt et al, Nordic Democracy; N. Elder et al, The Consensual Democracies; F. Castles; The Social Democratic Image of Society.

Examination Arrangements: The course is examined in the Summer Term by means of a three-hour unseen written examination. Papers consist of approximately twelve questions (which tend to be closely related to the similar number of major themes in the course) of which any four may be chosen. Students are advised to consult previous examination papers in the library in order to familiarise themselves with the style of paper and the nature of the questions. (The course has been examined at undergraduate level since summer 1981).

Gv3057

# Politics and Government of Latin America

Teacher Responsible: Dr. G. D. E. Philip, Room K106 (Secretary, Mrs. E. Gregory, L208)

Course Intended Primarily for B.Sc. (Econ.) Part II Scope: The objective of this course is to introduce students to Latin American politics. The course will cover both the politics of the larger Latin American countries (Brazil, Mexico, Argentina, Cuba, Peru and Chile) and the political sociology of some key social forces within the area.

Syllabus: The subject offers what is basically an introduction both to the politics of the larger countries

of Latin America and the more important social forces administration; the constitution and activities of which operate in the area. The course will cover the recent political history of Latin America and will consider in detail the role of the military, trade unions, peasants and revolutionary movements in politics.

Pre-Requisites: None, except for a genuine interest in the politics of the area.

#### Teaching Arrangments:

Lectures: Gv170: Fifteen lectures will be given weekly (Michaelmas and Lent Terms). A reading list will be

Classes: Gv170(a): There will be ten classes, (Lent Term) held weekly. Attendance is compulsory. Seminars: (Gv238): for M.Sc. students only.

Written Work: Students will be asked to make class presentations as may be convenient to the conduct of the classes themselves. These may but need not be written up and presented as essays. Students should in any case produce at least two essays in the Autumn

Reading List: S. P. Huntington, Political Order in Changing Societies, (esp. Ch.4); L. A. Whitehead, "Is Mexico Governable?" Bulletin of Latin American Research, Vol. 1, No.1, (October 1981); A. Stepan, The Military in Politics; Changing Patterns in Brazil; G. Philip, The Rise and Fall of the Peruvian Military Radicals; A. Angell, Politics and the Labour Movement in Chile.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper. Twelve questions will be set, covering both country and thematic topics (roughly on a half and half basis), of which four must be answered during three hours. Old examination papers are available in the Library and some old examination questions will be set as essay

Gv3120

#### Political Thought

Teacher Responsible: Professor E. Kedourie, Room A150 (Secretary, K105) Professor K. R. Minogue, Room A387 (Secretary, Mrs. Ann Kennedy, L301) Course Intended Primarily for B.Sc. (Econ.) Part II students, special subject Government, for whom it is a compulsory paper. Other Part II students can also take the paper as an option. The course - lectures and classes - normally spreads over two years, but General Course students may, so long as they seek advice from the teacher responsible complete it in one session.

Scope: The course aims to introduce students to the main currents of political thought from Ancient Greece to the modern West.

Syllabus: This is a study of the beliefs, ideas and theories about politics and government connected with the ancient Greek polis, the Roman civitas, the realms of medieval Europe, and the modern European State. The beliefs and ideas to which particular attention should be paid are those which within each of these political experiences, have been concerned with: the character of a political society and of political activity: the relation between religious, moral and political beliefs; the law, its authority, generation and governments; the office, authority and obligations of rulers; the rights and duties of subjects; justice, liberty, political deliberation and argument.

In addition to this, the candidate is expected to be acquainted with some of the more notable works in the literature of political reflection, e.g.:

Plato, Republic (Cornford); Aristotle, Politics, Bks. L. II and V. (Barker); Cicero, Laws, Bk. III; St. Augustine, The City of God; Dante, De Monarchio Aquinas, Political Writings (Ed. d'Entreves) Machiavelli, The Prince; Hobbes, Leviathan, chs 13-31; Locke, Second Treaties of Civil Government Hume, Essays (in Watkins, Hume's Theory of Politics Rousseau, The Social Contract: Burke, Reflections of the Revolution in France; Hamilton, etc., Th Federalist, 9, 10, 47-51, 68, 69, 80, 85; Mill. Or Liberty; Marx, Manifesto of the Communist Party, Teaching Arrangements:

Lectures (Gv102): Lectures begin in the Michaelma Term and end at the end of the Lent Term.

See also optional course, Three Key Medieval Political Thinkers, Gv104.

Classes (Gv102a & b): For those taking the paper, begin in the Lent Term of the second year of the B.Sc. (Econ.) and normally continue in the Lent Term of the following year. The classes will concentrate on the study of certain important texts in political philosophy Students are expected to prepare papers for discussion in the class, and to write essays for their class tutor. Lists of Suggested Reading which will be discussed in the course of the lectures are too lengthy to be reproduced here. They will be distributed at the beginning of the course of lectures, and can otherwise be obtained from the Secretary of the Department of Government, Miss E. Schnadhorst, Room K206.

Examination Arrangements: There will be a three-hour examination in the Summer Term. The question paper, which will normally contain about 24 questions, will b divided into three sections: ancient, medieval and modern, from each of which candidates are expected to answer at least one question.

Gv3121

#### Political Philosophy

Teacher Responsible: Mr. J. Charvet, Room K207 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for B.Sc. (Econ.) Part II, 3rd Year students special subject Government, Other Part II students can take the paper as an option General Course students should seek advice before taking this course.

Scope: This course aims to introduce students to the main problems in the philosophical study of politics. Syllabus: The course will be concerned with the following topics: The nature of philosophy and its place in the study of politics; The origins and grounds of moral judgement; Free will and responsibility; the nature of freedom, rights and law; punishment; equality; the concept of justice and theories of distributive justice; the nature of the state authority and power; political obligation; theories and democracy and historical explanation.

Teaching Arrangements:

Lectures: 20 lectures (Gv107) in Michaelmas and Lent erms for 3rd year students.

lasses: 20 weekly classes (Gv107a) in the Michaelmas and Lent Terms of the 3rd year.

Reading List: D. D. Raphael, Problems of Political hilosophy; D. D. Raphael, Moral Philosophy; J. D. Mabbott, The State and the Citizen; R. Flathman Ed.). Concepts in Social and Political Philosophy; Sir Berlin, Four Essays on Liberty; J. Rawls, A Theory Justice: H. L. A. Hart, The Concept of Law; A. J. M. Milne, Freedom and Rights; S. I. Benn & R. S. eters, Social Principles and the Democratic State; P. aslett (Ed.) et al., Philosophy, Politics and Society Series IV:

Examination Arrangements: A three hour formal vamination in the Summer Term. The paper will have proximately 15 questions: students must attempt

Gv3122

# Modern Political Thought: A Study of European Political Thought Since 1770

The course will not be taught for second year students n 1985-86. Class Gv109b will be available for Third Year students in 1985-86)

Teacher Responsible: Mr. E. Thorp, Room K305 ecretary, Mrs. M. Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II cond and third years.

Scope: The aim of this course is to enable students to gage in the detailed study of a restricted period in the ory of political thought as a complement to the ore general study of political thought available in er courses. (e.g. Political Thought).

Syllabus: This course may be briefly described as a dy of European political thought (mainly English, rench and German) since about the middle of the 18th entury to the present. The primary emphasis of the udy is on philosophical thought and is carried on rough the study of political texts (e.g. Hegel. Philosophy of Right", J. S. Mill, "On Liberty"), hools of thought (e.g. Idealism, Utilitarianism) orical movements (e.g. Liberalism) and historicallylated concepts (e.g. progress, freedom).

Pre-Requisites: It is presumed that students are already lowing Political Thought or have engaged in some ther general introductory study of political thought. Teaching Arrangements: The lectures are held in the econd year, the classes held in the second and third ears. Attendance at lectures is important because they ovide a general definition of the material to be overed in the classes and a characterization of the pproach adopted to the subject.

#### econd Year

ectures Gv109 Modern Political Thought, 20 lectures Michaelmas and Lent Terms)

Classes Gv109a Modern Political Thought, 12 classes Michaelmas and Lent Terms)

lasses Gv109b Modern Political Thought, 10 classes Michaelmas and Lent Terms)

Other lectures which students might like to attend are: Gv106 French Political Thought

Gv108 Individual and Society in some Modern Political Thinkers

# Gv110 The Political Thought of Hegel and Marx.

Written Work: Students will be expected to write 2 or 3 essays/class papers in the second year and two essays/class papers in the third year. They will also be expected to prepare material for class discussions and to read background material related to the class

Reading List: Students will be expected to read some of the texts in the period as well as survey books on the general thought of the period. Reading lists will be given on detailed topics in the classes and also in conjunction with the lectures. Students should expect to read widely in this subject, the course cannot be covered or even defined by a single textbook.

Three books which set out in a fairly general way the character of the course are:

E. Barker, English Political Thought 1848-1914; J. Bowle, Politics and Opinion in the 19th c.; L. W. Lancaster, Masters of Political Thought Vol. 3.

Examination Arrangements: There is a three-hour formal examination in the Summer Term at the end of the third year. About 14 questions are set of which four are to be answered. The questions are set so as to test the students' knowledge and understanding of the political ideas of the period, and reflect the different modes of study adopted in the lectures and classes.

Gv3130

# Political Thought (A Selected Text): Plato

Teacher Responsible: Dr. J. B. Morrall, Room K205 (Secretary, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II Government: Government and History, 3rd year.

Scope: The objective of the course is to study in depth the text of Plato's Republic with special reference to the light it sheds on the problems of the Greek political community as Plato saw them.

Syllabus: This will concentrate mainly on an understanding of the sequential development of Plato's argument throughout the dialogue.

Pre-Requisites: A general acquaintance with the outline of Greek political philosophy and a close acquaintance with the text. No knowledge of Classical Greek is required.

Teaching Arrangements: Dr. Morrall will conduct an informal lecture-class (Gv105) once a week in Michaelmas and Lent Terms. Attendance at this is compulsory and will be checked by the calling of a class register at each meeting.

Written Work: Usually each student is required to produce one fairly long essay each term. It is marked and graded by Dr. Morrall.

Methods of Work: A considerable amount of private reading will be necessary. For this purpose a comprehensive reading list will be distributed.

Reading List: \*T. M. Cornford, (edited and translated), The Republic of Plato, (recommended edition of the text); \*R. W. Hall, Plato, (Allen & Unwin "Political Thinkers" series); J. Annas, An Introduction to Plato's Republic; R. W. Nettleship, Lectures on Plato's Republic; A. Sesonske, Plato's Republic (an anthology of selections from modern scholarly interpretations).

\*indicates books which should be bought by the student.

Examination Arrangements: The examination takes place in the Summer Term and consists of one paper of three hours. Students will be asked to attempt four questions from a choice of about ten. All the questions will deal with topics discussed in the *Politics*. An acquaintance with Aristotle's *Ethics* would be helpful for purposes of comparison. Students are advised to consult examination papers for previous years (available in the Library) to familiarise themselves with the style of the paper and the type of questions asked. Other Relevant Lectures: Dr. Morrall's lectures in the course, An Introduction to Political Philosophy: the Greeks, may be of interest to students who have not already attended them.

Gv3131

# Political Thought (A Selected Text): Aristotle

Teacher Responsible: Dr. J. B. Morrall, Room K205 (Secretary, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II, Part II Government; Government and History, both 3rd year.

**Scope:** The objective of the course is to study in depth the text of Aristotle's *Politics* with special reference to the light it sheds on the problems of the Greek political community as Aristotle saw them.

Syllabus: This will concentrate mainly on an understanding of Aristotle's objectives and methods in dealing with political themes and problems.

**Pre-Requisites:** A general acquaintance with the outline of Greek political philosophy and a close acquaintance with the text. No knowledge of Classical Greek is required.

Teaching Arrangements: Dr. Morrall will conduct an informal lecture-class (Gv105) once a week in Michaelmas and Lent Terms. Attendance at this is compulsory and will be checked by the calling of a class register at each meeting.

Written Work: Usually each student is required to produce one fairly long essay each term. It is marked and graded by Dr. Morrall.

Methods of Work: A considerable amount of private reading will be necessary. A reading list will be issued. Reading List: \*T. M. Sinclair, The Politics of Aristotle, (Penguin Classics), (revised by T. Saunders). It is essential to get this revised edition and not the earlier version by Sinclair; D. Ross, The Nicomachean Ethics of Aristotle, (World's Classics series, now available in Oxford University Press paperback); E. Barker, The Politics of Aristotle, (for the detailed "Introduction"); \*J. B. Morrall, Aristotle, (Allen & Unwin "Political Thinkers" series); \*R. G. Mulgan, Aristotle's Political Theory (Oxford University Press paperback).

\*indicates books which should be bought by the student.

Examination Arrangements: The examination takes place in the Summer Term and consists of one paper of three hours. Students will be asked to attempt four questions from a choice of about ten. All the questions will deal with topics discussed in the *Politics*. An acquaintance with Aristotle's *Ethics* would be helpful for purposes of comparison. Students are advised to consult examination papers for previous years (available in the Library) to familiarise themselves with the style of the paper and the type of questions asked. Other Relevant Lectures: Dr. Morrall's lectures in the course, An Introduction to Political Philosophy: the Greeks, may be of interest to students who have not already attended them.

Gv3133 Gv4013

# Political Thought (A Selected Text): Machiavelli

Teacher Responsible: Professor K. R. Minogue, Room A387 (Secretary, Mrs. A. Kennedy, L300)

Course Intended Primarily for B.Sc. (Econ.) Part II Government; Government and History, 3rd year. Scope: Machiavelli's political writings to be studied in depth in relation to their Renaissance context and the development of the modern state.

Syllabus: The central requirement of the course is a thorough familiarity with Machiavelli's *Prince* and *Discourses on the First Ten Books of Livy*. The student should be aware that these texts are translated, with consequent problems of meaning. Some familiarity with other political works of Machiavelli – such as *The Art of War*, and *The History of Florence*, would be deeply beneficial.

Pre-Requisites: Some acquaintance with the development of political thought.

Teaching Arrangements: Twenty one-hour seminars (Gv105) weekly in the Michaelmas and Lent Terms, attendance at the seminars is compulsory.

Written Work: Each student should expect to do about four essays for the course.

Reading List: The texts are: The Prince and Discourses on the First Ten Books of Titus Livius. The Modern Library Edition includes both, is conveniently available, and is sometimes the edition referred to in scholarly articles. Robert Ridolfi, The Life of Niccolo Machiavelli; J. R. Hale, Machiavelli and Renaissance Italy; Jacob Burckhardt, The Civilization of the Renaissance in Italy; F. E. Jacob (Ed.), Italian Renaissance Studies; Federico Chabod, Machiavelli and the Renaissance; Sydney Anglo, Machiavelli: A Dissection; Herbert Butterfield, The Statecraft of Machiavelli; Leo Strauss, Thoughts on Machiavelli; Guiseppe Prezzolini, Machiavelli; De Lamar Jensen (Ed.), Machiavelli: Cynic, Patriot, or Political Scientist: Quentin Skinner, Machiavelli: K. R. Minogue, 'Theatricality and Politics: Machiavelli's Concept of Fantasia' in Bhikku Parekh & R. N. Berki (Eds.), The Morality of Politics; Robert J. McShea, 'Leo Strauss on Machiavelli' (The Western Political Quarterly, Vol. XVI, 1963); Dante Germino, 'Second Thoughts on Leo Strauss' Machiavelli' (The Journal of Politics, Vol. 29, November 1966).

Examination Arrangements: The examination in the Summer Term consists of one three-hour paper. Four questions must be attempted from a choice of about ten.

Gv3134 Gv4014

# Political Thought (A Selected Text): Hobbes

Teacher Responsible: Dr. R. Orr, Room L100 (Secretary, Mrs. P. da Gama Pinto, L103) Course Intended Primarily for B.Sc. (Econ.) Part II, 3rd year;

M.Sc. (The History of Political Thought);

M.Sc. (Political Philosophy)

Scope: Close reading and exegesis of key passages plus sustained interpretation of chief arguments in Thomas Hobbes's Leviathan, together with a contextual understanding and critical analysis (as well as a present-day assessment) of the main concepts employed. Knowledge of the texts of Parts I and II of Leviathan plus the Review and Conclusion, is essential. Though all the emphasis will be on Hobbes's political doctrines, the theological framework of his philosophical system has to be taken into account throughout.

Syllabus: Natural right and endeavour. Power and Liberty. The justness of natural right and the maximum and minimum of natural liberty. Right and good. Mechanism and the search for causes. The passions and reason. The state of nature. Men's equality. The condition of war.

Hobbes's views on Liberty. Necessity, impediment, compulsion, and obligation. Deliberation and Freedom. Voluntary action and freedom. The question of the consistency of Hobbes's doctrine of freedom. Freedom and determinism.

Will and consent. Covenanting. The voluntary renunciation of right. Obligation dependent on such a voluntary renunciation of right. Morality and logic. Hobbes's theism and the observance of natural law. Divine commands. Endeavouring to be obliged and being obliged to endeavour. The basis of Hobbes's concept of obligation. Authorisation. The mechanics of the political contract. The rights of sovereignty. Commonwealth by institution and acquisition. Absolute and arbitrary legislative power. Liberty of subjects. Injury and injustice. Punishment. Law. The dissolution of the commonwealth.

Pre-Requisites: None.

Teaching Arrangements: One class per week, each I hour (course Gv105) Michaelmas and Lent Terms. Attendance compulsory.

Written Work: One essay to be read and marked by class teacher, plus one essay per student per term presented to and discussed by the class. Essay length: 1,800–2,000 words.

Reading List: Hobbes, Leviathan. Parts I and II, plus the Review and Conclusion. Any (cheap or paperback) edition will do. A copy of the book to be brought to each class meeting; R. S. Peters, Hobbes (Penguin edn.), (good on life and times and general philosophical background); J. W. N. Watkins, Hobbes's System of

Ideas (solid account of Hobbes's general philosophical doctrine); W. von Leyden, Hobbes and Locke: The Politics of Freedom and Obligation, chs. 1-3; Brian Barry, 'Warrender and his Critics', Philosophy, Vol. 42, April 1868. Repr. in Hobbes and Rousseau, Ed. M. Cranston and R. S. Peters, (Anchor paperback). This article is indispensable. There are other interesting papers on Hobbes in the Cranston-and-Peters vol.; D. D. Raphael, Hobbes, Morals and Politics, (contains good accounts of the Hobbes literature of the last 50 years); J. Plamenatz, Man and Society, Vol. I, chapter on Hobbes (sound); H. Warrender, The Political Philosophy of Hobbes: His Theory of Obligation. To be used only with reference to particular topics mentioned in the index. Valuable but not generally accepted interpretation; F. C. Hood, The Divine Politics of Thomas Hobbes. Too much emphasis on Hobbes's theology in relation to his political theory; C. B. Macpherson, The Political Theory of Possessive Individualism: Hobbes to Locke, (controversial); L. Strauss, Natural Rights and History, (controversial on Hobbes); M. Oakeshott, Hobbes on Civil Association. Supplementary Reading List: M. M. Goldsmith, Hobbes's Science of Politics; F. S. McNeilly, The Anatomy of Leviathan; D. P. Gauthier, The Logic of Leviathan; K. C. Brown (Ed.), Hobbes Studies; M. Oakeshott, Introduction to his edition of Leviathan, (Blackwells).

Books mentioned under this heading only to be used for the preparation of essays.

Examination Arrangements: For B.Sc. (Econ.) Part II, final year students, written exam paper in June, three hours, four questions out of ten to be answered. For M.Sc. candidates in the History of Political Thought and in Political Philosophy, written exam paper in September, three hours, three questions out of nine to be answered.

# Gv3135 Gv4015

# Political Thought (A Selected Text): Rousseau

Teacher Responsible: Mr. J. Charvet, Room K207 (Secretary, Mrs. P. da Gama Pinto, L307)

Course Intended Primarily for B.Sc. (Econ.) Part II,

Special Subject IX Government, 3rd year.

Scope: The course is a detailed study of three works by Rousseau in the field of Political Thought: Discourse of the Arts and Sciences, Discourse on the Origins of Inequality and The Social Contract.

#### Syllabus:

(1) Discourse on Arts and Science: The connection between the flourishing of the arts and sciences and the corruption of society; the cause of this corruption; the role of inequality and dependence between men.

(2) Discourse on the Origins of Inequality: The original state of nature as one of independence, natural goodness and equality; the emergence of social relations and first beginnings of corruption; the development of private property and inequality; the creation of political society and oppression.

(3) The Social Contract: The basis of a just political society in a contract between free and equal men; the

terms of the contract; the subordination of the private will to the general will; the realisation of value of freedom and equality; the place of the law; the lawgiver; the executive; civil religion.

**Pre-Requisites:** The paper is appropriate for students who have a background in the history of political thought or in political philosophy.

Teaching Arrangements: The course will consist of 20 weekly classes (Gv105) in the Michaelmas and Lent Terms (teacher: J. Charvet).

Written Work: The student will be expected to write 4 essays for the course, and otherwise will be expected to introduce and participate in class discussions.

Reading List: Students must acquire copies of the 3 texts.

Rousseau, The First and Second Discourses (trs. Masteus); A Discourse on Inequality (trs. M. Cranston); Rousseau, The Social Contract, (trs. M. Cranston), Penguin.

Additional Reading: N. Hampson, The Enlightenment: J. Charvet, The Social Problem in the Philosophy of Rousseau; J. C. Hall, Rousseau: an Introduction to his Political Philosophy: J. Shklar, Men and Citizens.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen 3 hour paper of around 10 questions of which students are expected to answer 4.

Gv3136 Gv4016

# Political Thoughts (Texts) (g) Hegel

Teacher Responsible: Professor E. Kedourie, Room A150 (Secretary K105)

Course Intended Primarily for B.Sc. (Econ.) Part II students, 2nd or 3rd year.

Scope: The purpose of the course is to enable students to acquire a precise and detailed knowledge of Hegel's *Philosophy of Right*. The paper is designed primarily for those B.Sc. (Econ.) students who specialize in Government. Other Part II students with an interest in the history of political thought, or in political philosophy can also take this paper. Graduate students having the same interest may find the teaching for this paper profitable.

The work consists of a critical reading of, and commentary on, Hegel's *Philosophy of Right*. The work is done in twenty one-hour classes (Gv105) in the Michaelmas and Lent Terms. It is a co-operative enterprise between teachers and students.

Every student should have a copy of Hegel's *Philosophy of Rights*, trs. T. M. Knox (Oxford University Press). A paperback edition is available.

Reading List: The following are a useful introduction to Hegel's thought: Edward Caird, *Hegel*; Walter Kaufman, *Hegel*.

Examination Arrangements: There is a formal three-hour unseen paper in the Summer Term in which students are required to answer four from about eight to ten questions. (The M.Sc. students have a paper set in the same form in September.)

Gv3137 Gv4017

# Political Thought (A Selected Text): J. S. Mill

Teacher Responsible: Mr. E. Thorp, Room K305 (Secretary, Mrs. M. Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II Third Year

**Scope:** The aim of this course is to engage students in the detailed and exact study of the central political ideas of a significant political philosopher.

**Syllabus:** The following works will be studied in close detail:

1. A System of Logic Book VI The Logic of the Moral Sciences

2. Utilitarianism

3. On Liberty

4. Considerations on Representative Government

(Students should buy personal copies of these works 2, 3, 4 are available in one volume in the Everyman Library. Book VI of the Logic is available separately in (1) Bobbs-Merrill Library of Liberal Arts; (2) R Fletcher (Ed.), John Stuart Mill (The Making of Sociology, Series); (3) Older versions of the complete System of Logic which are often to be found quite cheaply in secondhand bookshops). (Other of J. S Mill's works will be prescribed for reading to provide a context for these works).

**Pre-Requisites:** It is presumed that students are already following **Political Thought.** 

Teaching Arrangements: Twenty to twenty-five classes (Gv105) in the third year. A weekly class for two terms (Michaelmas and Lent Terms) and usually some additional classes at the beginning of the Summer Term. Some of these classes, or parts of classes, are devoted to exposition of the text by the teacher but the main aim of the study is to engage students in an independent study of the text, which is to be achieved only by a cooperative and sustained effort by all the members of the class.

Written Work: Students will be expected to write four essays during the period of study. They should read the set texts carefully before the beginning of the course, that is, during the Summer vacation, and engage in a continued study of them throughout the period of the course.

#### Reading List: General Introductory Works

K. Britton, J. S. Mill; R. P. Anschutz, The Philosophy of J. S. Mill; Alan Ryan, The Philosophy of J. S. Mill; A. Bain, J. S. Mill: A Criticism.

# A Selection of Modern Critical Studies

J. B. Schneewind (Ed.), Mill: a collection of critical essays.

Examination Arrangements: There is a formal three-hour unseen paper in the Summer Term in which students are required to answer four from about eight to ten questions. The questions are designed to test students' knowledge and understanding of the text, their capacity to handle the arguments which arise in it and the critical discussions which have centred around it. Students should aim at gaining a knowledge of all of these texts and should not be pre-emptively selective.

Gv3138 Gv4018

# Political Thought (A Selected Text):

Teacher Responsible: Professor M. W. Cranston, Room L104 (Secretary, Mrs. P. da Gama Pinto, L103) Course Intended Primarily for B.Sc. (Econ.) Part II 3rd year: M.Sc. (The History of Political Thought); M.Sc.

(Political Philosophy).
Scope: Exegesis of key passages and critical interpretation of chief arguments in John Locke's Second Treatise of Government, together with a contextual understanding and close analysis (as well as

a present-day appraisal) of the main concepts

yllabus: Natural law and the right to private watership; issues concerning the use of money. The tate of nature and the right of punishment. Three routsites of political life. The judicial power.

Free consent, trust, and the limits of the legislature. Law and civil liberty. Prerogative. Umpirage, supremacy, and the principle of "floating" sovereignty. Majority-rule. Force. Obligation and consent (express or tacit). State of anarchy. Abuse of political authority. Dissolution of government "from within" (Passive and active). The state of war and a state of war. Rebellion and the right of popular resistance. On justifying individual freedom and state authority, lawful government and popular control. Arguments against arbitrary, absolute power.

Pre-Requisites: Nil.

Teaching Arrangements: One weekly, 1-hour class (course Gv105) beginning first week of Michaelmas Term through to Easter. Continued during Summer Term for graduates only. Attendance compulsory. Written Work: One essay per term to be read and marked by class teacher, plus one essay per student per

marked by class teacher, plus one essay per student per term presented to and discussed by the class. Essay length: 1,800–2,000 words. Emphasis on student participation in class, in the form of critical observations and raising of questions.

Reading List: Locke, Second Treatise of Government, Ed., P. Laslett, Mentor paperback, or J. Gough's edn., Blackwell, or any other cheap edn. A copy of the book be brought to each class meeting; Locke, Essays on e Laws of Nature, Ed., W. von Leyden, Oxford, oduction, sect. VI, and Essays I-V; M. Cranston, ohn Locke, A Biography (for life and times; also for neral philosophical background); W. von Leyden, bbes and Locke, The Politics of Freedom and igation, chs. 4-6; J. Gough, Locke's Political sophy, chapter on Trust (good); R. I. Aaron, John ocke, 3rd edn., chapter on political philosophy und); D. J. O'Connor, John Locke, Pelican edn., pter on political philosophy (solid); J. D. Mabbott, John Locke chapter on ethics and political philosophy able); M. Seliger, The Liberal Politics of John ocke, and G. Parry, John Locke, both to be used only or reference to particular topics mentioned in Index; Strauss, Natural Right and History, chapter on ocke (controversial); J. Plamenatz, Man and Society, ol. 1, chapter on Locke.

Supplementary Reading List: J. Tully, A Discourse on

Property, John Locke and his Adversaries; J. P. Day, "Locke on Property", Philosophical Quarterly, Vol. XVI, 1966, 207–20; K. Olivecrona, 'Locke's Theory of Appropriation', Philosophical Quarterly, Vol. XXIV, 220–34; J. Dunn, "Consent in the Political Theory of John Locke", The Historical Journal, Vol. X, 1967, 153–82; H. Pitkin, "Obligation and Consent", American Political Science Review Vol. LIX, 1965, 990–9 and Vol. LX, 1966, 39–52; W. von Leyden, "John Locke and Natural Law", Philosophy, Vol. XXXI, 1956, 23–25.

Examination Arrangements: For B.Sc. (Econ.), Part II final year students, written exam paper in June, three hours, four questions out of ten to be answered. For M.Sc. candidates in the History of Political Thought and in Political Philosophy, written exam paper in September, three hours, three questions out of nine to be answered.

Gv3150

# History of Political Ideas

Teacher Responsible: Mr. E. Thorp, Room K305 (Secretary, Mrs. M. Osborne, K105)

Course Intended Primarily for B.A. History students, paper C1.

Scope: The course aims to introduce students to the main currents of political ideas from Ancient Greece to the modern West.

Syllabus: Students should consult 'the White Book' and the general description given in the study guide for the Course Gv102 Political Thought.

Teaching Arrangements: The basic teaching for this subject, History of Political Ideas, is provided by the Government Department. It consists of:

(a) A general course of twenty lectures (Gv102)

Political Thought\* which students should attend in their second year. This covers the general political thought of Greece and Rome, the Medieval World, Modern Times. Students should refer to the study guide for this course.

(b) Classes: Mr. Thorp will advise students on the particular arrangements for classes in any given year. At least fifteen classes will be available for students in this subject.

In addition to this basic teaching students may be interested in attending other courses of lectures held at the School or University. (Those numbered 1-4 might be more appropriately attended in the third year; No. 5 could be attended in either the second or third years.)
\*1. Gv100 An Introduction to Political Thought: The

Greeks
2. Gv104 Three Key Medieval Political Thinkers

3. Hy102 The History of European Ideas 4. Gv109 Modern Political Thought

5. Senate House Lecture Course on European Political Ideas. Mondays, 11.00 a.m., Sessional.

It should be clearly understood by students proposing to take this subject that it is a study that needs a steady and sustained approach to enable students to become familiar with the various concepts and different modes of thought that are involved in it. Furthermore regular attendance at class discussion is required so that students develop facility in handling ideas.

Students who are thinking of taking this subject should see the Teacher Responsible towards the end of their first year, or at the latest, October in their second year, to discuss the teaching arrangements for the subject and to receive advice on preliminary study.

Examination Arrangements: A three-hour paper at the end of the third year, requiring four questions to be attempted. The paper is divided into two sections, and at least one question out of each section must be answered. The first section will consist of questions on the starred texts (see 'White Book'); the second, of questions of a broad contextual character.

N.B. Course numbers may vary slightly from year to

Gv4000 Gv4001

History of Political Thought (Seminar) Teacher Responsible: Professor K. Minogue, Room

A387 (Secretary, Mrs. A. Kennedy, L300) The Seminar is Intended Primarily for those taking the one-year M.Sc. History of Political Thought. Other graduate students may attend by permission.

Scope: This is a graduate seminar (Gv200) which meets once a week throughout the session in which the topics connected with Papers 1, 2 and 4 of the one-year M.Sc. (Econ.) History of Political Thought are discussed. In the seminar papers by both staff and students are read and discussed.

Syllabus:

1. Nature and scope of intellectual history

History as a mode of thought. The nature of historical understanding. The emergence, character and organising ideas of a history of thought. Beliefs, conduct and events.

2. Critical Problems in the history of political thought Politics and the political.

Varieties of political utterance and discourse: practical, 'scientific', historical, philosophical,

'Political theory'.

Problems of historical understanding and interpretation illustrated from general and special histories of political thought and histories of specific political ideas.

Reading List: Lists of suggested reading are too lengthy to reproduce here. They will be circulated at the first meeting of the seminar. Copies may also be obtained from the Secretary of the Department of Government, Miss E. Schnadhorst, Room K206.

Examination Arrangements: Examinations take place during the first week of September and results are published towards the end of the same month or at the beginning of October.

Gv4005

# Greek Political Philosophy: The Concept of Justice

Teacher Responsible: Dr. F. Rosen, Room L101 (Secretary, Mrs. P. da Gama Pinto, L103) Course Intended Primarily for M.Sc. Politics 9.

Scope: The course is intended to explore, be historically and analytically, the theme of justice an related issues in Greek political philosophy.

Syllabus: The course will be concerned with following themes: the trial and death of Socrates; th Socratic paradoxes; the Sophists; nature convention; the concept of techne; punishing freedom; myth; virtue; friendship (philia); law a justice; equality; and constitutions.

Teaching Arrangements: 15 fortnightly 2 hour seminars (Gv203) throughout the session.

Written Work: Students will be expected to write essays for the seminar which will be discussed in individual tutorials.

Reading List: Plato, Apology of Socrates, Crito, Protagoras, Gorgias, Republic, Laws; Aristotle, Nichomachean Ethics; Politics.

Examination Arrangements: The examination will take place in early September and will consist of a form and unseen 3 hour paper. The paper will cont around ten questions of which students will be required to answer 3.

Gv4006

# Modern Political Philosophy: Freedom and Equality

Teacher Responsible: Mr. J. Charvet, Room K207 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for M.Sc. Politics 9.

Scope: The course is intended to explore substar problems of modern political philosophy focussing ideas of freedom and equality.

Syllabus: The course will be concerned with the following themes: the meaning and possibility freedom; the meaning and justification of equality relation and opposition of freedom and equal substantive theories of justice governed by principle freedom and equality - those of Rawls, Nozick and Egalitarian theories; the individualist nature of theor of freedom and equality; utilitarianism; individualist theories - Hegel and Marx.

Teaching Arrangements: 15 fortnightly 2 he seminars (Gv204) throughout the session.

Written Work: Students will be expected to write essays for the seminar which will be discussed individual tutorials.

Reading List: Sir I. Berlin, Two Concepts of Liberty Charvet, A Critique of Freedom and Equality; Nozick, Anarchy, State and Utopia; J. Rawls, Theory of Justice; J. Feinberg, Rights, Justice and the Bounds of Liberty.

Examination Arrangements: The examination will ta place in early September and will consist of a fo and unseen 3 hour paper. The paper will co around 10 questions of which students will be requi

Gv4013 see Gv3133 Gv4014 see Gv3134 Gv4015 see Gv3135 Gv4016 see Gv3136 Gv4017 see Gv3137 Gv4018 see Gv3138

Political Thought (A Selected Text)

eacher Responsible: Mr. J. Charvet, Room K207 ecretary, Mrs. P. da Gama Pinto, L103)

ourse Intended Primarily for M.Sc. Politics 9 cope: Students will be required to choose one of the wing authors and study in detail one or more major works by them:

achieavelli (Gv4013), Hobbes (Gv4014), Locke (4018), Rousseau (Gv4015), Hegel (Gv4016), J. S. Mill (Gv4017).

vilabus: For the syllabus for individual authors ether with reading lists and teaching arrangements ee Study Guides Gv3133-3138.

vamination Arrangements: The examination will take ce in early September and will consist of a 3 hour er on the selected texts of the chosen author. The r will contain around 10 questions of which its will be required to answer 3.

Gv4025

# The State in the United Kingdom

eacher Responsible: Dr. R. Barker, Room K100 cretary, K105)

ourse Intended Primarily for M.Sc.

ope: The aim of the course is to familiarise students the principal views and interpretations of the state, with the usefulness of those views in understanding politics and government of the United Kingdom. llabus: The growth, structure, character and powers the modern state in the U.K., and of the various ries which seek to account for or explain these. growth of the modern state, and of its economic sibilities and social services. Marxism, pluralism, theories of autonomous government.

macy and coercion; the occupation of governing; nstitutions of government.

re-Requisites: None. Students come to this course m a variety of backgrounds in the social sciences. eaching Arrangements: 5 2-hour seminars (Gv206) in h of the 3 terms. Students specialising in the U.K. c, option will be allocated a personal tutor who will rdinate their studies in general, and who will be ally responsible for advice about the dissertation. State in the U.K. seminars will be taught by Dr. Barker; Mr. A. J. L. Barnes (Room K309) and Mr. J. Beattie (Room L102) will also act as personal

itten Work: Students will normally write two papers

ading List: (A full reading list and seminar amme will be issued at the beginning of the

h Heclo, Modern Social Politics in Britain and den; James O'Connor, The Fiscal Crisis of the e; Ralph Miliband, The State in Capitalist Society;

C. E. Lindblom, Politics and Markets; Gianfranco Poggi, The Development of the Modern State; Richard Rose, Governing without Consensus; P. Stanworth & A. Giddens (Eds.), Elites and Power in British Society; Hugh Heclo & Aaron Wildavsky, The Private Government of Public Money; Tony Bunyan, The Political Police in Britain; Claus Offe, Contradictions of the Welfare State.

Examination Arrangements: A three-hour formal examination in September. The number of questions varies from 8 to 12; students must attempt 3.

Gv4026

Interpretations of the Constitution

Teacher Responsible: Mr. A. J. Beattie, Room L102 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for M.Sc.

Scope: The aim of the course is to introduce students to a particular kind of political thinking, concerned with the distribution of authority between British political institutions rather than with substantive policy questions.

Syllabus:

1. The status of constitutional thinking, and its relation to other kinds of political discourse;

2. The history of constitutional thought in Britain, from 1660 to the present day. This will be studied through individual texts (e.g. Hume's Essays, Dicey's Law of the Constitution, etc.) and through the examination of a number of established themes (the separation of powers, the rule of law, representation, party government, etc.).

Pre-Requisites: None. Students wholly unfamiliar with British politics and constitutional history will be expected to undertake initial, directed reading.

Teaching Arrangements: Gv175 British Constitutional Ideas since the 1880s, 25 lectures, Sessional and 5 2hour seminars (Gv206) in each of the 3 terms. Students specialising in the U.K. M.Sc. option will be allocated a personal tutor who will co-ordinate their studies in general, and who will be initially responsible for advice about the dissertation. The 'Interpretations' seminars will be taught by A. J. Beattie; Mr. A. J. L. Barnes (Room K309) and Dr. R. S. Barker (K201) will also act as personal supervisors.

Written Work: Students will normally present an average of 2 seminar papers per term. These papers will be photocopied and circulated before each seminar meeting. In addition, each student will present to Mr. Beattie a minimum of 2 essays per term.

Reading List: (A full reading list and seminar programme will be issued at the beginning of the

M. J. C. Vile, Constitutionalism and the Separation of Powers; J. C. Rees, Interpreting the Constitution; G. Marshall, Constitutional Theory; A. H. Birch, Representative and Responsible Government; S. H. Beer, Modern British Politics; H. L. A. Hart, The Concept of Law.

Examination Arrangements: A three-hour formal examination in September. The paper will have approximately 15 questions; students must attempt 3.

# The History of British Politics in the 20th Century

Teacher Responsible: Mr. A. J. Beattie, Room L102 (Secretary, Mrs. P. da Gama Pinto, L103) Course Intended Primarily for M.Sc.

Scope: The aim of the course is to engage students in the detailed study of 20th century British political events and the politicians associated with them, and to achieve an understanding of the character and problems of historical enquiry in this period.

#### Syllabus:

- 1. The study of the events of British politics since the 1890s, with special emphasis on the ambitions, purposes and the ideas of the politicians involved, and the institutional context within which they acted.
- 2. Students will be examined on the assumption that in addition to a knowledge of the period as a whole, they will have specialised further in one of the following periods: 1900-1916; 1916-1922; 1922-1931; 1931-1940; Post-1940.
- 3. The nature of the historical debates about British politics in the 20th Century. This historiographical study will be undertaken through a study of individual historical works (e.g. Cowling, The Impact of Hitler) and of the way in which historians have treated particular themes (e.g. party history, the history of foreign policy, biographical studies, etc).

Pre-Requisites: None. All students will benefit from attending the lecture course Gv152, and this course should be regarded as essential for students who are wholly unfamiliar with modern British History.

Teaching Arrangements: 5 2-hour seminars (Gv206) in each of the 3 terms. Students specializing in the U.K. M.Sc. option will be allocated a personal tutor who will co-ordinate their studies in general, and who will be initially responsible for advice about the dissertation. The history of Politics seminars will be taught by Mr. Beattie and Mr. A. J. L. Barnes (Room K309), and Dr. R. Barker (Room K201) will also act as a personal supervisor.

Written Work: Students will normally present an average of 2 seminar papers per term. These papers will be photocopied and circulated before each seminar meeting. In addition, each student will present to a specified seminar teacher a minimum of 2 essays per term. These essays will normally be within the special period chosen by the student.

Reading List: (A full, annotated reading list and seminar programme will be issued at the beginning of

A. Havighurst, Britain in Transition; M. Cowling, The Impact of Labour; K. Middlemas & J. Barnes, Baldwin; P. Addison, The Road to 1945; R. Bassett, 1931: Political Crisis; J. Ramsden, The Age of Balfour and Baldwin.

Examination Arrangements: A three-hour formal examination in September. The paper will be divided into 2 sections. Section A will consist of approximately 6 historiographical questions; Section B will have approximately 24 questions, designed to test knowledge of the candidates' chosen special period. Candidates must answer 3 questions in all, of which at

least one must be taken from Section A, and at least one from Section B.

Gv4028

# Modern British Political Ideas

Teacher Responsible: Dr. R. Barker, Room K100 (Secretary, K105)

Course Intended Primarily for M.Sc.

Scope: The aim of the course is to familiarise students with the principal political arguments that have occurred in the United Kingdom over the last hundre

Syllabus: Politics, political ideas, and political argument; argument over the rise of the modern sta in the United Kingdom - liberalism, socialis conservatism. The various forms of pluralism.

The debate over citizenship and over the compo of political society: nationalism, feminism, popular The development of arguments over the state and o citizenship in the second half of the present century Pre-Requisites: None. Students come to this cour from a variety of backgrounds in the social scient Teaching Arrangements: Five 2-hour sem (Gv206) in each of the 3 terms. Students special in the U.K. M.Sc. option will be allocated a pertutor who will coordinate their studies in general, ar who will be initially responsible for advice about the dissertation.

The Political Ideas seminars will be taught by Dr. R. Barker.

Mr. A. J. L. Barnes (Room K309) and Mr. A. J. Beattie (Room L102) will also act as personal supervisors. Written Work: Students will normally write two pape

Reading List: (A full reading list and sem programme will be issued at the beginning of the

Rodney Barker, Political Ideas in Modern Britain Raymond Williams, Culture and Society 1780-195 L. T. Hobhouse, Liberalism; G. B. Shaw (Ed.), Fabian Essays in Socialism; Herbert Spencer, The Man ver the State; Lord Hugh Cecil, Conservatism; Pe Kropotkin, Fields, Factories and Workshops; E. P. Thompson, William Morris: from Romantic Revolutionary (2nd edn., 1977); Hilaire Belloc, The Servile State; R. H. Tawney, The Acquisitive Socie George Orwell, The Lion and the Unicorn; An Oakley, Subject Women; C. A. R. Crosland, Th Future of Socialism; R. M. Titmuss, The G Relationship; Michael Oakeshott, Rationalism Politics; F. A. Hayek, The Constitution of Liberty; E P. Thompson, The Poverty of Theory.

Examination Arrangements: A three-hour for examination in September. The number of quest varies from 8 to 12; students must attempt 3.

Gv4040

# Political Sociology I: Revolutions and Social Movements

Teacher Responsible: Dr. T. J. Nossiter, Room K308 (Secretary, K105)

Course Intended Primarily for students registered for the M.Sc. Political Sociology but open to students of

ther M.Sc. courses with the approval of students' visors and Dr. Nossiter, and research students in sted fields on the same basis.

cope: A critical assessment of attempts to explain nd political change including revolutions, state ion and nation-building through a confrontation theories, models and approaches with evidence ting to particular cases.

vilabus: "Natural history", functionalist and Marxist ries of revolution; nation-building, nationalism and ate formation processes; theories of imperialism, dency and underdevelopment; millenarian and types of social movements; the peasant, working ss. religious, nationalist and other factors in ticular cases of revolutionary and nonlutionary change. The range of cases treated will nend in part on the background and interests of the bers of the seminar.

feaching Arrangements: Twenty two-hour seminars ichaelmas Term). Students are also assigned an ividual supervisor. Teaching occurs in connection with papers written by the students. There are no ory lectures but many courses of (and idual) lectures given within the Department and where in the School are germane. Advice is given relation to individual needs and interests at the nning of the course.

roductory Reading List: Detailed reading lists will made available at the commencement of the course earlier on request. P. T. Bauer, Dissent on lopment (1976); J. Barrington Moore, Social ins of Dictatorship and Democracy (1969); A. ewer, Marxist Theories of Imperialism (1980); C. on, Anatomy of Revolution (1938); P. Calvert, tion (1970); A. S. Cohen, Theories of lution: An Introduction (1975); E. Hobsbawm, tionaries (1977); G. Ionescu & E. Gellner Populism (1969); Chalmers Johnson, ionary Change (1968); W. Kornhauser, The of Mass Society (1960); G. Poggi, The oment of the Modern State (1978); T. Skocpol, tes and Social Revolutions (1979); N. Smelser, ory of Collective Behaviour (1963); Anthony ith, Theories of Nationalism (1971); B. Warren. ialism (1980); A. Westoby, Communism since orld War II (1981); P. Wilkinson, Social Movements 971); E. Wolf, Peasant Wars of the Twentieth entury (1971).

Examination Arrangements: One three-hour written amination in early September on the basis of the labus as taught in the two preceding academic

Gv4041

# Political Sociology II: Political Behaviour

leacher Responsible: Dr. T. J. Nossiter, Room K308 ecretary, K105)

ourse Intended Primarily for students registered for he M.Sc. Political Sociology but open to students on her M.Sc. courses and research students in appropriate fields with the approval of students' upervisors and Dr. Nossiter.

Scope: The course provides a critical review of research into political behaviour with particular but not exclusive reference to British and American studies. Syllabus: The behavioural approach and its critics: surveys and the study of public opinion; the 'Authoritarian Personality'; political socialisation; political culture: the mass media and political communications; electoral behaviour; parties and party systems; 'Who Governs?' - the study of community power.

Teaching Arrangements: Twenty two-hour seminars (Lent Term). Students are also assigned an individual supervisor. Teaching is by means of seminars based on papers prepared by students. There are no compulsory lectures. Advice is given at the beginning of the course as to which optional courses within the Department or elsewhere in the School will best meet individual needs and interests. Political Sociology (So5880), Political Behaviour With Special Reference to the United Kingdom (Gv3027), Data Analysis for Political Science and Public Policy (Gv215), Media and Society: Social and Communications Policy Issues (Sa133) are relevant.

Introductory Reading List: Detailed reading lists will be made available at the commencement of the course or earlier on request.

D. Kavanagh, Political Science and Political Behaviour (1983); R. E. Dowse & J. Hughes, Political Sociology (1973); B. Stacey, Political Socialisation in Western Europe (1978); G. Almond & S. Verba, The Civic Culture (1963); The Civic Culture Revisited (1980); H. Himmelweit, How Voters Decide (1981); B. Särlvik & I. Crewe, Decade of Dealignment (1983); A. Seaton & J. Curran (Eds.), Power without Responsibility (1981); A. May & K. Rowan, Inside Information: British government and the media (1982); J. G. Blumler et al., The Challenge of Election Broadcasting (1978); Glasgow University Media Group, Bad News (1976) and sequels; B. Erickson & T. Nosanchuk, Understanding Data (1979); F. Teer & J. Spence, Political Opinion Polls (1973).

Examination Arrangements: One three-hour written examination in early September on the basis of the syllabus as taught in the two preceding academic

Gv4042

# Political Sociology III: Theories and Concepts of Political Sociology

Teacher Responsible: Dr. T. J. Nossiter, Room K308 (Secretary, K105)

Course Intended Primarily for students registered for the M.Sc. Political Sociology but open to students on other M.Sc. courses and research students in appropriate fields with the approval of students' supervisors and Dr. Nossiter.

Scope: Whereas Political Sociology I: Revolutions and Social Movements (Gv4040) and Political Sociology II: Political Behaviour (Gv4041) include much historical and empirical material, this course deals with rival conceptualisations of the nature of the state and

political life largely in logical and theoretical terms from Marx and Weber to the present. The most recent contributions to the field are evaluated.

Syllabus: Power and authority: theories of the character and role of the State and the nature of political life from Marx and Engels to the present including Weber, Elite theories, functionalism and systems theories, neo-marxism, mass society and structuralism. Because of the international character of the seminars and the variety of student backgrounds there is some flexibility in the detailed content of this course from year to year.

Teaching Arrangements: As per Political Sociology II: Political Behaviour.

Introductory Reading List: Detailed reading lists will be made available at the commencement of the course or earlier on request.

T. Bottomore & R. Nisbet (Eds.), A History of Sociological Analysis (1978); L. Kolakowski, Main Currents of Marxism (3 vols.) (1978); S. Ehrlich, Pluralism On and Off Course (1983); G. Duncan (Ed.), Democratic Theory & Practice (1983); A. Giddens, Profiles & Critiques in Social Theory (1983); A. Nove. The Economics of Feasible Socialism (1983).

Examination Arrangements: One three-hour written examination in early September on the basis of the syllabus as taught in the two preceding academic sessions.

Gv4050

# The Government and Politics of the USSR

The syllabus comprises the syllabuses for papers (3) and (4) of the M.Sc. in the Politics and Government of Russia, except that there are no set texts and no language requirement. A study guide for the Russian M.Sc. is available.

Teaching Arrangements: Students must attend all seminars for Gv4053 and Gv4054. They will benefit from attending seminars for Gv4051 and Gv4052 as well.

Examination Arrangements: Students will be examined in September in a three-hour written paper. The exam gives equal weight to the syllabus of Gv4053 and

Gv4051

# **Russian Political Institutions**

Teacher Responsible: Mr. Howard White, Room L202 (Secretary, Mrs. Marion Osborne, K105)

Course Intended Primarily for students doing M.Sc. Politics and Government of Russia (4A and 4B) but other qualified graduate students can attend by arrangement.

Scope: Russian politics and government 1861-1917. Syllabus: The monarchy; central and local governmental institutions; the judiciary; the bureaucracy; liberal and revolutionary movements and parties; the reforms of Alexander II; the counterreforms of Alexander III; the 1905 revolution; the 'constitutional experiment'; russification; the politics of economic development; domestic roots of foreign policy; war and revolution (1914-1917).

Pre-Requisites: Candidates for M.Sc. Politics and Government of Russia (4A) need to be able to read Russian-language works on history and politics. Candidates for 4A who have inadequate knowledge of the Russian language and candidates for 4A and 48 who have little grounding in Russian/Soviet history or politics will require 2 years for the M.Sc. so that they can take appropriate qualifying exams at the end of their first year.

Teaching Arrangements: (Courses Gv165, Gv227, Gv228, LL164, So169). Gv4051 (together with Gv4052) is taught by Mr. White in weekly 2 hour seminars in the autumn and the first half of the sprin terms. Students normally write 3 or 4 essays per term. which are discussed in this seminar. Students should also attend a weekly seminar on Communist politics addressed by visiting specialists and organised by Mr. Reddaway, Mr. Schöpflin and Mr. Knight. They may also attend relevant lecture courses given by Mr Reddaway, Mr. White, Mr. Schöpflin, and also in the departments of economics, law, history, an geography, Russian language tuition is provided by Dr. B. Johnson in classes in the language laboratory, and sometimes courses can also be attended in other parts of the university.

Reading List: H. Seton-Watson, The Russian Empire 1861-1917; H. Rogger, Russia in the Age of Modernisation and Revolution 1881-1917; R. Pipes, Russia Under the Old Regime; G. Hosking, The Russian Constitutional Experiment; E. Thader Russification in the Baltic Provinces and Finland; D. Lieven, Russia and the Origins of the First World War F. Venturi, Roots of Revolution; J. Keep, The Rise of Social Democracy in Russia.

Examination Arrangements: This course is examine by a three-hour written paper in early September. The set text (knowledge of which is tested by a compulso question requiring commentary on an extract from this text) is the Fundamental Laws of the Russian Empi 1906. Candidates for 4A are given extracts in Russi which they must also translate. Candidates for 4B ar given extracts in English translation.

Russian Political Thought

Gv4052

Teacher Responsible: Mr. Howard White, Room L202 (Secretary, Mrs. Marion Osborne, K105)

Course Intended Primarily for: See Gv4051

Scope: Currents in Russian political thinking an individual political thinkers from 1815 to the 1980 Syllabus: Slavophiles and Westerners of the 1830s an 1840s; non-marxist socialists; 'Populists'; Pochven and conservatives; marxist thinkers; contempor dissident thought, Herzen, Chernyshevsky, Bakt Lavrov, Dostoyevsky, Plekhanov, Tikhomirov, Len Trotsky, Bukharin, Solzhenitsyn.

Pre-Requisites: See Gv4051.

Teaching Arrangements: See Gv4051.

Reading List: Works by the political thinkers listed above (see Syllabus). Also F. Venturi, Roots Revolution; A. Walicki, A History of Russian Politi Thought; N. Riasanovsky, Russia and the West in the Teaching of the Slavophiles; R. Wortman, The Crisis

Russian Populism; L. Schapiro, Rationalism and ationalism in Russian Nineteenth-Century Political Thought; N. Harding, Lenin's Political Thought (2

Framination Arrangements: See Gv4051. The set text chapter 5 of Lenin's State and Revolution.

Gv4053

The Development of the Soviet Polity

Teacher Responsible: Dr. Amy Knight, (Secretary, Mrs. Ann Kennedy, L300)

Course Intended Primarily for: See Gv4051 Scope: Soviet political history from 1917 until the

llabus: The consolidation of Bolshevik power wember 1917-21); the rise of Stalin; ectivisation, 5 Year Plans, terror; the nature of ism and Stalinism; power politics 1941-1953; the se and fall of Khruschev; the Brezhnev era; Andropov

Pre-Requisites: See Gv4051.

nd successors.

eaching Arrangements: This course (together with 4054) is taught by Dr. Knight in weekly two hour nars in the second half of the spring term and the ner term. For other information see Gv4051. ents taking the Soviet option for the M.Sc. in parative Government must attend these seminars. Reading List: L. Schapiro, Origins of the Communist ocracy: L. Schapiro, History of the Communist ty; T. Rigby, Lenin's Government; R. Tucker (Ed.), nism; G. Urban (Ed.), Stalinism; M. Tatu, Power the Kremlin; A. H. Brown and M. Kaser (Eds.), The viel Union Since the Fall of Khrushchev; G. slaver, Khrushchev and Brezhnev as Leaders. Examination Arrangements: See Gv4051. The set-text the 1961 CPSU Programme, Part 2, Section III (subetions 1 and 2) and VII.

Gv4054

Soviet Political Institutions

acher Responsible: Dr. Amy Knight (Secretary, frs. Ann Kennedy, L300)

ourse Intended Primarily for: See Gv4051

ope: Contemporary Soviet political institutions. yllabus: CPSU; Marxism-Leninism; Politburo; ce Council; Central Committee; regional CP; apparatus; Soviets; economic administration; ned forces; KGB; mass media; churches; nalities.

re-Requisites: See Gv4051.

eaching Arrangements: See Gv4053.

Reading List: M. Fainsod, How Russia is Ruled; M. insod and J. Hough, How the Soviet Union is verned; P. Frank and R. Hill, The Soviet Communist ty; J. Armstrong, Ideology, Politics and nment in the Soviet Union; J. Hough, The Soviet fects; W. Taubman, Governing Soviet Cities; J. ael, Soviet Nationality Policies and Practices; S. aler, Stalin's Successors.

xamination Arrangements: See Gv4053. The set-text The Rules of the CPSU, 1966.

Gv4060

Politics and Government of Eastern Europe

See Gv3055

Gv4065

Comparative Government

Teacher Responsible: Mr. L. A. Wolf-Phillips, Room K208 (Secretary, Miss E. Schnadhorst, K206)

Course Intended Primarily for the M.Sc. (Politics) 5 in Comparative Government; a one-year course which is compulsory for those students taking the examinations for M.Sc. (Politics) 5.

Scope: The Comparative Government course is designed to meet the needs of graduate students who require a general grounding in comparative political studies accompanied by the opportunity to concentrate on specialised areas or topics.

Syllabus: The course in Comparative Government is designed to meet the needs of those who can profit by a general grounding in the field of comparative political studies, accompanied by more specialised topics. Comparative Government has been at the centre of debate amongst political scientists for many years. There are those who would see the subject as no more than "the study of foreign governments" and those who would see the "scientific" study of "comparative politics" as leading to the establishment of a "General Theory of Politics". Between these extreme positions many political scientists are aware of the need constantly to explore the possibilities of improving the techniques of comparative study.

The paper Comparative Government is a survey of this debate and its origins. The gradual emergence of political science as an autonomous discipline is reviewed with special attention being paid to such leading contributors as Woodrow Wilson, James Bryce and J. W. Burgess. The debate of the 1950s and 1960s and the nature of the "behavioural revolution" is discussed both in general terms and through the works of prominent advocates of reform.

Case studies concerned with the comparative study of constitutions, executives, legislatures, and judiciaries attempt to take account of the positive results of the long methodological debate in the field of Comparative Government.

Teaching Arrangements: A two-hour seminar will be held weekly during the Michaelmas and Lent terms; individual tutorials will also be given by Mr. Wolf-Phillips throughout the session. All students will be expected to read seminar papers and submit tutorial essays throughout the session.

Reading List: Preliminary: W. J. M. Mackenzie, Politics and Social Science; J. Blondel, The Discipline of Politics; J. Blondel, An Introduction to Comparative Government; S. E. Finer, Comparative Government; S. E. Finer. Five Constitutions; L. Wolf-Phillips, "Metapolitics" in Political Studies 12(3) 1964. Supplementary: J. C. Charlesworth (Ed.), Contemporary Political Analysis; Anna Haddow, Political Science in American Colleges and Universities, 1636-1900; Albert Somit and Joseph Tanenhaus, The Development of American Political

Science: from Burgess to Behaviouralism: R. C. Macridis, Comparative Government; G. Heckscher, The Study of Comparative Government and Politics; International Political Science Association. Proceedings of the Research Panel on Comparative Government (1954) (indexed in Library under I.P.S.A. Round Table at Call-mark JA1.A1); Report of the Research Panel on Comparative Government of the American Political Science Association (1944), (printed in American Political Science Review 38 (1944) pp. 540-8) (Call-mark JA1.A1); Report of the Inter-University Seminar on Comparative Politics (Social Science Research Council) (1952), (printed in American Political Science Review 47 (1953) pp. 641-75) (Call-mark JA1.A1); A. P. Blaustein and G. Flanz, Constitutions of the Countries of the World (Call-mark K3157 A3.B64) is a multi-volume work which is constantly up-dated; it is the most authoritative and comprehensive reference source as to world constitutional texts and includes accompanying chronological introductions and bibliographies.

(Further reading on specific topics will be given during the course.)

Examination Arrangements: This course will be examined by means of one three-hour written paper (three questions to be answered from a choice of about twelve questions); the paper is a compulsory "core" paper for M.Sc. (Politics) 5 and is examined in September only.

Gv4071

# The Politics and Government of Western Europe

Teacher Responsible: Dr. Gordon Smith, Room K102 (Secretary, K105)

Course Intended Primarily for students registered for the M.Sc. Politics (7), The Politics and Government of Western Europe, and generally not suitable for students on other M.Sc. courses.

Scope: The aim is to introduce students to the comparative study of West European politics. All students should gain knowledge of a number of political systems within a framework of comparative theory and study Western Europe in relation to important themes and problems which are common to advanced industrialised societies.

Syllabus: The syllabus for this course is based exclusively on cross-national comparison within Western Europe. The following themes will be subjected to analysis: the social bases of political systems, including religion and class, nationalism and regionalism. Theories of European society: consociational democracy and neo-corporatism. Party systems and the major European political traditions: Social Democracy, Conservatism, Christian Democracy, and Communism. New problems and forces: feminism, racialism and migrant labour, territorial identity. Post-materialism and the new politics. The tax-welfare backlash. Economic growth and the stability of liberal democracy.

Teaching Arrangements: Gv237, twenty-three seminars (Michaelmas, Lent and Summer terms). Students are strongly advised to attend: a) Gv241, The Politics and Government of Italy, and b) Gv226, West European Studies.

Reading List: Detailed reading lists will be made available at the start of each term.

Introductory Reading: G. Almond and S. Verba (Eds.). The Civic Culture Revisited (1980); S. Berger (Ed.). Religion in West European Politics (1982); M. Dogar and R. Rose (Eds.), European Politics: A Reade (1971); N. Elder, D. Arter and A. Thomas. The Consensual Democracies? (1983); F. F. Ridley (Ed.), Government and Administration in Western Europe (1979); M. Kolinsky and W. Paterson (Eds.), Social and Political Movements in Western Europe (1976); P Lange and S. Tarrow (Eds.), Italy in Transition (198 A. Lijphart, Democracy in Plural Societies (1977): H Machin (Ed.), National Communism in Wester European Party Systems (1980); C. Offe. Contradications of the Welfare State (1984), P. Schmitter and G. Lehmbruch (Eds.), Trends Toward Corporatist Intermediation (1979); L. J. Sharpe (Ed. Decentralist Trends in Western Democracies (1979) J. Siltanen and M. Stanworth (Eds.), Women and the Public Sphere (1984); G. Smith, Democracy in Western Germany (1982); G. Smith, Politics Western Europe (1984); E. Suleiman and R. Ros (Eds.), Presidents and Prime Ministers (1981): Wright, The Government and Politics of France (1983) Examination Arrangements: One three-hour writter examination in June.

Gv4090

#### The Politics and Government of France Teacher Responsible: Dr. H. Machin, Room L204 (Secretary, L207)

Course Intended Primarily for postgraduate studen (M.Sc. Politics 5 — Compartive Government, Politics 7 — The Politics and Government of W. Europe, M.S.

European Studies). Other postgraduates may also be authorised to participate.

Scope: an advanced analysis of political forces, government structures and contemporary problems in France, since 1958.

Syllabus: France in international politics. The traditional of unstable parliamentary government. The foundat of the Fifth Republic. The constitution of the presidency. De Gaulle as president. The changin French political culture. Interest groups: trade union farmers, the Church. The Media. Women in politic Local and regional politics. Political parties and elections. Legislative-executive relations. Decision making within the Executive. Political control of the administration. The State: personnel recruitment and training; administrative structures; the public sector; central-local relations; public finance. Defending the citizen against the State. The Mitterrand presidency Pre-Requisites: a basic knowledge of France is useful students lacking this will be required to attend undergraduate lectures and undertake a special reading programme.

Teaching Arrangements: seminars: Gv225 23 weekly Michaelmas, Lent and Summer terms. Optiona lectures for students with little knowledge of France: Gv163 22 weekly Michaelmas, Lent and Summ

ns and Gv106 10 weekly Lent term (French litical Thought).

Reading List: H. Machin and V. Wright (Eds.), mic Policy and Policy-Making under the erand Presidency 1981-1984 (1985); V. Wright. Government and Politics of France (1983); J. E. Hayward, Governing France (1983); J. R. Hough, French Economy (1982); W. G. Andrews and S. man. The Fifth Republic at Twenty (1981); V. ight (Ed.), Continuity and Change in France (1984). is an introductory list. A full syllabus with detailed ography will be given at the start of each term. amination Arrangements: one three-hour written er in June: 3 questions.

Gv4091

# European Multi-Party Systems

eacher Responsible: Dr. Gordon Smith, Room K102 tary, K105)

urse Intended Primarily for postgraduate students cially for M.Sc. Politics (7), The Politics and ernment of Western Europe.

tope: The course provides a comparative analysis of y systems in Western Europe. It includes a study dividual countries combining that with the cation of particular theories relating to party esentation, development, and competitive

abus: The major European party traditions and dual variants. An examination of a range of an party systems; the factors governing their development and present trends. Theories of opment, the 'freezing' hypothesis and chheimer's transformation argument. apporary sources of electoral realignment and gnment; the rise of new parties and movements. classification of party systems. Application of fl/Centre/Right concepts; the multi-dimensional natives. Polarised and depolarised systems. toral systems and the consequences for party ntation. Multi-party systems in relation to the tion and stability of government; the application alition theory.

ching Arrangements: Gv234 Twenty-two weekly s, Michaelmas and Summer Terms.

eading List: K. von Beyme, Parteien in westlichen okratien (1982); S. Bartolini and P. Mair, Party ties in Contemporary Western Europe (1984); V. nor (Ed.), Coalition Government in Western ope (1983); S. Burin and K. Shell, Selected Essays Otto Kirchheimer (1969); D. Butler and V. or (Eds.), Democracy and Elections (1983); D. er et al (Eds.), Democracy at the Polls (1981); H. der and P. Mair (Eds.), Western European Party ms (1983); M. Dogan and R. Rose (Eds.), pean Politics (1971); M. Duverger, Political ies (1964); L. Epstein, Political Parties in Western racies (rev. edn., 1980); S. Finer (Ed.) Adversary ics and Electoral Reform (1975); S. Henig (Ed.), ical Parties in the European Community (1979): ipset and S. Rokkan (Eds.), Party Systems and ler Alignments (1967); P. Merkl (Ed.), Western opean Party Systems (1980); D. Rae, The Political

Consequences of Electoral Laws (1967); G. Sartori, Parties and Party Systems (1976); G. Smith, Politics in Western Europe (4th edn. 1984).

Examination Arrangements: One three-hour written examination in June

Gv4100

# The Politics and Government of Germany

Teacher Responsible: Dr. Gordon Smith, Room K102 (Secretary, K105)

Course Intended Primarily for postgraduate students especially for those taking M.Sc. Politics (7), The Politics of Government of Western Europe, and also for M.Sc. Politics (5), Comparative Government, the M.Sc. European Studies and the M.Sc. International Relations.

Scope: The main part of the course is concerned with contemporary politics of the Federal Republic. Attention is also given to the development of modern Germany since 1918. A detailed knowledge of the politics of the German Democratic Republic is not required.

Syllabus: The major features in the development of modern Germany, with special attention to the parliamentary and party system of the Weimar Republic and the factors leading to its collapse. The consequences of post-war occupation. The Basic Law as a system of checks and balances. The development of the party system in the Federal Republic, and the determinants of coalition politics. The changing socioeconomic structure of the electorate, and the impact of the 'new politics'. The structure of economic policy making. West German foreign policy and the course of inner-German relations.

Pre-Requisites: A background knowledge of German history is useful, and an ability to read German is desirable.

Teaching Arrangements: Twenty-five lectures (Gv167) and twenty-five seminars (Gv235).

Reading List: The following books can usually be read as an introduction to the course: V. Berghahn, Modern Germany: Society, Economy and Politics in the Twentieth Century (1982); R. Dahrendorf, Society and Democracy in Germany (1969); H. Doering and G. Smith, Party Government and Political Culture in Western Germany (1982); L. Edinger, Politics in West Germany (1977); M. & S. Greiffenhagen, Ein schwieriges Vaterland (1979); W. Hennis, Die missverstandene Demokratie (1973); E. Krippendorff and V. Rittberger (Eds.), The Foreign Policy of West Germany (1980); N. Johnson, State and Government in the Federal Republic of Germany (1983); H. Kaack and R. Roth (Eds.), Handbuch des deutschen Parteiensystems, 2 vols. (1980); W. Kohl and G. Basevi (Eds.), West Germany; A European and Global Power (1980): G. Lehmbruch. Parteienwettbewerb in Bundesstaat (1976); A. Markovits (Ed.), The Political Economy of West Germany (1982); A. Mintzel, Die Volkspartei (1983); W. Paterson and G. Smith (Eds.), The West German Model (1982); J. Raschke (Ed.), Buerger und Parteien (1982); M. Saeter, The Federal Republic, Europe, and the World (1980); G. Smith, Democracy in Western Germany (1982); K. Sontheimer, Die verunsicherte Republik (1979); D. Staritz (Ed.), Das Parteiensystem der Bundesrepublik (1980).

**Examination Arrangements:** One three-hour written examination in June.

Gv4110

# The Politics and Government of Scandinavia

See Gv3056

Gv4122

# Administration and Government in New and Emergent States

Teacher Responsible: Mr. P. F. Dawson, Room A207 (Secretary, Mrs. Ann Kennedy, L300, Ext. 546)
Course Intended Primarily for M.Sc. in Public Administration and Public Policy.

Scope: The objective of the course is to examine the context and some major characteristics of administrative processes in less developed countries, principally those of Africa, South and South East Asia and the Caribbean. While some reference may be made to Latin America and the Middle East these will not be the major areas of concern.

Context: This course is one of the optional examination subjects for the M.Sc. Politics 6 (Public Administration and Public Policy) but additionally serves the function of broadening the comparative scope of the two compulsory papers in that field. The subject may also be taken as an optional or substitute paper by students for any other M.Sc. It is of particular relevance to Politics 5 (Comparative Government) and Politics 8 (Politics and Government in Africa). All students are welcome to attend the lectures while graduate students with the permission of the teacher in charge, may attend the seminars.

Syllabus: The organization and behaviour of government and administration with primary reference to Africa, India, Pakistan and Malaysia. The influence of indigenous and colonial political and administrative systems; the effects of political change and the role of civil services and para-statal services as agents of change; the genesis and implementation of reform proposals; the role of civil services under single party, no-party and military governments. Methods and problems of planning and of decentralization (including local government and field administration). The role of public corporations, education and training, the values and attitudes of public officials, political and public perceptions and the task of government. The concept of corruption.

Pre-Requisites: None, but some previous knowledge of politics and government in developing countries may be advantageous.

#### Teaching Arrangements:

(i) Ten lectures (Gv230) will be given in the Lent Term by Mr. P. F. Dawson.

(ii) A weekly seminar (Gv231) will be run in the Summer Term by Mr. Dawson at which papers written by students are discussed. Other relevant lecture courses outside the field of public administration

include So132 Industrialization and Theories of Social Change.

Written Work: Students participating in the seminar (Gv231) will be expected to produce at least two written essays on topics assigned to them. In addition interested students and especially those intending to be examined in the subject are urged to write other essays during their first two terms. Mr. Dawson will be happy to suggest topics and reading and will be prepared to read and discuss completed essays.

Reading List: A detailed and up-to-date reading list will be made available to all students attending the lectures. The following books are considered to be of a general introductory nature:

R. Braibanti (Ed.), Political and Administrat Development, 1969; N. Caiden & A. Wildayski Planning and Budgeting in Poor Countries, 1974; M. S. Grindle (Ed.), Politics and Policy Implementation the Third World, 1980; F. Heady & S. L. Stokes (Eds Papers in Comparative Public Administration; G. Heeger, The Politics of Under-development, 1974; I A. Higgott, Political Development Theory: Contemporary Debate, 1983; S. Huntington, Polis Order in Changing Societies, 1968; G. Hyd Development Administration in Kenya; J. Palombara (Ed.), Bureaucracy and Poli Development, 1963; C. Levs, Politics and Change Developing Countries, 1969; M. Lipton, Why Pool People Stay Poor, 1976; R. S. Milne & K. J. Ratna New States in a New Nation, 1974 (especially Cha 6, 7, & 8); D. J. Murray (Ed.), Studies in Nige Administration; F. W. Riggs, Administration Developing Countries - the Theory of Prism Society, 1964; Frontiers of Developme Administration; I. Roxborough, Theories Underdevelopment, 1979; I. Swerdlow, The Pu Administration of Economic Development, 1975. Wriggins, The Rulers Imperative: Strategies Political Survival in Asia and Africa, 1969.

Examination Arrangements: The examination in this subject, together with others for the M.Sc. in Public Administration, takes place in June. It comprises a single, three-hour, unseen, question paper of about 12 questions from which candidates are required to answer 3. Students are advised to look at earlier examination papers (available in the Library) to familiarise themselves with the style of the examination paper and the nature of the questions.

Gv4130

# The Regulation of the Economy by Government in the U.S.A.

Teacher Responsible: Professor W. Letwin, Room L203 (Secretary, Mrs. A. Kennedy, L300)

Course Intended Primarily for M.Sc. candidates in Politics and Economic History.

Scope: This course traces the evolution of current ideas

- constitutional, legal, and economic - about the
appropriate role of government in relation to the
economy.

Pre-Requisites: An elementary familiarity with microeconomics. Teaching Arrangments: 15 meetings; 10 Lent Term, 5 Summer Term. The meetings are seminar discussions (Gy232), during which one or more decisions of the Supreme Court (ranging from about 1870 to 1940) are analyzed in detail. Texts of these decisions are fistributed to each member of the course.

Reading List: Charles L. Black Jr., The People and the urt: Edward S. Corwin, Liberty Against ment: Paul A. Freund, The Supreme Court of U.S.; John A. Garraty (Ed.), Quarrels That Have ped the Constitution; Learned Hand, The Bill of hts: Robert H. Jackson, The Struggle for Judicial emacy; Gabriel Kolko, Railroads and Regulation, 7-1916; Philip B. Kurland (Ed.), The Supreme part and the Constitution (See especially the article McCloskey); W. L. Letwin, Documentary History American Economic Policy; Arthur Selwyn Miller, he Supreme Court and American Capitalism; Arnold Paul, Conservative Crisis and the Rule of Law; C. man Pritchett, The Roosevelt Court: John R. idhauser (Ed.), Constitutional Law in the tical Process; Bernard Schwartz, The Reins of

midJune, consists of about twelve questions, of which is student is required to answer three of his choice.

Gv4140

# Latin America Politics

Course Intended Primarily for M.A. and M.Sc. Comparative Government) or other M.Sc. courses in the Government Department.

Scope: The course is concerned with Latin American politics from several different perspectives.

yllabus: The main Latin American countries (Brazil, Argentina, Chile, Peru, Mexico and Cuba) are studied a detail. The course also examines the comparative political impact of organised labour, the military, multinational corporations and the United States overnment. It looks at general trends such as military pups, democratisation and revolutions.

re-Requisites: Only the normal qualifications required or acceptance on M.A./M.Sc. programme.

feaching Arrangements: Fifteen seminars Gv238, two lours in length. Students may also attend 15 lectures given under Gv3057.

Written Work: For M.A., 3 essays for 'minors', 4 for majors'. For M.Sc., written work optional.

Reading List: The main sources include:

R Potash, The Army and Politics in Argentina; A. Stepan, The Military in Power; changing patterns in Brazil; A. Stepan (Ed.), Authoritarian Brazil; C. Clapham and G. Philip (Eds.), Political Dilemmas of Military Regimes; G. Philip, "Military Authoritarianism in Latin America" Political Studies March 1984; G. Philip (Ed.), Politics in Mexico; J. Dominguez, Cuba; J. Linz and A. Stepan (Eds.), The Breakdown of Democratic Regimes; Latin America. Examination Arrangements: The written examination akes place at the end of the Summer Term. Three questions must be answered out of a total of twelve. M.A. students must also write 3 or 4 essays.

Gv4160

# Comparative Administrative Systems

Teacher Responsible: Professor G. W. Jones, Room L210 (Secretary, Miss Ann Boucher, K108)

**Scope:** The objective of the course is to provide an introduction to the structures, behaviour, and processes of public administration in a number of countries and to a range of theories about public administration and bureaucracy.

Course Intended Primarily for postgraduate students, mainly as a compulsory paper for those reading for the degree M.Sc. Politics 6, Public Administration and Public Policy. Other M.Sc. students are welcome to take the course, and other postgraduates and interested undergraduates may attend the lectures and, with the permission of the teacher in charge, any seminar.

Syllabus: 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, boards and local authorities. Administrative policy-making; delegation, and control; systems of devolution and decentralization. The social characteristics of civil servants, their recruitment, training and organization; types of civil servants and relationships between them. Central departments: coordination of governmental activities; planning and budgeting: Political direction and accountability: legislative-administrative relations; administrative discretion; administrative justice; administrative reform and re-organization; Theories of administration, bureaucracy, state and organisation: scientific management, classical organisation theory, human relations, systems theory, contingency theory, Marxist and Weberian theories, Public Choice, radical Public Administration, organisational pathologies, bureaucracy, democracy, ethics and social justice.

Teaching Arrangements:

Lectures: (i) Ten lectures will be given in the Michaelmas Term by Professor G. W. Jones on British Government and Bureaucracy (Gv156). (ii) Five lectures will be given in the Lent Term on Administrative Organisation and Behaviour (Gv154) by Professor W. Plowden. (iii) Ten lectures will be given in the Lent Term on Administrative Theories (Gv216) by Mr. B. O'Leary. (iv) Ten lectures will be given in the Michaelmas Term by Professor J. B. Bourn on Administrative Theory and Practice (Gv245).

Seminars: (i) Ten sessions will be given in the Michaelmas Term by Professor G. W. Jones on Public Administration (Gv222). This seminar will focus on comparative administrative structures and systems. (ii) The Public Administration Seminar (Gv222) in the Lent Term with Mr. O'Leary, will consist of ten sessions on Administrative Theories. (iii) Ten sessions will be given in the Lent Term by Professor G. W. Jones and Mr. P. F. Dawson, on The British Civil Service (Gv224). In this seminar civil servants will talk about their work

Written Work: Students are expected to produce written essays on topics assigned to them at the

seminars and to submit essays regularly to their

Methods of Work: The syllabus is very broad. It covers a range of issues. Lectures and seminars cannot deal with every aspect. They are selective, intended to introduce, to stimulate and guide. Students are expected to spend a great deal of time on private reading, thinking and writing. They will be guided by their supervisor.

Reading: Students receive extensive reading lists from the teachers, who will guide them about the most introductory, general, relevant and essential works.

Reading List: M. Albrow, Bureaucracy (Macmillan, 1970); F. Heady, Public Administration: A Comparative Perspective (Marcel Dekker, 3rd edn., 1984); B. G. Peters, The Politics of Bureaucracy: A Comparative Perspective (Longman, 2nd edn., 1984); J. W. Fesler, Public Administration: Theory and Practice (Prentice-Hall Inc., 1980); F. F. Ridley (Ed.), Government and Administration in Western Europe (Martin Robertson, 1979); R. G. S. Brown & D. R. Steel. The Administrative Process in Britain (Methuen, 2nd edn., 1979); H. Seidman, Politics, Position and Power: The Dynamics of Federal Organization (Oxford University Press, 3rd edn., 1980); F. F. Ridley & J. Blondel, Public Administration in France (Routledge and Kegan Paul, 2nd edn., 1969); H. Heclo & A. Wildavsky, The Private Government of Public Money (Macmillan, 2nd edn., 1981); J. Bourn, Management in Central and Local Government (Pitman, 1979); P. Self, Administrative Theories and Politics (Allen and Unwin, 2nd edn., 1977); P. M. Jackson, The Political Economy of Bureaucracy (Philip Allan, 1982).

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions, of which students must answer three within a period of three hours. Students are advised to look at old examination papers (available in the Library) to familiarize themselves with the style of the examination paper and the nature of the questions.

Gv4161

# **Public Policy and Planning**

Teacher Responsible: Dr. Patrick Dunleavy, Room L302 (Secretary, Miss Ann Boucher, K108)

Scope: This course examines the public policy formulation process and the main component influences involved. It then goes on to explore the difficulties and potentialities for improving policy making via policy analysis.

Syllabus: Processes of public policy and implementation within the context of the character and functions of modern governments. Theories of the nature of the policy process in modern states, and of the roles of bureaucracies, professions, interest groups and private organizations in the formulation and implementation of public policies. Normative theories of policy-making and planning. Methods of policy analysis and evaluation including contributions from social sciences. Attention will be paid to particular policy arenas such as energy, transportation and housing, and to economic, environmental and other forms of governmental planning.

Pre-Requisites: The course is designed for postgraduate students, mainly as a compulsory paper for those reading for the degree M.Sc. Politics in Public Administration and Public Policy. Other M.Sc. students, research students and intereste undergraduates may attend the lectures. The sem requires permission for outside attenders, but the wishing to take the paper are welcome.

Teaching Arrangements: Core teaching for this paper is provided by the following required lectures an seminars.

Gv211 Public Policy and Planning: Lectures (Dr. P. Dunleavy, Michaelmas Term)

Gv212 Theories of the State and Policy Making Lectures (Dr. P. Dunleavy and Mr. B. O'Leary, Lent

Gv213 Public Policy Formulation: Seminar (Dr. P. Dunleavy, Michaelmas Term)

Gv214 Policy Analysis (Dr. P. Dunleavy, Lent and Summer Terms)

A variety of other optional or introductory course provide useful additional inputs, including:

Gv171 Public Policy: Political and Economic Aspects Lectures (Professor W. Letwin) Gv240 Public Policy in Latin America: Seminar (Dr.

G. Philip) Gv215 Data Analysis for Public Policy and Political

Science: Seminar (Dr. P. Dunleavy, Michaelmas a Lent Terms)

Gv159 Urban Politics: Lectures (Dr. P. Dunleavy, Michaelmas Term)

#### Reading List:

Public Policy Formulation: C. Lindblom, The Police Making Process; C. Lindblom, Politics and Markets, B. Frey, Modern Political Economy; B. Barry, Sociologists, Economists and Democracy; O'Conner, The Fiscal Crisis of the State; G. T. Allis The Essence of Decision; P. Self, Administ Theories and Politics; H. Heclo & A. Wildavsky, Th Private Government of Public Money.

Policy Analysis: W. N. Dunn, Public Policy Analys An Introduction; R. Havemann & J. Margolis (Eds. Public Expenditure and Policy Analysis; C. Lindb & D. Cohen, Useable Knowledge; R. Goodin, Po Theory and Public Policy; D. Heald, Pul Expenditure; C. Hood, The Tools of Government. Examination Arrangements: The examination takes place in the Summer Term and consists of a sin formal and unseen examination paper of about tw questions, of which students must answer three w a period of three hours. Students are advised to le at recent past examination papers (available in library) to familiarize themselves with the style of examination paper and the nature of the question

Gv4162

#### Comparative Local Government

Teacher Responsible: Professor G. W. Jones, Room L210 (Secretary, Miss Ann Boucher, K108)

Scope: The objectives of the course are: (i) to pro an introduction to the structure, operations and imp of local, and other sub-national, government

bughout the world, and (ii) to discuss the causes and quences of major cross-national variations in an politics and policies.

ourse Intended Primarily for postgraduate students nly as an option for those reading for the degree Sc Politics 6, Public Administration and Public licy. Other M.Sc. students are welcome to take the rse and other post-graduates and interested ergraduates may attend the lectures and, with the sion of the teacher in charge, any seminar.

llabus: A study of the local government systems of number of countries, both developed and derdeveloped. A typology of local government ems. The organisation, functions and areas of local rities; their councils, internal arrangements, cutives and administration; the politics of local rnment, central-local relations and the finance of cal government. Metropolitan and city government. e reform of local government.

#### eaching Arrangements:

ectures (i) Ten lectures will be given in the aelmas Term by Professor G. W. Jones on spects of Comparative Local Government (Gv157). Ten lectures will be given in the Michaelmas Term Dr. P. Dunleavy on Urban Politics (Gv159). (iii) Ten ures will be given in the Lent Term by Dr. Michael ebbert on Urban and Regional Planning: Politics and ninistration (Gv217). The lecturers will distribute es and bibliographies relevant for their lectures.

inars: (i) Ten sessions will be given in the Lent m by Professor G. W. Jones and Dr. P. J. Dunleavy Aspects of Comparative Local Government 58). (ii) Ten sessions will be given in the haelmas Term and Ten in the Lent Term by Dr. P. Dunleavy on Urban and Regional Planning: Politics and Administration (Gv218).

dents may find useful the Geography Departments' res for Gy1919 Urban Politics: A Geographical spective.

tien Work: Students are expected to produce essays on the issues assigned to them at the ars. They may also submit essays to their risors, and Professor Jones and Dr. Dunleavy will ark any essays from students on this course. Possible y questions can be found on the list 'Topics to available from Professor Jones and on recent examination papers available from the Library. ofessor Jones and Dr. Dunleavy will also set ions on request from students.

fethods of Work: The syllabus is very broad. It covers nge of issues. The lectures and seminars will not be e to deal with every topic. They are selective, ded to introduce, to stimulate and to guide. ents are expected to spend a great deal of time on te reading, thinking and writing. Students should ntrate initially on mastering the local government ms of Britain, France and the U.S.A., and the ent features of local government in other countries. y should choose for more detailed study another try or group of countries. They should also select the of the key controversies or theoretical debates oduced in the course on which to concentrate. leading: Students receive extensive reading lists from

teachers, who will guide them about the most

introductory, general, relevant and essential works.

Reading List: Comparative Local Government: S. Humes & E. M. Martin, The Structure of Local Government; M. Bowman and W. Hampton, Local Democracies; D. C. Rowat, International Handbook on Local Government Reorganization; A. H. Marshall, Local Government Finance; H. F. Alderfer, Local Government in Developing Countries; Committee On the Management of Local Government, Vol. IV, Local Government Administration Abroad; G. S. Blair, American Local Government; J. Lagrove & V. Wright, Local Government in Britain and France; J. Piekalkiewicz, Communist Local Government; W. A. Robson & D. E. Regan (Eds.), Great Cities of the World; A. H. Walsh, The Urban Challenge to Government; Lavfield Committee on Local Government Finance, Appendix 5, Report on Foreign Visits; R. A. Dahl & E. R. Tufte, Size and Democracy; J. W. Fesler, Area and Administration; A. Maass, Area and Power, L. J. Sharpe (Ed.), Decentralist Trends in Western Democracies: S. Tarrow et al., Territorial Politics in Industrial Nations; R. C. Fried & F. F. Rabinowitz.

Urban Politics: M. Castells, City, Class and Power; P. Dunleavy, Urban Political Analysis; J. Nelson, Access to Power: Politics and the Urban Poor in Developing Nations; J. O'Connor, The Fiscal Crisis of the State; N. Polsby, Community Power and Political Theory; P. Saunders, Urban Politics; J. Simmie, Citizens in

Comparative Urban Politics.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions, of which students must answer three within a period of three hours. Students are advised to look at recent past examination papers (available in the Library) to familiarize themselves with the style of the examination paper and the nature of the questions.

## Gv4163

## Comparative Public Enterprise

Co-Ordinating Staff Member - Visiting Professor: Professor H. W. Parris, Room K310 (Secretary, Miss Ann Boucher, K108)

Courses Intended Primarily for; M.Sc. Public Administration and Public Policy

#### Scope: (1) General

to contribute to the study of public administration and public policy by the examination of problems arising in a sector, namely public enterprise, situated on the border between government and business.

#### (2) Particular

(i) to identify the problems, political and administrative, inherent in public enterprise;

(ii) taking account of practice and thinking in different countries, to examine ways in which the problems of public enterprise are or might be, handled;

(iii) to work towards a general theory of public

Syllabus: The scope and functions of public enterprise in mixed economies. The principal forms of organisation of public enterprise notably the public corporation. The relations of public enterprises with the

legislature, government, the courts, consumers, and other special interests. Why the control and accountability of public enterprises presents problems. The measurement of efficiency. Responses to these problems – corporate planning, performance criteria, efficiency and effectiveness auditing, institutional arrangements, privatisation.

The experience of planned economies.

Pre-Requisites and Co-Requisites: The course is designed for post-graduate students, mainly as an option for those reading for the degree M.Sc. Politics 6 – Public Administration and Public Policy. Other M.Sc. students are welcome to take the course, and other postgraduates and interested undergraduates may attend lectures and, with the permission of the teacher in charge, any seminars.

#### Teaching Arrangements:

Lectures (Gv220): Ten Lectures (two in the Michaelmas Term and eight in the Lent Term) will be given by Professor H. W. Parris on Comparative Public Enterprise.

Seminars (Gv221): There will be ten seminars in the Lent Term on **Problems of Public Enterprise.** 

Concept of the Course and Written Work: Because the course is short, the lectures focus on general principles and problems, with illustrations from international experience. Consequently, there is no detailed presentation of the organisation, history, performance, and problems of individual public enterprises, whether in Britain or overseas, and no detailed presentation of the public enterprise sector in any particular country. Students, however, are expected to make themselves capable of illustrating principles and problems of public enterprise by referring to the organisation or experience of individual public enterprises in at least two different countries - for example, Britain and the student's home country. To do this, they will be invited to produce summary compilations of the essential data about at least three pairs of public enterprises selected by themselves which will illustrate different organisational forms and national circumstances. Guidance will be given in making the selection and tutorials will be arranged on the compilations.

The seminars focus on problems pointed to in the lectures. The aim of each seminar is to illustrate a problem in some depth by reference to a particular enterprise, or practice, or institution, generally, but not invariably, using British enterprises and the experience in the home country of the student presenting the seminar (provided the necessary information is available). There will be a meeting with students before the end of the Michaelmas Term to arrange the allocation of seminar topics and students will be invited to submit their seminar notes for examination two weeks beforehand and to discuss them at a tutorial on the Monday preceding the seminar itself.

In addition to the summary compilation and seminar presentation, students will be expected to submit two essays each on topics that will be specified. The aim of the essays is to test students' capacity to recognise a problem, to provide a summary of the essential considerations, and to present a well-founded conclusion.

Documentation: An outline of the course of lectures

and a programme of seminar topics will be available from the Departmental Secretary on 1st October, 1985 to all M.Sc. (Politics 6) students.

A set of lecture notes and an extended reading list will be issued to each student who selects Comparative Public Enterprise as his or her optional subject. The core of the reading list appears below. The lecture notes contain references to any necessary supplementary reading related to the particular lecture. An outline for use in preparing the summary compilations will also be provided.

Reading List: W. J. Baumol (Ed.), Public and Private Enterprise in a Mixed Economy (Macmillan, 1980); Sir N. Chester, The Nationalisation of British Industry (HMSO, 1975); \*F. Chevallier, Les Entrepris publiques en France (La Documentation França 1979); M. Corby, The Postal Business (Kogan Pa 1979); P. Dreyfus, La Liberté de Réussir (Sime 1977); C. D. Foster, Politics, Finance and the Role Economics (Allen and Unwin, 1971); W. Friedmann J. F. Garner (Eds.), Government Enterprise: Comparative Study (Stevens & Sons, 1970); Friedmann (Ed.), Public and Private Enterprise Mixed Economies (Stevens & Sons, 1974); B. Gei (Ed.), State Audit: Developments in Publ Accountability (Macmillan, 1981); M. Gordon, Government in Business (C. D. Howe Institu Montreal, 1981); Y. Ghai (Ed.), Law in the Poli Economy of Public Enterprise (International Le Center, New York, 1977); C. Johnson, Japan's Pull Policy Companies (American Enterprise Instit Washington, 1975); L. P. Jones, Public Enterprise at Economic Development: The Korean Case (Ko Development Institute, Seoul, 1975); \*C. E. Lindb Politics and Markets (Basic Books, New York, 197 H. Morrison, Socialisation and Transport (Consta 1933); L. Musolf, Uncle Sam's Private Profitseekil Corporations (Lexington Books, Lexington, 1983 National Academy of Public Administration, Rep. on Government Corporations, Vol. 1 (N.A.P. Washington 1981); \*R. Pryke, The National Industries (Martin Robertson, 1981); W. A. Robs Nationalised Industries and Public Ownership (All and Unwin, 1962); W. G. Shepherd et al (Eds.), Publ Enterprise: Economic Analysis of Theory and Pract (D. C. Heath, 1967); J. Grieve Smith (Ed.), Strate Planning in Nationalised Industries (Macm 1984); \*A. Tupper & G. Bruce Doern (Eds.), Pub Corporations and Public Policy in Canada (Instit for Research on Public Policy, Montreal, 1981); "A.I. Walsh, The Public's Business (M.I.T. Press Cambridge, Massachusetts, 1978); \*United Kingd National Economic Development Office, A Study U.K. Nationalised Industries (Report and Appen Volume, HMSO, 1976); United Kingdom Sele Committee on Nationalised Industries, Ministeri Control of the Nationalised Industries (First Repo Session 1967-68, H.C.371-I: See also H.C.371 pp. 522-544), (HMSO, 1968); United Kingdom W Papers, The Nationalised Industries (Cmnd. 133 3437, 7131; HMSO, 1961, 1967, 1978); \*Uni Nations, Department of Economic and Social Affair Organization, Management and Supervision of Pub Enterprises in Developing Countries (United Natio ST/TAO/M65, New York, 1974).

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions of which students must answer three within a period of three hours. Students are advised to look at old examination papers (available in the Library) to familiarise themselves with the style of the examination paper and the nature of the questions.

## Gv4164

# Administration in Regional and Urban Planning

Teachers Responsible: Dr. Patrick Dunleavy, Room L302 (Secretary Miss Ann Boucher, K108) and Dr. Michael Hebbert, Room S412 (Secretary, Mrs. J. Jennings, S406)

Course Intended Primarily for M.Sc. in Region and Urban Planing, and M.Sc. Politics 6.

Scope: This course examines the political and policy processes involved in urban and regional planning focusing particularly on how the institutions and administrative technologies available contribute to or constrain the achievement of planning objectives. The social and political conflicts surrounding planning issues are explored.

Syllabus: The place of urban regional planning within the policy and government processes of modern states. Planning within the structure, powers, and politics of local and regional governmental systems. Regional and urban planning in developed and developing countries, and in Federal and unitary states. The nature of urban and regional planning, and the connexions between central and local government, and between economic and physical planning. The distinctive issues of planning in big cities and urban regions, and in poor or developing regions. The organization and politics of planning, and the role of planning professions. Pluralist, neo Marxist, and other theories of urban and regional planning.

Pre-Requisites: This course is designed primarily for post-graduate students. It is an optional paper for the M.Sc. Politics in Public Administration and Public Policy, and a compulsory paper for the M.Sc. in Regional and Urban Planning. Other M.Sc. students, research students and interested undergraduates are welcome at the lectures. The seminar series Gv218 requires permission for outside attenders, but those wishing to take the paper are welcome.

Teaching Arrangements: The core teaching for this course is provided by the following seminar and lectures:

Gv218 Urban and Regional Planning: Politics and Administration, Seminar (Dr. Dunleavy and Dr. Hebbert, Michaelmass and Lent Terms)

211 Public Policy and Planning: Lecture (Dr. unleavy, Michaelmas Term)

Gv212 Theories of State and Policy-Making (Dr. Dunleavy and Mr. B. O'Leary, Lent Term)

Gv159 Urban Politics: Lecture (Dr. Dunleavy, Michaelmas Term)

Gv217 Urban and Regional Planning: Politics and Administration (Dr. Hebbert, Lent Term)

A number of other courses provide very valuable

supplementary coverage according to area of interest including:

Gv157 Aspects of Comparative Local Government: Lecture (Professor Jones, Michaelmas Term)

Gv158 Aspects of Comparative Local Government: Seminar (Professor Jones, Lent Term)

Gv417 Social Theory and Urban and Regional Questions: Seminar (Dr. Duncan and others, Michaelmas and Lent Terms)

Reading List:

Urban Policy Making: P. Dunleavy, Urban Political Analysis; P. J. O. Self, Planning the Urban Region; Open University, Course D202, Urban Change and Conflict, Blocks 4, 5, 6; H. Stretton, Urban Planning in Rich and Poor Countries; G. Kirk, Planning in a Capitalist Society.

Regional Policy and Planning: L. J. Sharpe, Decentralist Trends in Western Democracies; B. Hogwood & M. Keating, Regional Government in England; M. Derthick, Between State and Nation: Regional Organization in the U.S.; S. Tarrow et al, Territorial Politics in Industrial Nations.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions, of which students must answer three within a period of three hours. Students are advised to look at recent past examination papers (available in the Library) to familiarize themselves with the style of the examination paper and the nature of the questions.

#### Gv4165

#### Public Policy in Italy and France

Teacher Responsible: Dr. H. Machin, Room L204 (Secretary, L207)

Course Intended Primarily for postgraduate students, mainly for those reading for the degree M.Sc. Politicss (5), Comparative Government, M.Sc. Politics (7), The Politics and Government of Western Europe, M.Sc. Politics (6), Public Administration and Public Policy, and M.Sc. European Studies. Other postgraduates may also be authorised to participate in the seminars.

Scope: The aim of this course is to provide an introductory comparative analysis of the structures and processes of public policy-making and implementation in France and Italy. It includes case studies of specific policy areas at both national and local government levels and a critical survey of some of the main models of analysis.

Pre-Requisites: None.

Syllabus: International and European constraints on national public policy decisions. The experience of state development in France and Italy. Economic resources and constraints. Associations and policy processes. Interest, moral value, and professional representation. National political processes, law-making and rule-making. Regional and local government processes. Administrative structures and men. Banking and financial policy. Nationalised industry and its management. Agriculture, industrial location and regional imbalances. Two comparative case studies from the following: Education, Foreign Trade and

Monetary Policy, Transport, Defence, Energy, Research and Technology. Legal and financial controls on policy. Technocratic and bureaucratic power, clientelism and corporatism.

Pre-Requisites: None.

Teaching Arrangements: Seminars: Gv242, 23 weekly Michaelmas, Lent and Summer Terms. Optional lectures for students with little knowledge of French or Italian Politics: Gv241 (Italy), 4 weekly, Michaelmas Term. Gv163 (France), 23 weekly, Michaelmas, Lent and Summer Terms. Optional seminars also recommended: Gv226, optional lectures; Gv211, Gv212.

Reading List: P. A. Allum, Italy: Republic without Government? (1973); W. G. Andrews & S. Hoffman, (Eds.), The Fifth Republic at Twenty (1981); S. Berger & M. Piore, Dualism and Discontinuity in Industrial Societies (1980); S. Berger (Ed.), Organising Interests in Western Europe (1981); S. Cassese, Il sistema

administrativo italiano (1983); P. G. Cerny & M. Schain, Socialism, the State and Public Policy in France (1985); M. Dogan (Ed.), The Mandarins of Western Europe (1975); K. Dyson, The State Tradition in Western Europe (1980); J. Hayward, Governing France: the One and Indivisible Republic (1983); P. Lange & S. Tarrow (Eds.), Italy, Transition: Conflict and Consensus (1979); H. Machin & V. Wright (Eds.), Economic Policy and Policy Making under the Mitterrand Presidency 1981-1984 (1985); F. F. Ridley (Ed.), Government an Adminstration in Western Europe (1979); R. Scase (Ed.), The State in Western Europe (1981); E. N. Suleiman & R. Rose (Eds.), Presidents and Prime Ministers (1981); V. Wright, The Government and Politics of France (1983); V. Wright (Ed.), Continuit and Change in France (1984).

Examination Arrangements: One 3-hour written paper in June: 3 questions.

# INDUSTRIAL RELATIONS

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

# Lectures and Seminars

Lecture/ Seminar Number			Study Guide Number
Id100	Industrial Relations: Theory and Comparative Systems  Mr. D. W. Marsden, Professor K. E. Thurley and Dr. S. J. Wood	25/MLS	Id4201
Id101	Industrial Relations Theory Dr. J. Kelly, Mr. D. W. Marsden, Dr. S. J. Wood and Dr. K. N. G. Bradley	10/L	Id4201
Id102	Industrial Relations and Personnel Management: Institutions and Processes Professor K. E. Thurley, Dr. J. Kelly, Dr. K. N. G. Bradley, Dr. D. E. Guest, Professor D. Metcalf and Dr. S. J. Wood	10/M	Id4200
Id103	Current Labour and Management Problems — Seminar Mr. D. W. Marsden and Professor D. Metcalf	25/MLS	Id103
Id104	Industrial Relations Dr. R. Richardson	25/MLS	Id3220; Id4203
Id105	Selected Topics in Industrial Relations Class Dr. K. N. G. Bradley and Mr. S. Dunn	12/MLS	Id3320
Id106	Industrial Sociology Dr. K. N. G. Bradley and Dr. S. R. Hill	23/MLS	Id4202; Id4221
Id107	Industrial Organisation: Theory and Behaviour I Dr. J. Kelly	25/MLS	Id3221; Id4203
Id108	Industrial Organisation: Theory and Behaviour II Dr. D. E. Guest and Professor K. E. Thurley	50/MLS	Id4202
Id109	Macro-Economic Policy Making in the UK Dr. R. Richardson	10/M	Id109
	Sociology of Industrial Relations — Seminar Dr. K. N. G. Bradley	25/MLS	Id110
Id111	Labour Market Analysis Professor D. Metcalf	30/ML	Id3222; Id4224
	Manpower Policy Dr. D. E. Guest, Mr. D. W. Marsden and Dr. R. Richardson	25/MLS	Id3222; Id4223; Id4224

492 1110	austriai Retations			
Lecture/ Seminar Number				rudy Guide Number
Id113	Introductory Practica Mr. D. W. Marsden	1 Statistics	20/ML	Id113
Id114	Industrial Psychology Dr. D. E. Guest and		24/MLS	Id4202; Id4203; Id4220
Id115	Labour Law — Semin Mr. R. C. Simpson	nar	45/MLS	Id115
Id117	Trade Union Problem Dr. J. Kelly	s — Seminar	25/MLS	Id117
Id118	Labour History — Se Dr. E. H. Hunt	minar	10/L	Id4222
Id119	Industrial Relations F Seminar Dr. R. Richardson a		25/MLS	Id119
Id120	Research Methods in Seminar Dr. J. Kelly	Industrial Relations —	5/L	Id120
Id150	Industrial Relations - Studies course Dr. J. Kelly	- Class for Trade Union	20/ML	Id150
Id151	Macro-Economic Pol — Class	icy Making in the U.K.	25/MLS	Id151
Id152	British Labour Histor for Trade Union Stu Mr. W. M. Stern		20/ML	Id152

# udy Guides

Id103

## rrent Labour and Management blems (Seminar)

cher Responsible: Mr. D. Marsden, Room H801 members of the department.

irse Intended Primarily for graduate students g labour economics, labour law, industrial ology, industrial relations and related subjects. pe: An interdisciplinary seminar with visiting akers on the problems of industrial relations.

ching Arrangements: Seminars (Id103), Sessional. mination Arrangements: None.

Id109

# ero-Economic Policy Making in the

cher Responsible: Dr. R. Richardson, Room H711 urse Intended Primarily for M.Sc. in Industrial ations and the Trade Union Studies course.

abus: An introduction to macro economic theory policy, with particular reference to recent UK rience; there will be a special emphasis in the our market aspect of macro economic behaviour. ching Arrangements: Lectures (Id109), haelmas Term.

ding List: W. Keegan & R. Pennant Rea, Who s the Economy?; M. Stewart, Politics and nomic Policy in the UK Since 1964. mination Arrangements: None.

#### roductory Practical Statistics

ther Responsible: Mr. D. Marsden, Room H801 rse Intended Primarily for the Trade Union Studies se and M.Sc. Industrial Relations and Personnel nagement.

ching Arrangements: 20 Lectures (Id113), haelmas and Lent Terms.

ding List: H. Blalock, Social Statistics; T.U.C., king with Figures.

mination Arrangements: None.

Id119

# lustrial Relations Research Problems

ther Responsible: Dr. R. Richardson, Room H711 rse Intended Primarily for research students in strial Relations.

ching Arrangements: Seminars: (Id119), Sessional. mination Arrangements: None.

Id3220

#### ustrial Relations

cher Responsible: Dr. R. Richardson, Room H711 arse Intended Primarily for B.Sc. (Econ.) Part II; c.u.; Diploma students.

pe: The course aims to help students analyse the lex relationships between workers, trade unions, ment and the State in advanced industrial Although the course will focus on the British

situation, reference may also be made to experience in other countries.

Syllabus: The reasons for, and the forms of, workers' collective response to managerial decisions. The goals and methods of unions; patterns of industrial conflict and their explanation; the impact of unions on pay, productivity and the means of control.

State activity and the reform of industrial relations

Pre-Requisites: A self-contained introductory course requiring no previous knowledge or experience; social, economic and political analysis on complementary courses will prove useful. Some B.Sc. (Econ.) students will go on to specialise in Industrial Relations; Diploma and General Course students will take the course as a single ontion.

Teaching Arrangements: The course comprises 25 weekly lectures (Id104) given by Dr. R. Richardson, Sessional. Associated weekly classes will be timetabled for different groups of students (e.g. undergraduates; General Course; Diploma students) commencing in the second week of the first term. All students are expected to join in open class discussion and to submit two pieces of written work per term for their class teachers. Reading List: The lecture course does not follow a single prescribed text. Class teachers will suggest

appropriate readings but the following books should be read during the course:

H. A. Clegg, The Changing System of Industrial Relations in GB; The Donovan Report on Trade Unions & Employers' Associations (1968); Allan Flanders, Management and Unions.

Examination Arrangements: Assessment is based on student performance in a three hour unseen examination in the Summer Term. Students will be required to answer four out of twelve questions which will be related to material covered in lectures and

> Id3221 Id4203

#### Organisation Theory and Practice

Teacher Responsible: Dr. J. Kelly, Room H712

(a) To introduce all students to social science theory and research into organisational problems.

(b) To discuss alternative approaches and proposed solutions to such problems.

(c) To facilitate critical evaluation of organisational policies and prescriptions through the examination of cases of attempted changes of organisation structure and behaviour.

Pre-Requisites: No prior knowledge of organisation theory or practical experience is necessary.

Course Intended Primarily for students of B.Sc. Management Sciences, Diploma in Management Sciences, Diploma in Business Studies, B.Sc. Econ. in Industrial Relations, M.Sc. Accounting and Finance, M.Sc. Analysis, Design and Management of Information Systems.

Syllabus: Organisation problems: work motivation; individual job competence and group performance; organisational effectiveness and decision-making; management authority; management control systems;

management/worker conflict; intra-organisational conflict: resistance to change; external constraints.

Approaches to planning change: Changing organisations; scientific management; human relations; self-actualisation; socio-technical organisation re-design; contingency theory; industrial relations reform; industrial democracy; Theory 2 and Japanese management; training and organisational development. Change strategies and the evaluation and assessment of organisational policies.

Teaching Arrangements: In the first two terms the students attend one lecture course (Id107) and one seminar. In the summer term they attend a two hour session which will be case study based with outside speakers. All M.Sc. students are expected to also attend either Industrial Relations (Id104) or Industrial Psychology (Id114).

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 (3rd edn.); G. Burrell & G. Morgan, Sociological Paradigms and Organisational Analysis; J. Child, Organisations; D. Guest & D. Fatchett, Worker Participation: Individual Control and Performance; C. Handy, Understanding Organizations; C. Perrow, Complex Organisations (2nd edn.); M. Rose, Industrial Behaviour; G. Salaman, Work Organization; C. Sofer, Organizations In Theory and Practice; K. Thurley & Wirdenius, Supervision: A re-appraisal; V. Vroom & E. Deci, Management and Motivation; T. J. Watson, Sociology, Work and Industry.

Written Work: In the first two terms each student will prepare two seminar papers.

Examination Arrangements: One three-hour examination paper with approximately twelve questions, four questions to be answered by Undergraduates and Diploma students; three questions by M.Sc. students.

Id3222

# Economics of the Labour Market

Teacher Responsible: Professor D. Metcalf

Scope: The course emphasises those aspects of labour economics that are most relevant for students of industrial relations.

Syllabus: The first section of the course is an analysis of competitive labour markets, first assuming homogeneous labour, then assuming heterogeneous labour. This permits a discussion of such issues as wage structures, models of job search, internal labour markets and discrimination.

The second section of the course is the economic analysis of trade unions: this includes models of trade union growth and structure, the analysis of trade union behaviour and the consequences of trade unions for resource allocation and income distribution.

The third section considers more aggregate analysis, including a discussion of the possible causes of unemployment, its structural characteristics, and policies designed to reduce its extent and impact, as well as models of wage inflation and incomes policies. Pre-Requisites: The lectures assume some undergraduate training in economics, but students

without such a background can make up the deficiency during the course; some familiarity with statisti methods is also useful.

Teaching Arrangements: There will be 25 lectures and 20 classes. The lectures will be the same as those for the course Labour Market Analysis (Id111) but there will be separate classes for undergraduates.

Reading List: A suitable textbook is Hammermest Rees, The Economics of Work and Pay. Other bo that should be consulted include:

M. Olson, The Logic of Collective Action; C. Mulve The Economic Analysis of Trade Unions; E. H. Phel Brown, The Inequality of Pay; F. Blackaby (Ed.), Th Future of Pay Bargaining; D. B. Mitchell, Unit Wages and Inflation.

Examination Arrangements: Assessment in the paner is determined by performance in a three-hour examin which the candidate is expected to answer three from approximately nine questions.

Id3320

# Selected Topics in Industrial Relations

Teacher Responsible: Dr. K. Bradley, Room H803 Course Intended Primarily for B.Sc. (Industry Relations). B.Sc. (Econ.) 3rd year.

Scope: The aim of this course is to explore in depl some central problems and issues in contem industrial relations systems.

Syllabus: The subjects covered will include perso management; trade union leadership; role of the TU collective bargaining; industrial democracy; role of law; public sector, industrial conflict; pay pol international issues.

Pre-Requisites: A general knowledge of the social sciences including modern history. A general interest in and knowledge of institutions and processes in the contemporary British industrial relations system, through study or experience.

Teaching Arrangements: Twelve two hour semi (Id105). Students will be expected to read assig texts and be prepared to discuss their significance. Each student will be expected to complete essays over t session - two in the Michaelmas and Lent Terms one in the Summer.

Reading List: R. Undy et al, Change in Trade Unions. B. C. Roberts, Trade Union Government and Administration in Great Britain; H. A. Clegg, The Changing System of Industrial Relations; J. Love B. C. Roberts, A Short History of the TUC; Flanders, Management and Unions; H. A. C. Industrial Democracy and Nationalisation; Flanders (Ed.), Collective Bargaining; F. Blackaby, The Future of Pav Bargaining; W. Brown, Changing Contours of Industrial Relations; Walker, Workers' Participation in Manage Concepts & Reality in Industrial Relations and Wider Society, Ed. B. Barrett et al; J. G. Riddall, I Law of Industrial Relations; C. Crouch, Trade Unions: The Logic of Collective Action; G. K. Ingham Strikes and Industrial Conflict: Britain and Scandinavia; B. C. Roberts (Ed.), Towards Indus Democracy; P. Doeringer et al, Industrial Relation International Perspective; R. Taylor, The Fifth Estale

Bradley & A. Gelb, Worker Capitalism: The New strial Relations; Corporation at Work; The adragon Experience; British Journal of Industrial ons: Employment Gazette; Industrial Relations

mination Arrangements: Assessment will be on the sis of a three hour unseen examination and written ork presented during the course. The latter may have weighting of as much as 50%.

Id4200

# ndustrial Relations and Personnel Management: Institutions and

achers Responsible: Professor K. E. Thurley, Room Dr. J. Kelly, Room H712, Dr. K. Bradley,

urse Intended Primarily for M.Sc. students.

ope: The aim of the course is to analyse the tions and processes which are crucial to the orking of British industrial relations and the personnel ion at the national, enterprise, establishment and ork-place levels.

vllabus: The first part will cover the main features of e British industrial relations system - principles, ecture, functions and processes of the enterprise and unions: business and union strategies; workplace strial relations; payment systems; collective aining; conflict resolution; industrial democracy; state and industrial relations; the development of our law. There is a choice in the second part between halisation in the analysis of industrial relations sues and study of enterprise and establishment level cies and practices.

Pre-Requisites: A general knowledge of the social ices and/or experience in and knowledge of the ntish system of industrial relations.

eaching Arrangements: Ten lectures (Id102) and ten rs of one and a half hours in the Michaelmas erm. Two separate courses of lectures and classes will given in the Lent and Summer Terms for each lisation. Attendance at the Labour and lanagement Problems Seminar is also required. idents will be expected to complete one essay and seminar paper in each of the Michaelmas and Lent ms, and one seminar paper in the Summer Term. Reading List: A. Flanders, Management and Unions; G. Riddall, The Law of Industrial Relations; T. ochan, Industrial Relations & Collective Bargaining; Barrett et al, Industrial Relations and the Wider T. Lupton & A. Bowey, Wages and Salaries; T. Dunlop, Industrial Relations Systems; R. Taylor, orkers and the New Depression; W. W. Daniel & N. Illward, Workplace Industrial Relations in Britain; Crouch, The Politics of Inductrial Relations; C. ouch, Trade Unions: The Logic of Collective Action; Parnham & J. Pimlott, Understanding Industrial tions (2nd edn.); G. Bain (Ed.), Industrial ations in Britain.

namination Arrangements: One three-hour paper ken in June, Essay.

Id4201

# Industrial Relations: Theory and Comparative Systems

Teacher Responsible: Mr. D. Marsden, Room H801 Course Intended Primarily for M.Sc. Students.

Scope: The aim of the course is to provide an introduction to the industrial relations system of a small number of advanced industrial countries, including the USA, the USSR, Japan, West Germany and France. This is intended to provide the basis for a comparative analysis of industrial relations problems and processes, which is begun in the lectures on comparative systems. and taken into greater depth in the theory course.

Syllabus: The comparative element covers the development and organisation of industrial relations at the industry and plant level in the USA, the USSR, Japan, Sweden, West Germany, France and Italy, and the role of the International Labour Organisation. The course deals with analysis of industrial relations systems, the development of management and trade union and government policies in industrial relations. the theory of collective bargaining and related issues in employment relations.

Pre-Requisites: The course is a core course on the M.Sc. in Industrial Relations, and as such all M.Sc. students are advised strongly to take it. It is also open to Research Fee students, and where appropriate, other M.Sc. students. No previous knowledge of any particular country is required.

Teaching Arrangements: The students will attend one lecture (Id100) and one seminar (Id100a) a week in the first term in the comparative part of the course, and the second and third terms will combine theoretical and comparative analysis. The session will be organised around five themes: trade unionism, management strategy, the state, industrial conflict, collective bargaining and industrial conflict, collective bargaining and industrial democracy. Students will work in groups divided according to particular regions of the world. During the Lent Term students are expected to attend Industrial Relations Theory (Id101).

Written Work: Students may be required to present one essay of up to 2,000 words by the end of each term. In addition, students will be expected to prepare at least one seminar paper during each term.

Reading List: A full reading list is provided at the beginning of the course, but you might consider obtaining one of the following books which will be useful for a large part of the course.

H. A. Clegg, Trade Unionism under Collective Bargaining; B. C. Roberts, Towards Industrial Democracy; P. B. Doeringer et al, Industrial Relations in International Perspective; I. Kochan, Industrial Relations and Collective Bargaining; J. T. Dunlop, Industrial Relations Systems; A. Fox, Beyond Contract; G. Bain (Ed.), British Industrial Relations; C. Crouch, Trade Unions: The Logic of Collective Action: T. Kochan, Industrial Relations and Collective Bargaining; P. Lange et al., Unions, Change and Crisis: French and Italian Union Strategy and the Political Economy; P. Gourevitch et al., Unions and Economic Crisis: Britain, West Germany and Sweden.

# Industrial Organization: Theory and Behaviour

Teacher Responsible: Dr. D. E. Guest, Room H710 Course Intended Primarily for Students taking the M.Sc. in Industrial Relations and Personnel Management.

Scope: This is an inter-disciplinary course which aims to define and examine some of the central problems of organizations and to demonstrate how the application of the social sciences can assist in their analysis and solution. The major focus is on the issue of organizational change, and is concerned with the need for change, the content of change, methods of change and evaluation of change.

Syllabus: Major approaches to organizational change: scientific management; human relations; sociotechnical and self-actualisation approaches to the redesign of work; organization development; contingency theory; industrial relations; worker participation; legislation.

The nature of bureaucracy; problems of bureaucracy and change. Theory and methods of diagnosis in organizations; the concept of strategy; strategic planning; strategies of change; models and frameworks for analysing change; theory and methods for evaluation of change,

Pre-Requisites: A background in the social sciences is necessary. Previous work experience is a considerable advantage.

Teaching Arrangements: The course lasts for 25 weeks. The teaching is highly participative and includes lectures (Id106, Id108, Id114) and classes (mainly in the first term), group working (throughout the year), and case studies (in the Lent and Summer Terms). Formal teaching occurs on Fridays 12.00-1.00 and 2.00-3.30. In practice, these hours will sometimes be extended and students are advised to allocate the time from 12.00-4.00 to the course. Working groups may also wish to meet at other times during the week. Students are also expected to attend lectures on: Industrial Sociology (Id106) (teacher responsible, Dr. S. Hill); Industrial Psychology (Id114) (teacher responsible, Dr. D. E. Guest). The teaching is handled mainly by David Guest and Keith Thurley. There are also contributions from Stephen Wood. A range of visitors from outside LSE will present cases,

Written Work: There is no formal requirement for written work. However students taking this course are strongly encouraged to write at least one of the essays, which form part of their continuous assessment, in this area. 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 willigness 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 (3rd edn.); M. Crozier, The Bureaucratic Phenomenon; W. L. French & C. H. Bell, Organization Development; J. Child, Organisations; D. Guest & D. Fatchett, Worker Participation: Individual Control and Performance; C.

Handy, Understanding Organizations; C. Petrow, Complex Organisations; T. J. Peters & R H Waterman, In Search of Excellence; M. Rose Industrial Behaviour; G. Salaman, Work Organization; C. Sofer, Organizations in Theory and Practice; K. Thurley & H. Wirdenius, Supervision re-appraisal: V. Vroom & E. Deci, Management Motivation; T. J. Watson, Sociology, Work at

Examination Arrangements: There will be a three h formal examination in the Summer Term. Candi must tackle three from a choice of twelve que

Id4203

## **Industrial Organisation** See Organisation Theory and Practice Id3221

Industrial Psychology

Teacher Responsible: Dr. D. E. Guest, Room H710 Aims and Scope: The aims of the course are to provide a psychological framework for the analysis and understanding of the behaviour of individuals workers and as members of work groups demonstrate the value of psychology and o psychological perspective in understanding hu behaviour at work; and to examine a number of top and issues in industrial relations and organizat behaviour where psychology has a partic contribution to make.

Syllabus: Motivation at work; job satisfaction, p incentives and rewards; work values, authoritaria power and the need for achievement; the influence individual differences in age, sex and ability. Accide stress, boredom and monotony at work; absen and labour turnover; the psychology of unemplo Psychology and industrial relations; trade union and involvement; bargaining; industrial cor conflict resolution. Quality of working life, working conditions and arrangements, work and non-work; design; participation, leadership and group beha organization development and change; organiz change; concepts of health and well-being.

Pre-Requisites: The course is designed for student the M.Sc. in Industrial Relations and Person Management. Some students on the M.Sc. in Social Psychology, subject to the permission of their tu may also take the course. Some background psychology is desirable. Students without such background may take the course, but may find certain sections difficult.

Teaching Arrangements: The course is taught David Guest and John Kelly.

Lectures: 24 lectures (Id114) - 9 in the Michael 10 in the Lent and 5 in the Summer Term. Classes: 24 classes.

Students are expected to prepare and present papers a a basis for class discussion. Other members of the class will be expected to do some specified preparator reading each week.

Written Work: There is no formal requirement written work in connection with the course. However students are strongly encouraged to write at least on the four essays that constitute part of the continuous ment on the M.Sc. on a subject in the field of strial Psychology. These essays are set and orked by David Guest and John Kelly.

leading List: The following reading list contains some the main volumes and some easily accessible ductory volumes. A full reading list will be issued he start of the course.

Cooper & R. Payne, Stress At Work, Wiley, (1978); Davis & A. Cherns, The Quality of Working Life, L Free Press (1976); L. Davis & J. C. Taylor, on of Jobs, Penguin, (1972); M. Gruneberg & T. Social Psychology and Organizational our, Wiley, (1984); M. Jahoda, Employment and wment: A Social-Psychological Analysis, IP. (1982); J. R. Hackman & G. R. Oldham, Word esign, Addison-Wesley, (1980); D. Katz & R. L. ahn, The Social Psychology of Organizations, Wiley, 78): I. Morley & G. Stephenson, The Social chology of Bargaining, George Allen & Unwin, 7): P. B. Smith, Groups Within Organizations, larner & Row, (1973); G. Stephenson & C. J. otherton, Industrial Relations A Socialogical Approach, Wiley, (1979); R. M. Steers W. Porter, Motivation and Work Behaviour, Graw-Hill, (1982); V. Vroom & E. Deci, agement and Motivation, Penguin, (1970); P. B. Jarr. Psychology at Work, Penguin (1978).

amination Arrangements: There is a formal threeexamination in the Summer Term. Candidates d answer three questions out of a choice of twelve. pass mark is 40%.

Industrial Sociology

eacher Responsible: Dr. S. R. Hill, Room A454A retary, Ms. E. Hartwell, A453, Ext. 454)

ourse Intended Primarily for graduate students in the rtments of Industrial Relations and Sociology. ope: Coverage of recent industrial sociology at an anced level, with an emphasis on the labour process issues of political economy, linking with mporary debates in Sociology and Industrial

Competing interests at work. The oment of the managerial function. Managerial ure and goals. Bureaucracy and organizational ry. The Japanese corporation. Self-management. trial democracy. Work behaviour and job faction. The deskilling debate. Labour market mentation. Women in employment. The utionalization of industrial conflict. Trade union entativeness and effectiveness. The structure of working and middle classes. Ideology and ousness. The collective organization of nonual employees. The state, political parties and the

re-Requisites: Students should have a degree in logy or a joint degree with a sizeable component Sociology; other students will be admitted at the etion of the teaching staff.

taching Arrangements: There will be 20 lectures 106) given by Dr. S. R. Hill of the Sociology partment and Dr. K. Bradley of Industrial

Relations, and 23 seminars supervised by the same teachers. The lectures are intended broadly to survey 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: Each student is expected to present at least one seminar paper and, depending on the number of people attending, may be asked to present two; seminar presentations are not normally read by the teachers and students can make their presentations from notes if they wish.

Reading List: The recommended textbook is S. Hill, Competition and Control at Work. Other books of a general nature that cover substantial parts of the syllabus are:

H. Braverman, Labor and Monopoly Capital; C. Crouch, Trade Unions: The Logic of Collective Action; R. Edwards, Contested Terrain; A. Giddens & G. Mackenzie (Eds.), Social Class and the Division of Labour; D. M. Gordon et al, Segmented Work, Divided Workers; S. Wood (Ed.), The Degradation of

The major additional references for individual topics on the syllabus, arranged chronologically by topic are: A. Fox, Beyond Contract, Chaps. 6 and 7; C. Littler, The Development of the Labour Process, J. Scott, Corporations, Classes and Capitalism, Chaps. 2-4; M. Crozier, The Bureaucratic Phenomenon, Part 3; R. Dore, British Factory - Japanese Factory; K. Bradley & A. Gelb, Worker Capitalism: The New Industrial Relations; J. Thornley, Workers' Co-operatives; M. Poole, Workers' Participation in Industry; J. Goldthorpe et al., The Affluent Worker, Vol. 1; A. Zimbalist, Case Studies on the Labor Process; I. Berg (Ed.), Sociological Perspectives on Labor Markets, Chaps. 4 and 5: A. Amsden (Ed.), The Economics of Women and Work; J. West (Ed.), Work, Women and the Labour Market; W. Korpi & M. Shalev, 'Strikes, industrial relations and class conflict', British Journal of Sociology, 1979; A. Carew, Democracy and Government in European Trade Unions, Chaps. 8 and 9: A. Giddens, The Class Structure of the Advanced Societies; N. Abercrombie et al., The Dominant Ideology Thesis; G. Bain, The Growth of White-Collar Unionism; F. Parkin, Marxism and Class Theory, Part

A more comprehensive bibliography will be available to students taking this course.

Examination Arrangements: A three-hour written examination in the Summer Term, students choosing three out of twelve questions.

Id4222

Labour History See British Labour History EH2700

Id4223

Manpower Policy

Teacher Responsible: Dr. R. Richardson, Room H711 Course Intended Primarily for M.Sc. Industrial Relations and Personnel Management.

Scope: The course considers the policies that

organisations adopt in order to deal with a range of manpower problems.

Syllabus: The policies and institutional arrangements that are a reaction to the problems posed by such factors as labour turnover, absenteeism, lack of information, an uncertain future and employee heterogeneity. Internal labour markets and labour market segmentation: The reasons for and consequences of labour market structures internal to organisations, and the analysis of labour markets divided into non-competing groups.

Teaching Arrangements: There are 25 lectures (Id112) given by Dr. David Guest, Mr. David Marsden and Dr. Ray Richardson.

Reading List: There is no text book covering the range of material presented. However students might like to read P. Doeringer and M. Piore, Internal Labour Markets and Manpower Analysis.

Examination Arrangements: Assessment in the paper is determined by performance in a three hour exam in which the candidate is expected to answer three from approximately nine questions.

Id4224

## Labour Market Analysis

Teacher Responsible: Mr. D. Marsden, Room H801 Course Intended Primarily for M.Sc. Industrial Relations and Personnel Management.

Scope: The course explores those aspects of labour economics that are most relevant for industrial

Syllabus: The economic analysis of trade unions; including models of trade union growth and structure, the analysis of trade union behaviour and the consequences of trade unions on resource allocation and distribution.

The structure of pay.

The analysis of unemployment: including a discussion of the possible causes of unemployment, its structural characteristics and policies designed to reduce its extent and impact.

Wage inflation and incomes policies.

Pre-Requisites: The course assumes some undergraduate training in economics but this is not essential; some prior exposure to labour economics is useful, as is some familiarity with statistical methods. Students with no such background might find it useful selectively to attend the undergraduate lectures in these

Teaching Arrangements: The teaching is given by Professor David Metcalf, and will consist of a series of lectures and classes. Timetable details of which will be provided in the first 2 weeks of the year. Students are expected to make at least one class presentation and to hand in a piece of written work in connection with that presentation.

Students are also advised to attend the lectures on Macro Economic Policy-Making in the U.K.

Reading List: There is no single textbook in the areas covered. Other books that should be consulted incli M. Olson, The Logic of Collective Action; C. Mulv The Economic Analysis of Trade Unions; E. H. Phelps Brown, The Inequality of Pay; F. Blackaby (Ed.), The Future of Pay Bargaining; D. B. Mitchell, Unions. Wages and Inflation.

Examination Arrangements: Assessment in the paper is determined by performance in a three-hour examiwhich the candidate is expected to answer three from approximately nine questions.

Id4399

# M.Sc. Project Report

Teacher Responsible: Dr. David Guest, Room H710 Course Intended Primarily for M.Sc. in Industry Relations and Personnel Management

Scope: The general aims of the project are to: (i) examine a problem or topic through the literati and provide a rigorous analysis of that problem or topic;

and/or

(ii) examine a problem or topic through some sm scale empirical research or by using informat derived from secondary sources;

(iii) show ability to relate the specific to the general and the capacity to sustain a reasoned argument and draw conclusions.

Selection of Topic: Students are encouraged to identify a topic from within the broad field of industrial relation and personnel management and to discuss it in the first instance with their personal tutor. When a potential feasible topic area has been identified, it should registered with the course secretary. Students take the 'professional' stream will be expected to under projects involving empirical work in organization Teams of students may work on a particular pro but each student must identify a section of the work and present it as their individual dissertation.

Arrangements for Supervision: Students will allocated to the specialist teacher whose interest 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 in March, T role of the supervisor is to provide guidance in refin focusing and ensuring the feasibility of the disserta Students are entitled to a minimum of two sessions w their supervisor during the key period in the first two weeks of July. The supervisor may comment or detailed outline of the report, but will not normally expected to read a full draft.

Examination Arrangements: Two typewritten copies of the dissertation should be handed in to the cour secretary, and recorded as received, by the end of August. The report should not exceed 10,000 words in length. The report is considered for examina purposes to be the equivalent of one examination paper.

# INTERNATIONAL HISTORY

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

## Lectures and Seminars

Lecture/ Seminar Number			Study Guide Number
Ну100	The History of European Ideas since 1700 Dr. R. W. D. Boyce and Dr. D. Starkey	25/MLS	Hy3406
Ну101	Political History, 1789–1941 Dr. A. Sked and Mr. E. M. Robertson	25/MLS	Hy3400; Hy3462; Hy3465
Hy102	World History since 1890 Mr. G. Grün and Dr. A. B. Polonsky	25/MLS	Hy3403
Hy110	Introduction to British History	2/M	Hy110
Hy111	British History to the End of the 14th Century	28/MLS	Hy3420
Ну112	British History from the Beginning of the 15th to the Middle of the 18th Century Dr. D. Starkey	30/MLS	Hy3426; Hy3423; Hy3429
Hy113	British History from the Middle of the 18th Century Dr. A. C. Howe and Dr. D. Stevenson	25/MLS	Ну3435; Ну3432
Hy115	European History 400-1200 (Not available 1985-86)	28/MLS	Hy3450
Hy116	European History 1200–1500	28/MLS	Hy3453
Ну119	European History since 1800 Dr. R. J. Bullen	25/MLS	Hy3465
Ну121	World History from the end of the Nineteenth Century	30/MLS	Hy3511
Ну125	International History, 1494–1815 Dr. D. McKay	25/MLS	Hy3500; Hy3459; Hy3456
Hy126	International History, 1815–1914 Professor K. Bourne, Dr. A. Sked, Dr. R. J. Bullen and Professor I. H. Nish	25/MLS	Ну3503
Ну128	International History since 1914: (i) to 1945 Mr. G. Grün and Professor D. C. Watt	25/MLS	Hy3506

Lecture/ Seminar Number			Study Guide Number
Hy129	International History since 1914: (ii) since 1945 Professor D. C. Watt and Professor I. H. Nish	10/M	Hy3506; Hy4540
Ну130	Diplomatic History, 1814–1957 (Intercollegiate Class) Professor I. H. Nish and Dr. R. J. Bullen	25/MLS	Hy3510
Hy133	The History of Russia, 1682–1917 — Class Dr. A. B. Polonsky and Dr. D. C. B. Lieven	25/MLS	Hy3545
Hy134	War and Society 1600–1815 Dr. D. McKay	25/MLS	Hy3520
Ну135	Revolution, Civil War and Intervention in the Iberian Peninsula, 1808–1854 Dr. R. J. Bullen	10/M	Hy3523
Ну137	British-American-Russian Relations, 1815–1914 Professor K. Bourne and Professor I. H. Nish	25/MLS	Hy3526
Hy140	Facism and National Socialism in International Politics, 1919–1945 Dr. A. B. Polonsky and Mr. E. M. Robertson	12/ML	Hy3538
Hy141	International Economic Diplomacy of the Inter-War Period Dr. R. W. D. Boyce		Hy3539
Hy142	The Re-Shaping of Europe, 1943-57 Professor D. C. Watt, Dr. R. J. Bullen and Dr. D. Stevenson		Hy3540
Hy143	The Habsburg Monarchy and the Revolutions of 1848 — Class Dr. A. Sked	20/ML	
Hy146	The Great Powers and the Balkans 1908–1914 — Class Dr. A. B. Polonsky	20/ML	Hy3556
Hy147	Great Britain and the Peace Conference of 1919 — Class (Not available 1985-86) Mr. G. A. Grün	22/MLS	Ну3559
Hy148	The Manchurian Crisis, 1931–33 Professor I. H. Nish	22/MLS	Hy3562
Hy149	The League of Nations in Decline, 1933-37 Mr. E. M. Robertson		Hy3565

Lecture/ Seminar Number			Study Guide Number
Ну154	Palmerston, the Cabinet and European Policy of Great Britain, 1846-51 (Intercollegiate Seminar) Professor K. Bourne and Dr. R. J. Bullen	30/MLS	Ну3580
Ну155	Japan and the Far Eastern Crisis 1931–41 (Intercollegiate Seminar) Professor I. H. Nish and Dr. Sims (SOAS)	30/MLS	Ну3583
Ну156	The Great Powers 1945–1954 (Intercollegiate Seminar) Dr. A. B. Polonsky and Dr. A. Sked	30/MLS	Ну3586
Hy241	European History since 1945 Dr. A. Sked	25/MLS	Hy4540
Ну254	International History, 1814–1919  — Seminar Professor K. Bourne, Dr. R. J. Bullen and Dr. A. Sked	14/MLS	Ну254
Hy255	International History since 1919 — Seminar Professor D. C. Watt, Mr. G. Grün and Mr. E. M. Robertson	14/MLS	Hy255

Study Guides

For B.A. History courses, which are taught and examined on an inter-collegiate basis, students should also consult the White Pamphlet. The study guide entry indicates how the subject is taught at LSE.

Political History 1789-1941

Teacher Responsible: Dr. A. Sked (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) Part I; B.A. History and B.Sc. (Econ.) Part II students.

Scope: A general survey of European History in the period with some attention to developments outside

Syllabus: The course begins with the origins of the French Revolution and proceeds through the Revolutionary and Napoleonic era in European history, to Europe in the age of Metternich, 1848 Revolutions, the era of Bismarck and Napoleon III, the causes and consequences of the First World War, Fascism and National Socialism, the Soviet Union after 1917, the outbreak of the Second World War, and the war itself till 1941. The national histories of most countries in the period are covered as is the history of European imperialism.

Pre-Requisites: None: this is a general, introductory

Teaching Arrangements: 25 weekly lectures (Hy101) Sessional; also one class (Hy101a) per week in conjunction with the lecture course. Students are expected to give at least two class papers per year and to participate in class discussions. They will also be expected to submit at least 3 essays in the course of the

Reading List: A full list will be given out at the beginning of the first term. Essential reading matter, however, would include the following: J. McManners, Lectures on European History 1789-1914; M. S. Anderson, The Ascendancy of Europe 1815-1914; J. B. Joll, Europe Since 1870; A. Sked (Ed.), Europe's Balance of Power 1815-1848; J. Roberts, Europe 1880-1945; A. J. P. Taylor, The Struggle for Mastery in Europe 1848-1918; G. Rude, Revolutionary Europe 1789-1815.

Examination Arrangements: There is a formal threehour examination at the end of the year in which candidates are required to answer four questions out of about twenty.

Hy3403

World History Since 1890

Teachers Responsible: Michaelmas Term, Mr. G. Grün (Secretary, Mrs. Susan Shaw, E403); Lent and Summer Terms: Dr. Antony Polonsky (Secretary, Mrs. Viven Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) Part I. Also offered at Part II.

Scope: A general introductory survey of international politics in the twentieth century.

Syllabus: An introductory political survey of the twentieth century with special emphasis on the changing role of Europe. The origins and consequence of two world wars, the emergence of the United States as a world power, the international communi movement, the breakdown of the European colonis empires and the growth of independence movements Asia and Africa will be discussed and internal and regional problems of newly independent as well as of Hy3400 old established states considered in the wider context of international relations since the beginning of the

Pre-Requisites: None.

Teaching Arrangements: 25 lectures (Hy102), Sessional, 24 classes (Hy102a), Sessional,

Reading List: A useful introduction is provided by: G. Barraclough, An Introduction to Contemporary History (1982); P. Calvocoressi, World Politics Since 1945 (1982); F. Gilbert, The End of the European Era, 1890 to the present (1970); J. A. S. Grenville, A World History of the Twentieth Century; J. B. Joll, Europe Since 1870 (1973); D. C. Watt, F. Spencer & N. Brown, A History of the World in the Twentieth Century (1967).

Written Work: Students will be asked to prepare papers for discussion in class and to write two essays in each of the first two terms.

Examination Arrangements: There will be a formal three-hour examination at the end of the Summer Term. Students are expected to answer four questions, chosen from a list of over 20 questions arranged in chronological order.

Hy3406

# The History of European Ideas Since

Teacher Responsible: Robert Boyce (Secretary, Mrs. I. B. Capsey, E602)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.A. History.

Scope: A survey of European intellectual history from 1700 to the present.

Syllabus: This paper places the development of general social thought and political ideologies within the broad context of European history. 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 anticapitalist movements in particular socialism and anarchism; positivism and the challenge of the irrational towards the end of the nineteenth century; and the dynamic links between social Darwinism, racism, imperialism, revolutionary syndicalism and fascism in the twentieth century. Stress is laid upon the individuals whose intellectual contributions shaped the various modern movements: their lives, their semina ideas, and the means by which their influence was

Pre-Requisites: None.

Teaching Arrangements: 25 lectures, by Dr. D. Starkey nd Dr. R. Boyce (Hy100). 25 weekly classes

Written Work: Each student is required to write at least our essays during the year, as well as contributing ceasional short oral presentations to the class.

Reading List: There is no specific required reading, and no one book adequately covers the syllabus), but nidents will be expected to read a selection of primary and secondary literature, as recommended at the start the year for each meeting of the class.

mong the secondary works recommended are: forman Hampson, The Enlightenment; Peter Gay, The Enlightenment: An Interpretation (2 Vols.); eonard Krieger, Kings and Philosophers, 1689-1789; Ifred Cobban, Edmund Burke and the Revolt Against he Eighteenth Century; Charles Taylor, Hegel and Modern Society; Maurice Mandelbaum, History, Man and Reason: Jacob Talmon, Romanticism and Revolt: Surope 1815-1848; Hans Kohn, Prophets and eoples: Studies in 19th Century Nationalism; Leszek (olakowski, Main Currents of Marxism (3 Vols.); ilio Appleman (Ed.), Darwin; Walter Kaufmann, lietzsche; Fritz Stern, The Politics of Cultural Despair: H. S. Hughes, Consciousness and Society: the Reorientation of European Social Thought, 890-1914; Michael Biddiss, The Age of the Masses; H Hinsley, Power and the Pursuit of Peace; G. L. Mosse, Toward the Final Solution: A History of European Racism; J. Chiari, Twentieth Century rench Thought: From Bergson to Levi-Strauss.

Examination Arrangements: Towards the end of the ummer Term there is a three-hour examination based the full syllabus i.e. not merely on topics 'covered' lectures and classes. Candidates will, however, be fered a wide choice of questions, from which they ast answer four. The paper is divided into two parts, e questions in the first part being devoted to the eriod up to approximately 1815, the questions in the ond part devoted to the subsequent period. Students st answer at least one question from each part.

Hv3420

British History Down To The End of the Fourteenth Century

Teachers Responsible: Michaelmas and Lent Term, Dr. Derek McKay (Secretary, Mrs. Susan Shaw, E403); mmer Term John Gillingham (Secretary, Mrs. I. B. apsev. E602).

Course Intended Primarily for B.A. History, 1st, 2nd or 3rd years.

cope: An outline course of mostly English History om the departure of the Romans (c. 400 A.D.) to the position of Richard II (1399).

Syllabus: Stress is placed on long-term themes as well as on short-term issues. All aspects - political, social, onomic, religious, cultural - are considered as well as relations between England and Wales, Scotland, reland and France. The range of topics includes: ingship and the construction of a unity system of law and administration: the question of the rise and decline 'feudalism'; the rural world of landlords and

peasants; the growth of towns and overseas trade; conversion to Christianity and the resulting forms of church organization and religious outlook, from monasticism to the beginnings of nonconformity; the emergence of parliament as the vehicle of a developing sense of political community.

Pre-Requisites: A willingness to undertake a considerable amount of private reading and to talk about the subject.

Teaching Arrangements: One lecture Hy111, and one class Hv111(e) a week for 28 weeks. The introductory lecture course (Hy110) is also relevant.

Written Work: Each student is required to write two essays a term.

Reading List: No one book adequately covers the entire syllabus. Students are advised to buy:

P. H. Sawyer, From Roman Britain to Norman England; F. Barlow, The Feudal Kingdom of England; M. Keen, England in the Later Middle Ages.

Detailed reading lists will be circulated at each class. but other outline books include: J. Campbell, The Anglo-Saxons; P. H. Blair, An Introduction to Anglo-Saxon England: F. W. Maitland, Domesday Book and Beyond; C. N. L. Brooke, The Saxon and Norman Kings; M. Clanchy, England and its Rulers 1066-1272; G. W. Barrow, Feudal Britain; E. King, England 1175-1425; J. L. Bolton, The Medieval English Economy; M. Prestwich, The Three Edwards. Examination Arrangements: Towards the end of the Summer Term there is a three-hour formal examination based on the full syllabus, i.e. not merely on topics 'covered' in lectures and classes. Candidates will. however, be given a wide choice of questions, c.30, from which they answer only four. The paper is divided into two sections, the questions in Section A being markedly more general than those in Section B. Candidates must tackle at least one from each section.

Hy3423

English History, 1399-1603

Teacher Responsible: Dr. David Starkey (Secretary, Mrs. Susan Shaw, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II and B.A./B.Sc. c.u. main field Geog.

Scope: An introduction to the 'new' political history of England in the years of the Wars of the Roses, and the Renaissance and Reformation. It draws heavily on social and cultural history and deals with the informal realities of power as much as the formal machinery of

Syllabus: 'A peculiar people': England and Continental Europe: Lancastrian government and its breakdown: defeat abroad or the mismanagement of bastard feudalism at home?; York and Tudor; the restoration of government and the relationship of politics and administration; Henry VII: a one-man band; Henry VIII; great ministers, factions and the dominance of the court; the Renaissance as cultural colonization; Reformation and rebellion: popular protest or backstairs intrigue?; the mid-Tudor years: continuity or crisis?; Parliament: 'government and opposition' or factional disputes?; Elizabethan puritanism: minority or mainstream?

Pre-Requisites: No previous knowledge of the history of the period is needed. But as in all history courses extensive reading is called for.

Teaching Arrangements: The course is taught by both lectures and classes. There are 30 lectures (Hy112), weekly in the Michaelmas and Lent Terms and twicea-week in the first 5 weeks of the Summer Term. The lectures cover the whole period 1399-1760 so only the first half or so of the lectures is directly relevant. However students would be well advised to attend the entire course to round out their knowledge. Classes (Hy112b) are weekly, 10 each in the Michaelmas and Lent Terms, and 5 in the Summer Term in E409. A handout is issued at the beginning of the course. This gives the main topics covered in lectures and classes: detailed bibliographies which are designed to suggest methods of approach as well as merely to list books; and suggested essay topics.

Written Work: 6 essays to be chosen largely but not exclusively from the topics listed in the course handout. will be required: 2 in the Michaelmas Term; 3 in the Lent Term and 1 in the Summer Term. The essays will normally be returned and discussed during tutorial hours. On the other hand, class papers as such are not usually employed; instead general participation is required and will be secured if need be by Socratic

Reading List: No one book covers the entire syllabus but the following textbooks are useful and should be

J. R. Lander, Conflict and Stability; S. Medcalf, The Later Middle Ages; C. Russell, The Crisis of Parliaments; G. R. Elton, Reform and Reformation. More detailed coverage of particular aspects will be found in: B. P. Wolffe, Henry VI; C. D. Ross, Edward IV; B. P. Wolffe, The Crown Lands; A. Wagner, English Genealogy; C. D. Ross, Richard III; S. B. Chrimes, Henry VII; J. J. Scarisbrick, Henry VIII; A. G. Dickens, The English Reformation; M. Girouard, Life in the English Country House; K. Charlton, Education in Renaissance England; A. Fletcher, Tudor Rebellions; J. Loach & R. Tittler, The Mid-Tudor Polity; P. Collinson, The Elizabethan Puritan Movement.

It must be emphasized that this list merely illustrates something of the variety of the course, it is NOT a substitute for the full bibliography in the course handout.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the ground covered during the course. The examination paper normally contains 14 questions, of which 4 must be answered. It is important to answer the four questions required, since each carries one quarter of the total marks. Weight will be given to the quality of the presentation and argument shown in the answers as well as to the range of factual knowledge displayed.

Hv3426

# British History from the Beginning of the Fifteenth Century to the Middle of the Eighteenth Century

Teacher Responsible: Dr. David Starkey (Secretary, Mrs. Susan Shaw, E403)

Course Intended Primarily for B.A. History.

Scope: An introduction to the political history of England from the Wars of the Roses to the Whig Ascendancy. It draws heavily on social and cultural history; deals with the informal realities of power as much as the formal machinery of government, and tries to familiarize students with the full range of arguments deployed in one of the most hotly-debated areas of English history.

Syllabus: The Wars of the Roses: bastard feudalism and foreign policy; the 'New Monarchy'; Henry VIII court and faction; Renaissance, Reformation and rebellion: the mid-Tudor years; Parliament; Puritans and Arminians; James I: favourites and reform: localism and political consciousness; 1639-42: the breakdown of government and the outbreak of war; the new Model Army; radicalism and the Rump; the Protectorate; Restoration and religion; parties and Parliament; war and finance; corruption and political

Pre-Requisites: No previous knowledge of the history of the period is needed. But as in all history courses extensive reading is called for.

Teaching Arrangements: The course is taught by both lectures and classes. There are 30 lectures (Hy112), weekly in the Michaelmas and Lent Terms and twicea-week in the first 5 weeks of the Summer Term. Classes (Hy112a) are weekly, 10 each in the Michaelmas and Lent Terms, and 5 in the Summer Term. A handout is issued at the beginning of the course. This gives the main topics to be covered in lectures and classes; detailed biographies that are designed to suggest methods of approach as well as merely to list books; and suggested essay topics. There is an introductory lecture course Hy110.

Written Work: 6 essays, to be chosen largely from the topics listed in the course handout, will be required: 2 in the Michaelmas Term; 3 in the Lent Term and 1 in the Summer Term. The essays will normally be returned and discussed during tutorial hours. On the other hand, class papers as such are not usually employed; instead general participation is required and will be secured if need be by Socratic questioning!

Reading List: No one book covers the entire syllabus but the following textbooks are useful and should be

- J. R. Lander, Conflict and Stability; G. R. Elton, Reform and Reformation; B. Coward, The Stuart Age. More detailed coverage of particular aspects will be found in:
- J. R. Lander, Government and Community; J. J. Scarisbrick, Henry VIII; C. Cross, Church and People; M. Girouard, Life in the English Country House; A. Fletcher, Tudor Rebellions; K. Sharpe (Ed.), Faction and Parliament; A. Fletcher, The Outbreak of the English Civil War; C. Hall, The World Turned Upsidedown; J. R. Jones, The Restored Monarchy; J.

H. Plumb, The Growth of Political Stability in

must be emphasised that this list merely illustrates mething of the variety of the available reading: it is NOT a substitute for the full bibliography in the course

Examination Arrangements: There will be a formal hree-hour examination in the Summer Term, usually of the student's final year. The examination contains about 35 questions and is divided into three sections. four questions must be answered, drawn from at least wo sections. It is important to answer the four estions required, since each carries one quarter of the nal marks. Weight will be given to the quality of the esentation and argument shown as well as to the ge of factual knowledge displayed.

Hy3429

#### British History, 1603-1760

Teacher Responsible: Dr. David Starkey (Secretary, Mrs. Susan Shaw, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II, B.Sc. c.u. main field Geog.

Scope: An introduction to the 'new' political history of ingland in the years of the Civil War, the Restoration and the Whig Ascendancy. It deals with a society noving from stability to crisis and back again, and tests and debates the enormous range of explanations which have been offered.

Syllabus: Politics under James I: the rule of favourites and the role of reform; religion: 'revolutionary' Arminians and 'conservative' Puritans?; localism and olitical consciousness; 1639-42: the breakdown of vernment and the outbreak of war; the New Model Army Radicalism and the Rump; the Protectorate; Restoration and religion; parties and Parliament; war and finance; corruption and political stability.

Pre-Requisites: No previous knowledge of the history of the period is needed. But as in all history courses xtensive reading is called for.

Teaching Arrangements: The course is taught by both ectures (Hy112) and classes (Hy112c). There are 30 ectures, weekly in the Michaelmas and Lent Terms and wice-a-week in the first 5 weeks of the Summer Term. The lectures cover the whole period 1399-1760 so only he second half or so of the lectures is directly relevant. However students would be well advised to attend the ntire course to round out their knowledge. Classes are veekly, 10 each in the Michaelmas and Lent Terms, and 5 in the Summer Term. Up to 1660, the classes are taken by Dr. Starkey, after 1600, by Mrs. Anthea Bennett. A handout is issued at the beginning of the ourse. This gives the main topics to be covered in ectures and classes; detailed bibliographies which are designed to suggest methods of approach as well as erely to list books; and suggested essay topics.

Written Work: 6 essays, to be chosen largely but not exclusively from the topics listed in the course handout, will be required.

Reading List: No one book covers the entire syllabus out the following textbook is useful and should be

B. Coward, The Stuart Age.

More detailed coverage of particular aspects will be found in: G. P. V. Akrigg, Jacobean Pageant, or the Court of James I; K. Sharpe (Ed.), Faction and Parliament; A. J. Fletcher, The Outbreak of the English Civil War; J. B. Morrill, The Revolt of the Provinces; M. Kishlansky, The Rise of the New Model Army; C. Hill, The World Turned Upsidedown: God's Englishman; J. R. Jones (Ed.), The Restored Monarchy; P. M. G. Dickson, The Financial Revolution; J. H. Plumb, The Growth of Political Stability in England.

It must be emphasized that this list merely illustrates something of the variety of the availabile reading; it is NOT a substitute for the full bibliography in the course

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the ground covered during the course. The examination paper normally contains 14 questions, of which four must be answered. It is important to answer the four questions required, since each carries one quarter of the total marks. Weight will be given to the quality of the presentation and argument shown as well as to the range of factual knowledge displayed.

Hy3432

# British History 1760-1914

Teacher Responsible: Dr. A. C. Howe (Secretary, Mrs. V. Brooke, E602)

Course Intended Primarily for B.Sc. (Econ.) Part II second or third year.

Scope: The course surveys the history of the British Isles between the accession of George III and the outbreak of the First World War. Approximately half the course is concerned with the evolution of British governmental institutions, with parliamentary politics at Westminster, and with political movements in the country at large. Attention is also given, however, to economic and social change, to religion and the history of ideas, and to Britain's foreign and imperial relations. Among the principal themes of the course are the effects of industrialization and of the beginnings of Britain's relative economic decline; the emergence of Britain's democracy and the forces making for political stability and instability; the distinctive development of Ireland and the Celtic fringe; and the rise and erosion of the United Kingdom's status as a world power.

Syllabus: Copies of detailed reading lists, class schedules and past examination papers may be obtained from Dr. Howe.

Pre-Requisites: 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 section (a) of the reading list below.

Teaching Arrangements: Teaching is by a combination of lectures, classes and (most important) individual study and written work. The principal lecture course is Hv113.

Students may also wish to attend the lectures given by Professor Barker and Dr. Hunt in the Economic History Department on the Economic and Social History of Britain from 1815 (EH103) and by Mrs. Bennett in the Government Department on the History of British Politics from the Seventeenth to the Twentieth Century (Gv151).

Weekly classes (Hy113b) will be given during the Michaelmas and Lent Terms and during the first five weeks of the Summer Term. Attendance at these classes is a course requirement.

Written Work: Students will be expected to produce five 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 and some more specialized and interpretative works. All of these titles are available in paperback editions and are sufficiently useful to be worth buying, although students may consult them in the Library.

(a) Introductory Surveys: I. R. Christie, Wars and Revolutions: Britain, 1760-1815 (Arnold); A. Briggs, The Age of Improvement (Longman); N. Gash, Aristocracy and People: Britain, 1815-1865 (Arnold); R. T. Shannon, The Crisis of Imperialism, 1865-1915 (Granada); D. Read, England, 1868-1914: The Age of Urban Democracy (Longman).

(b) More Specialized: J. Cannon, Parliamentary Reform, 1640-1832 (Cambridge University Press); R. Floud & D. McCloskey (Eds.), The Economic History of Britain Since 1700 (Cambridge University Press); A. D. Gilbert, Religion and Society in Industrial England: Church, Chapel and Social Change, 1760-1914 (Longman); E. J. Hobsbawm, Industry and Empire: An Economic History of Britain Since 1750 (Pelican); E. H. Hunt, British Labour History. 1815-1914 (Weidenfeld); P. M. Kennedy, The Realities Behind Diplomacy: Background Influence On British External Policy, 1865-1980 (Fontana); F. S. L. Lyons, Ireland Since the Famine (Fontana); H. J. Perkin, The Origins of Modern English Society, 1780-1880 (Routledge): B. Porter, The Lion's Share: A Short History of British Imperialism, 1850-1970 (Longman); M. Pugh, The Making of Modern British Politics, 1867-1939 (Blackwell); E. P. Thompson, The Making of the English Working Class (Pelican); R. Williams, Culture and Society, 1780-1950 (Pelican). Examination Arrangements: The course is examined by a three-hour question paper in the Summer Term. Candidates are expected to answer four questions.

# B.A. (History): British History from the Middle of the Eighteenth Century

N.B. B.A. (History) courses are taught and examined on an intercollegiate basis. This study guide is intended to help the student and to indicate the teaching arrangements within the LSE: it in no way formally defines the syllabus.

Teacher Responsible: Dr. A. C. Howe (Secretary, Mrs. V. Brooke, E602)

Copies of detailed reading lists, class schedules, and

past examination papers may be obtained from Dr. Howe.

Scope: The course surveys the history of the British Isles between 1750 and the present. Approximately half the course is concerned with the evolution of British governmental institutions, with parliamentary politic at Westminster, and with political movements in the country at large. Attention is also given, however, to economic and social change, to religion and the history of ideas, and to Britain's foreign and imperial relation Among the principal themes of the course are the effects of industrialization and of Britain's subseque relative economic decline; the emergence of British democracy and the forces making for political stability and instability; the distinctive development of Ireland and the Celtic fringe; the evolution of social policy; the rise and erosion of the United Kingdom's status as a world power; and, the causes and consequences o British participation in the two World Wars.

Pre-Requisites: No special qualifications are required, Students wishing to follow the course are advised however, if they do not possess an outline knowledge of the period, to acquire one in advance by consult the works listed in section (a) of the reading list below Teaching Arrangements: The principal lecture course (Hy113) will be given by Dr. Howe and Dr. Stevenson. Students may also wish to attend the following lectures given in the Economic History and the Government Departments: EH101 Modern British Society in Historical Perspective (Professor Barker and other EH103 Economic and Social History of Britain from 1815 (Professor Barker and Dr. Hunt)

Gv151 History of British Politics from the Seventeenth to the Twentieth Century (Mrs. Bennett).

Gv152 History of British Politics in the Twentieth Century (Mr. Beattie and Mr. Barnes)

Weekly classes (Hy113a) will be held during the Michaelmas and Lent Terms and during the first seven weeks of the Summer Term. Attendance at these classes is a course requirement.

Written Work: Students will be expected to produ five essays during the year, and should also be prepa to give class papers. It should be stressed that it primarily on this written work and on private reading that students' preparedness for the examination wi depend.

Reading List: The following list contains recommende introductory surveys and some more specialized works. All of these titles are available in paperback

(a) Introductory Surveys: I. R. Christie, Wars and Revolutions: Britain, 1760-1815 (Arnold); A. Brigg The Age of Improvement (Longman); N. Gash Aristocracy and People: Britain 1815-1865 (Arnold) R. T. Shannon, The Crisis of Imperialism, 1865-1915 (Granada); D. Read, England, 1868-1914: The Age of Urban Democracy (Longman); A. J. P. Taylor, English History, 1914-1945 (Pelican); A. Sked & C. P. Cool Post-War Britain: A Political History (Pelican); A Marwick, British Society since 1945 (Pelican).

(b) More Specialized: S. H. Beer, Modern British Politics: Parties and Pressure Groups in the Collectivist Age (Faber); J. Cannon, Parliamentary Reform, 1640-1832 (Cambridge University Press); R Floud & D. McCloskey (Eds.), The Economic History

of Britain Since 1700, 2 Vols. (Cambridge University ress): A. D. Gilbert, Religion and Society in ndustrial England: Church, Chapel and Social Change, 1760-1914 (Longman); E. J. Hobsbawm, ndustry and Empire: An Economic History of Britain Since 1750 (Pelican); E. H. Hunt, British Labour listory, 1815-1914 (Weidenfeld); P. M. Kennedy, The Realities Behind Diplomacy: Background Influences on British External Policy, 1865-1980 (Fontana); F. L. Lyons, Ireland Since the Famine (Fontana); K. iddlemas, Politics in Industrial Society: The experience of the British System Since 1911 Deutsch); H. J. Perkin, The Origins of Modern English Society, 1780-1880 (Routledge); B. Porter, The Lion's Share: A Short History of British mperialism, 1850-1970 (Longman); M. Pugh, The Making of Modern British Politics, 1867-1939 (Blackwell); E. P. Thompson, The Making of the nglish Working Class (Pelican); R. Williams, Culture nd Society, 1780-1950 (Pelican).

Examination Arrangements: The course is examined a University of London paper sat normally at the of the third year. This is a three-hour written paper, m which candidates are expected to answer four estions, taken from at least two out of three onological sections.

Sessional examination is taken at the end of the first ear. This does not count towards the student's final

Hy3450

European History, 400-1200

leachers Responsible: Michaelmas and Lent Terms Dr. Derek McKay (Secretary, Mrs. Susan Shaw, 403); Summer Term, John Gillingham (Secretary Mrs. I. B. Capsey, E602)

ourse Intended Primarily for B.A. History, 1st, 2nd

cope: An outline course of European History uding Britain) from the decline of the Roman pire in the West to the Crusades.

llabus: This paper encompasses the history of the ate Roman and Byzantine Empires, the eastern and stern churches, the barbarian kingdoms and their ssor states; also Islam when and where it ges on Europe. It involves the study of religious. economic and cultural as well as political opments throughout the whole of the Latin and

re-Requisites: No foreign languages are required; ad a willingness to undertake a considerable int of private reading and to talk about the subject. aching Arrangements: 28 weekly lectures at Senate se given by historians drawn from all the colleges the University. 28 weekly classes. (Hy115) not ilable in 1985-86.

Written Work: Each student is required to write two ys a term.

Reading List: No one book adequately covers the re syllabus. Students are advised to buy:

M. Wallace-Hadrill, The Barbarian West; M. Keen, History of Medieval Europe; R. W. Southern, estern Society and the Church in the Middle Ages. Detailed reading lists will be circulated at each class but other valuable surveys include: A. H. M. Jones, The Decline of the Ancient World; P. Brown, The World of Late Antiquity; M. Deanesly, History of Early Medieval Europe; C. N. L. Brooke, Europe in the Central Middle Ages; M. Bloch, Feudal Society; H. E. Mayer, The Crusades; G. Duby, The Early Growth of the European Economy; P. Anderson, Passages from Antiquity to Feudalism; G. Barraclough, The Medieval

Examination Arrangements: Towards the end of the Summer Term there is a three-hour formal examination based on the full syllabus, i.e. not merely on topics 'covered' in lectures and classes. Candidates will. however, be given a wide choice of questions, c.30, from which they answer only four.

Hy3453

European History, 1200-1500

Teachers Responsible: Michaelmas and Lent Terms. Dr. Derek McKay (Secretary, Mrs. Susan Shaw, E403); Summer Term, John Gillingham (Secretary Mrs. I. B. Capsey, E602)

Course Intended Primarily for B.A. History, 1st, 2nd

Scope: An outline course of European History (excluding Britain) from the capture of Constantinople (1204) to the discovery of America.

Syllabus: The range of themes includes: the demise of the Byzantine Empire and the Crusader States; the emergence of widely different political systems in the West, particularly in France, Germany and Italy; the problems of the church-schism and heresy; the origins of universities and the Renaissance; economic crisis (Black Death) and recovery, the growth of commerce and banking; the impact of technological change guns, clocks, printing presses and improved ship design.

Pre-Requisites: No foreign languages are required; instead a willingness to undertake a considerable amount of private reading and to talk about the subject. Teaching Arrangements: 28 weekly lectures at Senate House given by historians drawn from all the colleges of the University. 28 weekly classes (Hy116).

Written Work: Each student is required to write two

Reading List: No one book adequately covers the entire syllabus. Students are advised to buy:

D. Waley, Later Medieval Europe; J. H. Mundy, Europe in the High Middle Ages 1150-1309; G. Holmes, Europe: Hierarchy and Revolt 1320-1450; R. W. Southern, Western Society and the Church in the Middle Ages.

Detailed reading lists will be circulated at each class, but other valuable surveys include: D. Hay, Europe in the 14th and 15th Centuries; J. R. Hale, Renaissance Europe 1480-1520; G. Duby, Rural Economy and Country Life in the Medieval West; G. Barraclough, The Medieval Papacy; E. Perroy, The Hundred Years War; J. K. Hyde, Society and Politics in Medieval Italy: R. Vaughan, Valois Burgundy.

Examination Arrangements: Towards the end of the Summer Term there is a 3 hour formal examination based on the full syllabus, i.e. not merely on topics 'covered' in lectures and classes. Candidates will, however be given a wide choice of questions, c.30, from which they answer only four.

Hy3456

# European History, 1500-1800

Teacher Responsible: Dr. Derek McKay (Secretary, Mrs. Susan Shaw, E403)

Course Intended Primarily for B.A. History.

Scope: The course is intended to introduce students to the history of Europe in the early-modern period. Syllabus: General history of Europe, covering political, social, economic, diplomatic and cultural aspects. Students must consult past papers, because this is a course taken by all the colleges in the University and

is set for all the colleges by University examiners. Pre-Requisites: The requirements laid down for entry into the B.A. History course.

Teaching Arrangements: A lecture course and class given at the School are relevant, but it must be stressed that the lecture course given at Senate House is vitally important. This lecture course is given every two years (1986-7, 1988-9) and students would be advised not to take the course in years when there are no Senate

Lectures: Hy125 International History, 1494-1815, 25 lectures, Sessional; given by Dr. D. McKay and others. These lectures are relevant to the international relations aspects of the course.

European History, 1500-1800, 23 lectures, Sessional (alternate years). Given by various lecturers at Senate House.

Classes: Hy118(a) European History, 1500-1800, 25 classes, Sessional; given by Dr. D. McKay. Students are required to present at least one (usually two) papers a session and to write at least 2 short essays a term. Work is set and marked by Dr. McKay.

Reading List: The University examiners continually stress that students who limit their reading to textbooks will fail. Extensive reading lists are provided at the beginning of the course.

Examination Arrangements: There is a three-hour formal university examination in the Summer Term. It can be taken in the student's second or final year. Students not taking the formal University examination will be required to take a departmental exam in the Summer Term. The paper consists of about thirty questions, four of which are to be answered. The University examiners issue comments about the previous year's scripts every year.

Hv3459

# European History, c. 1600-1789

Teacher Responsible: Dr. Derek McKay (Secretary, Mrs. Susan Shaw, Room E403)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. c.u. main field French Studies 1st year.

Scope: The aim of the course is to introduce students to European history in the age of absolutism.

Syllabus: A study of European politics in the age of absolutism. Special attention will be given to wars, revolutions, economic, social and intellectual developments, and relations between the states.

Pre-Requisites: None. All students admitted to School degrees should have the necessary analytical skills. Teaching Arrangements: The course is taught primarily by a class, although part of a lecture course is useful:

Lectures: Hy125 International History, 1494-1815. 25 lectures, Sessional; given by Dr. D. McKay and others. Students will be told in class which parts of the lecture course are relevant.

Classes: Hy118(b) European History, c. 1600-1789, 25, Sessional; given by Dr. D. McKay. Students ar required to present at least one (usually two) class papers during the session and to write at least two short essays a term. The work will be set and marked by Dr.

Reading List: A full reading list will be given at the beginning of the course. As with all history courses. must be stressed that no student can hope to pass by using text books alone, and that the following are merely introductions:

D. H. Pennington, Seventeenth-Century Europe (Longman); M. S. Anderson, Europe in the Eighte Century (Longman).

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus. The paper contains 16 questions, four which are to be answered.

Hy3462

# European History 1789-1945

Teacher Responsible: Dr. A. Sked (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. History Students.

Scope: A general survey of European history in the period with some attention to developments outside Europe.

Syllabus: The course begins with the origins of the French Revolution and proceeds through revolutionary and Napoleonic era in European histo to Europe in the age of Metternich, and the 1848 Revolutions, the era of Bismarck and Napoleon III, the causes and consequences of the First World Wa Fascism and National Socialism, the Soviet Union after 1917, the outbreak of the Second World War and the War itself. The national histories of most countries i the period are covered as is the history of European imperialism.

Pre-Requisites: None; this is a survey course.

Teaching Arrangements: One class per week (Hy10) each term until half-way through the Summer Tern Students will be required to give at least two class papers and submit at least three essays. They will also be expected to participate in class discussions and to attend the lecture course (Hy101) Political History, 1789-1941.

Reading List: A full list will be given out at the beginning of the Michaelmas Term but essenti reading matter includes:

G. Rude, Revolutionary Europe 1787-1815; J. McManners, Lectures on European Histor 1789-1914: M. S. Anderson, The Ascendancy Europe, 1815-1914; J. B. Joll, Europe Since 1870; Sked (Ed.), Europe's Balance of Power 1815-1848; J.

oberts, Europe 1880-1945; A. J. P. Taylor, The ruggle for Mastery in Europe 1848-1918. xamination Arrangements: There is a formal three-

ur exam at the end of the year in which candidates required to answer four questions out of about

Hv3465

# European History Since 1800

Teacher Responsible: Dr. R. J. Bullen (Secretary, Mrs. M. Bradgate, E602)

ourse Intended Primarily for B.A. History Students. st, second and third year. (Other LSE students nitted only with the permission of the tutor).

cope: This is a main paper in the B.A. History degree nd is intended to broaden students' understanding of nature of historical enquiry.

llabus: The course covers the domestic politics of the pean great powers from the epoch of Napoleon to present day. Attention is also paid to social ments, political ideologues and to the foreign cies of the great powers.

re-Requisites: There are no formal pre-requisites and not necessarily an advantage to have studied this nod of European history at 'A' level. A reading wledge of a modern European language is very

eaching Arrangements:

res (Hy119): Students are advised to consult the hite Pamphlet, issued to all B.A. History students ery year, which contains the details of the gements for the Senate House lectures. For the arse the lectures are given biennially on Mondays. In tion the following LSE lectures are available.

olitical History 1789-1941. Hy101

nternational History 1815-1914. Hy126

ternational History Since 1914 (i) to 1945. Hv128 ernational History Since 1914 (ii) since 1945.

ents are expected to decide for themselves which hese lecture courses best suits them. Classes: 25 isses Sessional (Hy119).

ourse Requirements: Students will be expected to esent class papers and to submit essays. Specific rangements will be made with each class.

Reading List: No one book covers the entire syllabus. tailed bibliographies of books and articles are vailable from the course teachers and from the national History departmental office. Further ding lists are handed out at the Senate House ires. Students taking the course are advised to read widely as possible and are warned not to rely on eral textbooks.

1. S. Anderson, The Ascendancy of Europe; J. L. almon, Romanticism and Revolt; J. Joll, Europe Since 1870; R. A. C. Parker, Europe 1919-1945.

xamination Arrangements: For the first and second ear students the department of International History uires them to sit a Sessional examination in the nmer Term. If students have taken this course in her of these two years they will be expected to sit this paper in the year in which they have studied it. Second

year students are advised that essay marks and the sessional examination mark contribute towards their college assessment. Second year students may take the University finals paper in advance in which case they will be exempted from the L.S.E. Sessional examinations.

Final Examinations: The paper is set by the university examiners and usually consists of about 35 questions from which candidates are required to answer any four. Each year the University examiners publish a report on the final examinations which contains advice to candidates entering the following year. Copies of these reports are available from the Departmental tutor for B.A. History students.

Hy3500

# International History, 1494-1815

Teacher Responsible: Dr. Derek McKay (Secretary, Mrs. Susan Shaw, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. History (students taking the paper European History, 1500-1800) M.A. and M.Sc. International Scope: The aim of the course is to introduce students to the history of the relations between the main

European powers in the early-modern period. Syllabus: Political and diplomatic history, mainly of the European Great Powers, with some reference to the evolution of the diplomatic practice. (In effect this means the diplomatic relations and wars between the

main European powers.) Pre-Requisites: None. All students admitted to School degrees should have the necessary analytical skills.

Teaching Arrangements: There is a lecture course, accompanied by a class, as follows:

Lectures: Hv125 International History, 1494-1815, 25 lectures, Sessional; given by Dr. D. McKay and

Classes: Hy125(a) International History, 1494-1815, 25 classes, Sessional.

Written Work: Students are required to present at least one class paper during the session and to write at least two short essays a term. The work will be set and marked by the class teacher.

Reading List: A full reading list will be given out at the beginning of the course. It must be stressed that, as with all history courses, no student can hope to pass by using textbooks alone, and that the following are merely introductions:

New Cambridge Modern History, relevant chapters of Vols. I-IX; H. G. Koenigsberger & G. E. Mosse, Europe in C16th (Longman); Derek McKay & H. M. Scott, The Rise of the Great Powers, 1648-1815 (Longman, 1983); M. S. Anderson, Europe in the C18th (Longman); G. Mattingly, Renaissance Diplomacy (Penguin); G. Parker, Spain and the Netherlands (Fontana); R. Hatton (Ed.), Louis XIV and Europe (Macmillan); D. B. Horn, Great Britain and Europe in the 18th Century (Oxford University

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus. The paper is divided into three sections: Section A 1500-1618

Section B 1618-1720 Section C 1720-1815

Students are expected to answer four questions, one from each section and one other.

# Hy3503

# International History, 1815-1914

Teacher Responsible: Professor K. Bourne (Secretary, Mrs. Susan Shaw, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II International History.

Scope: The aim of the course is to introduce students to the study of the history of international relations.

Syllabus: The history of international relations from the congress of Vienna to the outbreak of the First World War. The main emphasis of the course is on the policies of the great powers and the factors affecting them.

Pre-Requisites: There are no formal pre-requisites but some background knowledge of nineteenth century European history is useful. The Part I subject Political History 1789–1941 Hy100 is perhaps the most directly relevant.

# Teaching Arrangements:

Lectures: International History 1815-1914 Hy126. Professor Bourne, Dr. Sked, Dr. Bullen and Professor Nish.

Classes: 25 classes Sessional Hy126(a)

Course Requirements: Students will be asked to present class papers and to submit three essays.

Reading List: No one book covers the entire syllabus. Students are advised to begin by reading.

F. R. Bridge & R. Bullen, The Great Powers and the European State System 1815–1914 (Longmans); A. J. P. Taylor, The Struggle for Mastery in Europe; A. Sked (Ed.), Europe's Balance of Power; K. Bourne, The Foreign Policy of Victorian England; F. H. Hinsley, Power and the Pursuit of Peace.

Detailed bibliographies of books and articles are available from the teachers and from the International History Departmental Office. Students taking the course are advised to read as widely as possible and are warned not to rely on one or two textbooks.

**Examination Arrangements:** There is a three hour formal examination in the Summer Term. The paper is divided into three sections:

Section A 1815-1848 Section B 1848-1890

Section C 1890-1914

Students are expected to answer four questions, one from each section and one other. Second year students may take this paper in advance. Before they decide to do so they should consult with the class teachers and with their tutor.

# Hv3506

# **International History Since 1914**

Teachers Responsible: Michaelmas Term, Mr. George Grün (Secretary, Mrs. Susan Shaw, E403); Lent and Summer Terms, Dr. Antony Polonsky (Secretary, Mrs. Vivien Kannor, E402) Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. Hist.; B.A./B.Sc. c.u. main field Geog.; M.A. and M.Sc.

Scope: The aim of this course is to introduce students to the study of the history of international relations. Syllabus: The history of international relations from the outbreak of the First World War. The main emphasis is on diplomatic history, especially the policies of the great powers. The first part of the course deals with the challenge to the peace settlement of 1919 and the origins of the Second World War. In the post-1945 period the focus is on topics such as the Cold War, the Korean and Vietnam Wars, decolonization, resources diplomacy etc.

Teaching Arrangements: Teaching consists of 35 weekly lectures of one hour spread over two academic years. Lectures on the period from 1914 commence in October (for students ordinarily in their second year) and continue throughout the year.

Lectures (Hy128), International History since 1914; (i) 1914–1945, Mr. Grün and Professor Watt.

Classes (Hy128a), 25 classes, Sessional. Lectures on the period from 1945 commence in October (for students ordinarily in their third year) and the course concludes at the end of the Michaelmas Term.

Lectures (Hy129), International History since 1914; (ii) since 1945. Professor Watt and Professor Nish, Classes (Hy129a), 10 classes in the Michaelmas Term. Written Work: Students will be required to write a number of essays during the course. Subjects for these essays (with accompanying suggested reading) will be

handed out at the start of the course.

Reading List: C. L. Mowat (Ed.), New Cambridge
Modern History. Vol. 12 (2nd edn.); H. W. Gatzke
(Ed.), European Diplomacy Between the Two Wars,
1919-39; S. Marks, The Illusion of Peace; A. Ulam,
Expansion and Co-existence: The History of Soviet
Policy, 1917-67; P. Calvocoressi, World Politics since

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper is divided into three sections:

Section A covers the whole syllabus and consists of thematic questions.

Section B covers the period 1914–45.

Section C covers the period after 1945.

Students are required to answer four questions, of which at least ONE has to come from Section A and ONE from Section B.

# Hy3510

# Diplomatic History 1814–1957 Teachers Responsible: Dr. R. J. Bullen and Professor

I. H. Nish (Secretary, Mrs. M. Bradgate, E602)
Course Intended Primarily for B.A. History students
Second Year. (This is a University optional subject and
the classes although held at the L.S.E. are intercollegiate.) Other L.S.E. students are admitted only
with the permission of the teachers.

Scope: The aim of the course is to introduce students to the study of the history of international relations. Syllabus: The history of international relations from the congress of Vienna to the Suez crisis. The main

emphasis of the course is on the policies of the great powers and the factors affecting them.

Pre-Requisites: There are no formal pre-requisites but students who have already taken Europe Since 1800 will find the background provided by that course most useful. Similarly British History from the Middle of the Eighteenth Century provides good background. A reading knowledge of French and/or German is of great benefit but not essential.

leaching Arrangements:

Lectures: Diplomatic History, 1814–1957 Hy130 International History 1815–1914 Hy126

nternational History since 1914 (i) to 1945 Hy128 nternational History since 1914 (ii) since 1945 Hy129 lasses: 25 classes, Sessional (Hy210)

Course Requirements: Students will be expected to resent class papers and to submit essays.

Reading List: No one book covers the entire syllabus.
Students are advised to begin by reading:

F. R. Bridge & R. Bullen, The Great Powers and the European State System 1815–1914 (Longmans); M. S. Anderson, The Ascendancy of Europe; J. L. Talmon, Romanticism and Revolt; J. Joll, Europe Since 1870; R. A. C. Parker, Europe 1919–1945.

Detailed bibliographies of books and articles are available from the course teachers and from the International History Departmental Office. Students taking this course are advised to read as widely as possible and not to rely upon one or two textbooks. Examination Arrangements: There is a three-hour formal examination in the Summer Term, the paper is directed into two sections:

Section A 1814-1890

Section B 1890-1957

Students are expected to answer four questions from a list of about 15. They are required to answer one question from each section and then any other three. Second year candidates may take this as a paper in advance. Before they decide to do so they should consult with the class teachers and their college tutors.

# Hy3511

# World History from the End of the Nineteenth Century

Teacher Responsible: Dr. Antony Polonsky (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.A. History

Scope: The history of the world since the end of the nineteenth century. In approaching this enormous subject, the University Board of Studies in History has specified that the aim of World History as a discipline should be to try to develop an informed conceptual approach to movements, ideologies and processes which have been world wide in their influence and impact in the twentieth century. At the same time, the course aims to provide a framework of the most important developments within and between states and regions. It is intended that the study of these concrete events should balance the study of concepts.

Syllabus: The students will be provided with the detailed syllabus laid down by the University Board of Studies in History at the commencement of the course. Pre-Requisites: Students intending to take this course

should also take the B.A. History course, The History of Europe Since 1800.

Teaching Arrangements: The course will be taught in a weekly one hour class (Hy121) throughout the Michaelmas, Lent and Summer Terms. In addition, there will be two weekly lectures on Mondays at 10 a.m. and 2 p.m. in Senate House.

Introductory Book List: D. C. Watt, F. Spencer and N. Brown, A History of the World in the Twentieth Century (Hodder and Stoughton, 1967), also available in paperback: Part I, 1890-1918, D. C. Watt (Pan, 1970); Part II. 1918-1945; F. Spencer (Pan, 1970); Part III. 1945-1968, N. Brown (Pan); J. Roberts, Europe 1880-1945 (Longman, 1967); J. Joll, Europe since 1870 (Weidenfeld and Nicolson, 1973); W. F. Knapp, A History of War and Peace, 1939-1965 (OUP, 1967); F. Gilbert, The End of the European Era 1890 to the Present (Weidenfeld and Nicolson, 1970); R. J. Sontag, A Broken World 1919-1939 (Harper Torchbooks, 1971); G. Wright, The Ordeal of Total War 1939-1945 (Harper Torchbooks, 1968); D. W. Unwin, Western Europe since 1945 (Longman, 1972); P. Calvocoressi, World Politics since 1945, 2nd edition (Longman, 1971); J. W. Spanier, World Politics in an Age of Revolution (Praeger, 1967); A. B. Ulam Expansion and Coexistence (Secker & Warburg, 1968); E. Kedourie, Nationalism in Asia and Africa (Weidenfeld and Nicolson, 1970); C. P. Fitzgerald, A Concise History of East Asia (Penguin, 1974); G. Barraclough, Introduction to Contemporary History (Penguin, 1970).

For more detailed bibliographical assistance, students should consult F. Harcourt and Francis Robinson (Eds.), Twentieth Century World History. A Select Bibliography (London, 1979).

Examination Arrangements: There is a formal three-hour examination set by the University at the end of the course. Students are required to answer four questions, with at least one from a general section covering the whole course and at least one from a section dealing with more specific topics. Work submitted throughout the year will be taken into account in the final assessment.

# Hy3520

#### War and Society, 1600-1815

Teacher Responsible: Dr. Derek McKay (Secretary, Mrs. Susan Shaw, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II. Scope: The course is intended to introduce students to the history of warfare and its relationship with society as a whole in the early-modern and revolutionary periods.

Syllabus: A study of the main developments in strategy and organisation of armies between 1600 and 1815, of civil-military relations in their broadest sense, including the role of armed forces as instruments of domestic control, and of the impact of war at all levels of society. (War at sea is not covered by the course.)

**Pre-Requisites:** None. All students admitted to School degrees should have the necessary analytical skills, although clearly some knowledge of European or military history would be useful.

# Teaching Arrangements:

Lectures: Students are provided with printed lecture notes covering the main aspects of the course at the beginning of the session.

Classes: War and Society, 1600-1815, Hv134, 12 classes. Sessional. Given by Dr. D. McKay. Students are expected to present at least one class paper during the session and to write two short essays a term. The work will be set and marked by Dr. McKay.

Reading List: A full reading list will be given at the beginning of the course. There is no adequate introduction to the whole period but the following are useful to begin with:

G. Parker, Spain and the Netherlands (Fontana); M. Howard, War in European History (Opus); A Corvisier, Armies and Societies in Europe, 1494-1789 (Indiana UP); G. Best, War and Society in Revolutionary Europe (Fontana); J. F. C. Fuller, The Conduct of War, 1789-1961 (Methuen).

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus. The paper contains 16 questions, four of which are to be answered.

Hv3523

# Revolution, Civil War and Intervention in the Iberian Peninsula 1808–1854

Teacher Responsible: Dr. R. J. Bullen (Secretary, Mrs. M. Bradgate, E602)

Course Intended Primarily for B.Sc. (Econ.) Part II students, International History,

Scope: A historical investigation of revolution, civil war and great power intervention in a regional context.

Syllabus: A study of the origins and course of constitutional, revolutionary, and resistance movements in Spain and Portugal in the first half of the nineteenth century and the attitudes and policies of the European Great Powers towards these movements. Particular attention will be paid to various types of intervention and to the impact of these Iberian conflicts on Great Power rivalry.

Pre-Requisites: Students taking this course in their third year should have taken International History 1815-1914 in their second year.

Teaching Arrangements:

Lectures: 10 in Michaelmas Term. Hv135. Classes: 10 in Lent Term. Hy135(a).

Course Requirements: In the Lent Term students taking this paper are required to present at least one class paper and two essays.

Reading List: No one book covers the entire syllabus. Students are advised to purchase: R. Carr, Spain 1808-1939 (New edn.); H. Livermore, A New History of Portugal.

A detailed bibliography of books and articles is available from the course teacher and from the International History Departmental Office. As in all historical subjects students are advised to read as widely as possible and not to rely upon one or two textbooks.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Candidates are expected to answer four questions from a list of

about ten. The examination paper is undivided, Past papers are available in the Teaching Library

Hy3526

# British-American-Russian-Relations. 1815-1914

Teacher Responsible: Professor K. Bourne (Secretary Mrs. Susan Shaw, Room E403)

Course Intended Primarily for B.Sc. (Econ.) Part II International History

Scope: A general study of the relations of these three great powers, mainly in North America in the Angle American case and in the Far East, Central Asia and Persia in the Anglo-Russian one, during the nineteer and early twentieth centuries.

Syllabus: Anglo-American relations relating to the Canadian and other border questions, the Caribbe and the isthmian canal question, and the slave trade The roles played by Britain, the United States and Russia in the 'opening' of China and Japan. The American Civil War in the relations of these three powers. Anglo-Russian relations in Central Asia and Persia, with attention to the strategic and other elements involved. The Anglo-American rapprochement at the turn of the nineteenth-twentie centuries. The impact of the Sino-Japanese and Russ Japanese wars on international relations, and the role of Britain, the United States and Russia in the Far East in the years before 1914.

Pre-Requisites: Some previous knowledge of European international relations in this period is desirable but not essential. As in all history courses extensive reading is called for.

Teaching Arrangements: There is one course of 25 lectures (Hy137). Since the number of students normally small these are relatively informal and have something of the atmosphere of a class. The lect are given in the rooms of the teachers concern Professor K. Bourne and Professor I. H. Nish.

Written Work: Students will be required to write a number of essays during the course. Lists of subje for these, with accompanying suggested reading will be given out during the course.

Reading List: No one book covers the entire syllabus. As introductory surveys of large parts of it the following are useful:

H. C. Allen, Great Britain and the United States; C S. Campbell, From Revolution to Rapprochement: Th United States and Great Britain, 1783-1900; Michael & G. E. Taylor, The Far East in the Model World; D. Gillard, The Struggle for Asia, 1828-1914. Supplementary Reading List: More detailed studies o particular aspects of the period are: K. Bourne, Brita and the Balance of Power in North America 1815-1908; T. A. Bailey, A Diplomatic History of the American People; P. A. Varg, United States Foreign Relations, 1820-1860; D. P. Crook, The North, the South, and the Powers, 1861-1865; W. C. Costin Great Britain and China, 1833-1860; B. Perkins, The Great Rapprochement: England and the United State 1895-1914; I. H. Nish, The Anglo-Japanese Alliano The Origins of the Russo-Japanese War; M. E. Yapp Strategies of British India: Britain, Iran and

fehanistan, 1798-1850; F. Kazemzadeh, Russia and ain in Persia, 1864-1914.

vamination Arrangments: There will be a three-hour mal examination in the Summer Term based on the and covered during the course. The examination per normally contains 12 questions, of which four be answered.

Hv3538

# Fascism and National Socialism in nternational Politics 1919-1945

eacher Responsible: Dr. Antony Polonsky ecretary, Mrs. Vivien Kannor, E402) ourse Intended Primarily for B.Sc. (Econ.) 2nd and

ope: The course is intended both for specialist ians and for others studying the social sciences. aims to provide a historical account of the enon of fascism in Europe in the inter-war ars and during the Second World War.

vilabus: The intellectual roots of fascism; pre-1914 no-fascist groups; the impact of the First World 'ar; the rise of fascism in Italy; fascism in power in v: the rise of Nazism in Germany; Nazism in power Germany; fascism in eastern Europe; fascism in the ian peninsula; fascism in western Europe; the act of the Second World War.

e-Requisites: No pre-requisites are imposed, though ne knowledge of twentieth century history is

aching Arrangements:

tures: There are 12 lectures (Hy140) in the aelmas and Lent Terms.

sses: There are 10 classes (Hy140a) in the Lent and mer Terms.

Reading List:

orter Introductory Reading List:

dents are advised to buy as many of these books as

Carsten, The Rise of Fascism (London, 1967); W. Laqueur (Ed.), Facism: A Reader's Guide (London, G. L. Mosse (Ed.), International Fascism on, 1979); S. J. Woolf (Ed.), The Nature of ism (London, 1968); European Fascism (London, ; H. Rogger & E. Weber (Eds.), The European ht (Berkeley and L.A., 1965); E. Nolte, Three Faces Fascism (paperback, New York, 1969); R. De ce, Interpretations of Fascism (Cambridge, Mass., E. Weber, Varieites of Fascism (New York, 64); H. A. Turner (Ed.), Reappraisals of Fascism lew York, 1975).

nger Booklist:

lectual Origins of Fascism:

Stuart Hughes, Consciousness and Society: The entation of European Social Thought 1890-1930 w York, 1961); F. Stern, The Politics of Cultural pair (Berkeley, 1961); G. L. Mosse, The Crisis of man Ideology (New York, 1904); W. Z. Laqueur, ung Germany: A History of the German Youth ement (London, 1962); J. Joll, 'Marinetti', in llectuals in Politics (London, 1960); A. Lyttleton Ed.), Italian Fascism from Pareto to Gentile (London,

Italy:

A. Lyttleton, The Seizure of Power: Fascism in Italy, 1919-1929 (London, 1973); C. Seton-Watson, Italy from Liberalism to Fascism (London, 1967); E. Robertson, Mussolini as Empire Builder (London, 1977); D. Mack Smith, Mussolini's Roman Empire (London 1976); G. Salvemini, The Origins of Fascism in Italy (New York, 1973); Under the Axe of Fascism (London, 1936); R. Sarti (Ed.), The Ax Within. Italian Fascism (London, 1974); D. Settembrini, 'Mussolini and the Legacy of Revolutionary Socialism', Journal of Contemporary History, Vol. XI, No. 4. (1976); A. Tasca (A. Rossi), The Rise of Italian Fascism (London, 1938); P. Corner, Fascism in Ferrara 1915-25 (London, 1974); F. W. Deakin, The Brutal Friendship; Mussolini, Hitler and The Fall of Italian Fascism (London, 1962).

Germany:

A. Bullock, Hitler: A Study of Tyranny (rev. edn. London, 1962); K. D. Bracher, The German Dictatorship (London, 1970); H. T. Gordon, Hitler and the Beer Hall Putsch (Princeton, 1972); J. Nyomarky, Charisma and Factionalism in the Nazi Party, 2 Vols. (Pittsburgh, 1969, 1973); A. Speer, Inside the Third Reich (paperback, New York, 1970); H. A. Turner (Ed.), Nazism and the Third Reich (New York, 1972); M. H. Kele, Nazis and Workers (Chapel Hill. N.C., 1972); D. Schoenbaum, Hitler's Social Revolution (New York, 1961); J. Stephenson, Women in Nazi Society (London, 1976); J. Childers, 'The Social Bases of the National Socialist Vote', Journal of Contemporary History, Vol. XI, No. 4 (1976); H. Krausnick et al, Anatomy of the SS State (London,

Fascism Elsewhere: R. Aron, The Vichy Regime (Paris, 1954); T. S. McClelland (Ed.), The French Right from de Maistre to Maurras (New York, 1970); R. O. Paxton, Vichy France (New York, 1972); Z. Sternhell, Maurice Barres et le nationalisme Française (Stanford, 1962); C. Cross, The Fascists in Britain (London, 1961); R. Skidelsky, Oswald Mosley (London, 1975); W. Warmbrunn, The Dutch under German Occupation 1940-1945 (Stanford, 1963); P. Hayes, The Career and Political Ideas of Vidkun Quisling 1887-1945 (Newton Abbot, 1971); C. Deizell (Ed.), Mediterranean Fascism (New York, 1971); S. Payne, Falange: A History of Spanish Fascism (Stanford, 1961); G. Jackson, The Spanish Republic and the Civil War, 1931-1939 (Princeton, 1965); R. A. H. Robinson, The Origins of Franco's Spain (Pittsburgh, 1970); H. Thomas, 'The Hero in the Empty Room: Jose Antonio and Spanish Fascism', Journal of Contemporary History, Vol. I, No. 1 (1966); P. F. Sugar (Ed.), Native Fascism in the Successor States (Santa Barbara, 1971); F. L. Carsten, Fascism Movements in Austria from Schoenerer to Hitler (London, 1977); A. Whiteside, Austrian National-Socialism before 1918 (The Hague, 1962); Y. Jelinek, The Parish Republic, Hlinka's Slovak People's Party 1939-1945 (New York, 1976); C. A. Macartrey, October Fifteenth - A History of Modern Hungary, 1929-1945 (Edinburgh, 1961); M. Lacko, Arrow-Cross Men, National Socialists 1935-1944 (Budapest, 1969); S. Fischer-Galati, 'Romanian Nationalism' in P.

Sugar & I. Lederer (Eds.), Nationalism in Eastern Europe (Seattle, 1969); E. Weber, 'The Men of the Archangel', Journal of Contemporary History, Vol. 1, No. 1 (1969); L. Hory & M. Broszat, Der Kroatische Ustascha-Staat 1941–45 (Stuttgart, 1964); J. Stephan, The Russian Fascists (London, 1978).

**Examination Arrangements:** There is a formal three-hour examination in the Summer Term. Students will be given a wide range of questions and will be required to answer four. The paper is not divided into subsections and there are no compulsory questions.

Hy3539

# International Economic Diplomacy in the Inter-War Period

Teacher Responsible: Dr. Robert Boyce, Room E500 (Secretary, Mrs. I. Capsey, E602)

Course Intended Primarily for B.Sc. (Econ.) 2nd and 3rd years.

Scope: This course, which is intended for specialist historians and others studying the social sciences, examines the formal and informal diplomacy of the Powers in their efforts to grapple with the large economic issues at the centre of international relations between 1919 and 1939, and their use of economic weapons in the pursuit of various national goals.

Syllabus: Reparations and war debt negotiations from Versailles to Lausanne; the development of the League of Nations machinery for economic reconstruction; the ambiguities of America's role in European reconstruction; the role of private capital and the contributions of central banks to international diplomacy; the struggle over coal and steel and the Franco-German economic rapprochement of 1924-29; the origins and fate of the French, British and Scandinavian plans for regional cooperation during the world slump; the Austro-German customs union crisis; the Ottawa conference as a factor in international relations; the World Economic Conference, 1933; German economic expansion in Central Europe; renewed financial cooperation among the major democratic powers: the American reciprocal trade agreement policy and European stability; the economic appeasement of Germany; the Open Door and American-Japanese confrontation.

**Pre-Requisites:** Some previous knowledge of international relations in this period is desirable but not essential. Nor will students be expected to have a background in economics, since the subject matter is treated in a non-technical way as a dimension of international politics.

Teaching Arrangements: There are 12 lectures (Hy141) and 15 classes (Hy141a) in the Michaelmas and Lent Terms.

Reading List: J. M. Keynes, The Economic Consequences of the Peace; W. A. McDougall, France's Rhineland Diplomacy, 1914–1924; N. G. Levin, Jr., Woodrow Wilson and World Politics; Carl Parrini, Heir to Empire: United States Economic Diplomacy, 1916–1922; C. S. Maier, Recasting Bourgeois Europe; Marc Trachtenberg, Reparation in World Politics: France and European Economic Diplomacy, 1916–1923; W. A. Williams, The Tragedy

of American Diplomacy, rev. edn.; Denise Artaud, La reconstruction de l'Europe; Jacques Bariety, Les relations franco-allemandes après la première guerre mondiale; Melvin Leffler, Elusive Quest: America's Pursuit of European Stability and French Security, 1919-1933; P. M. Kennedy, The Realities behind Diplomacy; Royal J. Schmidt, Versailles and the Ruhur: Seedbed of World War II; M. J. Hogan Informal Entente: The Private Structure Cooperation in Anglo-American Economic Diploma 1918-1928; R. W. D. Boyce, British Capitalism at th Crossroads, 1919-1932: A Study in Money, Politic and International Relations; H. J. Wilson, America Business and Foreign Policy, 1920-1933; Akira Iriv After Imperialism: The Search for a New Order in the Far East, 1921-1933; Jon Jacobson, Locarno Diplomacy; S. Schuker, The End of French Predominance in Europe: E. W. Bennett, Germany and the Diplomacy of the Financial Crisis, 1931; D. Kaiser, Economic Diplomacy and the Origins of Second World War: William Carr, Arms Autarky and Aggression: A Study in German Foreign Politi 1933-39; W. J. Mommsen and L. Kettenacker (Eds.) The Fascist Challenge and the Policy of Appeasement C. A. MacDonald, The United States, Britain an Appeasement, 1936-1939; D. Reynolds, The Creati of the Anglo-American Alliance, 1937-41; J. W. Morley (Ed.), Dilemmas of Growth in Pre-war Japan. Written Work: Students will be required to write two short essays in both the Michaelmas and Lent Ter and a longer essay by the start of the Summer Terr A list of suggested topics along with an outline of th lectures and reading lists will be issued at the begin

Examination Arrangements: There is a formal three-hour examination in the Summer Term. Students will be given a wide range of questions from which they will be required to answer any four.

Hy3540

# The Reshaping of Europe 1943-57

Teachers Responsible: Dr. R. J. Bullen (Secretary, Mrs. M. Bradgate, E602), Dr. D. Stevenson (Secretary, Mrs. V. Brooke, E602) and Professor D. C. Watt (Secretary, Mrs. V. Kannor, E402).

Course Intended Primarily for B.Sc. (Econ.) Part II Scope: A general survey of the relations of the Great Powers from the wartime conferences on postwar Europe to the Treaty of Rome.

Syllabus: The major themes will be: (1) the German problem to the Paris agreements of 1954; (2) Western European integration to the Treaty of Rome, 1957; (3) the evolution of American commitments to Western Europe (the Truman doctrine and Marshall plan; NATO); (4) the formation and consolidation of the Soviet sphere of influence in Eastern Europe.

**Pre-Requisites:** Some previous knowledge of European international relations in this period is desirable, but not essential.

Teaching Arrangements: Teaching will be by a course of 12 lectures (Hy142) and 12 classes (Hy142a).

Written Work: Students will be required to write a

number of essays during the course.

Examination Arrangements: the course will be assessed by a three-hour written examination in the summer Term. Students will be expected to answer four questions.

Reading List: (a) General: E. Barker, Britain in a ided Europe, 1945-1970 (London, 1971); P. vocoressi, World Politics since 1945 (4th edn., don, 1982); A. W. Deporte, Europe between the powers: the Enduring Balance (New Haven, W. Laqueur, Europe since Hitler: the Rebirth Europe (Harmondsworth, 1982); M. McCauley, The ns of the Cold War (London, 1983); J. Wheelernett and A. Nicholls, The Semblance of Peace: the litical Settlement after the Second World War ondon, 1972); (b) More specific: E. Barker, The British between the Superpowers, 1945-1950 ndon, 1983); S. Bullock, Ernest Bevin: Foreign cretary (London, 1983); F. Fejtő, A History of the le's Democracies: Eastern Europe since Stalin don, 1971); E. Fursdon, The European Defence munity: A History (London, 1980); J. L. Gaddis, United States and the Origins of the Cold War, 11-1947 (New York, 1972); J. Gimbel, The Origins the Marshall Plan (Stanford, 1976); A. Grosser, nany in our Time: a Political History of the twar Years (London, 1971); H. Hanak, (Ed.), wiel Foreign Policy since the Death of Stalin ndon, 1972); N. Henderson, The Birth of NATO ondon, 1982); J. G. Iatrides (Ed.), Greece in the 940s: a Nation in Crisis (Hanover, New Hampshire, 981); T. P. Ireland, Creating the Entangling Alliance: he Origins of the North Atlantic Treaty Organization on, 1981); N. Kogan, A Political History of var Italy (London, 1966); W. Lipgens, A History European Integration, Vol. I (Oxford, 1982); M. Cauley (Ed.), Communist Power in Europe, 944-1949 (London, 1977); V. Mastny, Russia's Road the Cold War: Diplomacy, Warfare and the Politics Communism, 1941-1945 (New York, 1979); F. S. edge, Descent from Power: British Foreign 1945-1973 (London, 1974); W. W. Rostow, pe after Stalin: Eisenhower's Three Decisions of farch 1953 (Austin, Texas, 1982); V. H. Rothwell, ritain and the Cold War, 1941-1947 (London, (82); J. K. Sowden, The German Question, 945-1973: Continuity in Change (New York, 1975); B. Ulam, Expansion and Coexistence: Soviet reign Policy, 1917-1973 (New York, 1974); R. aughan, Twentieth-Century Europe: Paths to Unity ondon, 1979); N. Waites (Ed.), Troubled eighbours: Franco-British Relations in the Twentieth ntury (London, 1971) - Chapter by G. Warner; F. R. Willis, Italy Chooses Europe (New York, 1971); F. R. Willis, France, Germany and the New Europe, 1945-1967 (Stanford, 1968); D. Yergin, Shattered eace: the Cold War and the Origins of the National ecurity State (London, 1978).

Hy3545

# The History of Russia, 1682-1917

Teacher Responsible: Dr. Antony Polonsky (Secretary, Mrs. Vivien Kannor, E402)
Course Intended Primarily for B.Sc. (Econ.) Part II, Russian Government, History and Language.

Scope: An introduction to the history of Russia in all its major aspects from the reign of Peter I to the Bolshevik Revolution.

Syllabus: The reforms of Peter I and Catherine II; Russian foreign relations and the expansion of the Russian Empire: social and economic problems and developments (serfdom, industrial growth, the development of internal communications, etc.): the reforming efforts of the later nineteenth and early twentieth centuries: the collapse of the imperial regime. Pre-Requisites: A reading knowledge of Russian is required of students taking the course as part of the B.Sc. (Econ.) Part II option in Russian Government, History and Language, but is not essential for others, e.g. B.Sc. (Econ.) International History and interested General Course students. As in all history courses extensive reading is highly desirable.

Teaching Arrangements: There is one course of 25 classes (Hy133) in the Michaelmas and Lent Terms, meeting in the rooms of the teachers concerned. Dr. A. B. Polonsky, Mr. M. E. Falkus (C314) and Dr. D. C. B, Lieven (L202).

Written Work: Students will be required to write at least five 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: The following general surveys are useful as introductions to the subject:

M. T. Florinsky, Russia: A History and an Interpretation; N. V. Riasanovsky, A History of Russia; H. Seton-Watson, The Russian Empire, 1801–1917.

Supplementary Reading List: More detailed studies

J. Blum, Lord and Peasant in Russia from the Ninth to the Nineteenth Century; P. I. Lyashchenko, History of the National Economy of Russia to the 1917 Revolution; M. E. Falkus, The Industrialisation of Russia, 1700–1914; W. L. Blackwell (Ed.), Russian Economic Development from Peter the Great to Stalin; M. S. Anderson, Peter the Great; Isabel de Madariaga, Russia in the Age of Catherine the Great; W. E. Mosse, Alexander II and the Modernisation of Russia; A. B. Ulam, The Bolsheviks; P. Miliukov, Outlines of Russian Culture, 3 Vols.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the ground covered during the course. The examination paper will normally contain 12 questions, of which four must be answered. Weight will be given to the quality of the presentation and argument shown in the answers as well as to the range of factual knowledge displayed.

Hv3550

# The Habsburg Monarchy and the Revolutions of 1848

Teacher Responsible: Dr. A. Sked (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) Part II students.

Scope: A detailed study of the Habsburg Monarchy and the 1848 Revolutions.

Syllabus: The course, based on a study of relevant documents and monographs will cover the background to as well as the origins, development, diplomacy, failure and consequences of the revolutions of 1848 within the Habsburg Monarchy. It will also cover the struggle for mastery in Germany between 1848 and 1851.

Pre-Requisites: A good knowledge of nineteenthcentury European history.

Teaching Arrangements: The course (Hy143) will be taught in the Michaelmas and Lent Terms. Students will be expected to submit at least three essays/gobbet-papers, to give at least one class paper and to participate in class discussions. The first term will, however, consist largely of lectures.

Reading List: (a) Prescribed Sources include:

Count Hartig, Genesis of the Revolution in Austria; W. H. Stiles, Austria in 1848–49; Helmut Bohme, The Foundation of the German Empire (Docs. 21–41 only); A. Sked & E. Haraszti (Eds.), The Correspondence of J. A. Blackwell; A. Sked, The Survival of the Habsburg Empire Radezky, The Imperial Army and the Class War 1848.

#### Key books include:

I. Deak, The Lawful Revolution, Louis Kossuth and the Hungarians; A. Sked (Ed.), Europe's Balance of Power 1815–1848; R. J. Rath, The Viennese Revolution of 1848; C. A. Macartney, The Habsburg Empire 1790–1918.

Key articles will be xeroxed and distributed.

**Examination Arrangements:** There will be a formal three-hour exam at the end of the year in which students will be required to answer one gobbet question and three others out of eight questions in all in three hours.

Hv3556

# The Great Powers and the Balkans

Teacher Responsible: Dr. Antony Polonsky (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) third year, International History; Government and History.

Scope: This International History special subject involves a detailed study, based on documentary evidence and relevant monographs, of the Balkan policies of the Great Powers and of the effect of those policies on the relations between the Great Powers from the beginning of 1908 to the outbreak of war in

Syllabus: The Macedonian Question in 1908 and the collapse of the Austro-Russian entente. The Bosnian crisis and its aftermath. The Great Powers and European Turkey, 1910–1912 – Albania and Crete. The Great Powers, the Balkan League and the Balkan Wars. The intensification of the Great Powers' struggle for influence in Turkey and the Balkan States 1913–1914. Sarajevo, the July crisis and the outbreak of war.

Pre-Requisites: None. A knowledge of nineteenth century diplomatic history is however, essential.

Teaching Arrangements: The Course (Hy146) consists of 15 formal lectures and 5 classes in the Michaelmas and Lent Terms.

Prescribed Documents: The course will be based upon selected documents from the following authorities: G. P. Gooch & H. W. V. Temperley (Eds.), British Documents on the Origins of the War, Vols. V. IX, X. B. von Siebert, Entente Diplomacy and the World War Reading List: L. Albertini, The Origins of the War of 1914, 3 Vols. (London, 1952-7); M. S. Anderson, The Eastern Question 1774-1923 (London, 1966); F Bridge, From Sadowa to Sarajevo: The Foreign Pol of Austria-Hungary, 1868-1914 (London, 1972 Great Britain and Austria-Hungary 1906-1914; A Diplomatic History (London, 1972); R. J. Cramp The Hollow Dentente: Anglo-German Relations in the Balkans 1911-1914 (London, 1980); V. Dedijer, The Road to Sarajevo (London, 1967); E. C. Helmrei The Diplomacy of the Balkan Wars (Cambridge Mass., 1938); F. C. Hinsley (Ed.), British Foreig Policy under Sir Edward Grey (Cambridge, 1977). Jelavich & B. Jelavich, The Establishment of Balkan National States 1804-1920 (Seattle and London, 1977); C. A. Macartney, The Habshi Empire 1790-1918 (London, 1969); S. J. Shaw & I K. Shaw, History of the Ottoman Empire and Modern Turkey, 2 Vols., Vol. II Reform, Revolution and Republic: The Rise of Modern Turkey 1808-197 (Cambridge, 1977); L. S. Stavrianos, The Balka Since 1453 (New York, 1961); H. Seton-Watson, Th. Russian Empire 1801-1917 (Oxford, 1967); E. ( Thaden, Russia and the Balkan Alliance of 1912 (University Pub., Penn., 1965); W. S. Vucinich, Serbia between East and West: the Events of 1903-1908 (Stanford, Ca., 1954).

Examination Arrangements: There is a formal threehour examination in the Summer Term. Students will be obliged to answer one compulsory question on the prescribed documents and three other questions. A wide choice is provided.

Hy3559

# Great Britain and the Peace Conference of 1919

(Not available 1985-86)

Course Intended Primarily for B.Sc. (Econ.) Part II 3rd year. (A special subject for International History, Government and History, International Relations.)

Scope: A detailed survey based on documentary evidence of Britain's policies in relation to the organisation of the Peace Conference and the negotiation of the treaties at the end of the first world war.

Syllabus: After considering war time preparation for peace and the armistice negotiations, the course concentrates on the proceedings of the Council of Ten and the Council of Four. The changes in Britain's relations with her partners, especially the United States and France, are examined in dealing with issues arising from the defeat of Germany and her allies. Problems investigated include the redrawing of Germany's frontiers, the territorial changes in central and eastern Europe, the Mandates system. Reparations and the war guilt issues, disarmament and the foundation of the League of Nations. The impact of domestic politics and of revolution in Russia and Central Europe is also assessed.

Pre-Requisites: None. A knowledge of twentieth rentury political history is an advantage.

Teaching Arrangements: 10 lectures, Michaelmas Term and 12 classes, Lent and Summer Terms: Hy147. Prescribed Documents: The course is based on selected documents from the following list: U.S. Department of State, Papers Relating to Foreign Relations of the United States, Vol. III-VI (Washington D.C., 1942–47); D. Lloyd George, The Truth about the Peace Treaties (1938); P. J. Mantoux, Paris Peace Conference 1919 Proceedings of the Council of Four (Geneva, 1964).

Reading List: A useful introduction is provided by: M. L. Dockrill & J. D. Goold, Peace without Promise (1981); A. J. Mayer, Politics and Diplomacy of Peacemaking (1968); H. I. Nelson, Land and Power. British and Allied Policy on Germany's Frontier 1916–1923 (1963); S. P. Tillman, Anglo-American Relations at the Paris Peace Conference of 1919 (Princeton, 1961).

A detailed biography will be provided at the beginning of the session.

Examination Arrangements: There will be a formal three-hour examination at the end of the Summer Term. Students will be asked to answer four questions: one, compulsory 'gobbet' question based on the prescribed documents and three others from a list of six.

Hy3562

# The Manchurian Crisis 1931-1933

Course Intended Primarily for B.Sc. (Econ.) Part II. Scope: A detailed survey, based on the study of available original sources, of the international implications of the Sino-Japanese conflict from the Mukden incident (September 1931) to the conclusion of the Tangku truce (May 1933).

Syllabus: The origin of Sino-Japanese conflict in Manchuria and the role of the various powers. The Mukden incident and its military aftermath. China's appeal to the League of Nations and the United States. The Stimson declaration and the Shanghai crisis of 1932. The findings of the Lytton Commission and of the League of Nations.

Pre-Requisites: Some previous knowledge of international relations in this period is desirable but not essential. An interest in the study of historical documents (on which this course is based) is essential. Teaching Arrangements: Teaching consists of 20 lectures (Hy148) of one hour weekly. Since the number of students is normally small, these are generally given in Room E502.

Written Work: Students will be required to write a number of essays during the course. Subjects for these essays (with accompanying suggested reading) will be handed out at the start of the course.

Reading List: The documentary sources to be consulted during the course are: Papers Relating to the Foreign Relations of the United States, Japan: 1931–1941, Vol. 1; League of Nations: Report of the Commission of Inquiry; Documents on British Foreign Policy, 1919–1939, 2nd Series, Vols. VIII and IX; S. K. Hornbeck, The Diplomacy of Frustration.

Other reading material will be provided during the course of the lectures.

Examination Arrangements: There will be a three-hour formal examination taken in the Summer Term based on the work of the course. The examination paper normally contains one 'gobbet' question, which is compulsory, and six other questions, of which three must be answered.

Hv3565

# The League of Nations in Decline 1933-1937

Teacher Responsible: Mr. E. Robertson (Secretary, Veronica Brooke, E602)

Course Intended Primarily for B.Sc. (Econ.) Part II specialists in both International History and International Relations and for others studying social sciences. Its aim is to provide a historical explanation on why the attempt to establish an instrument for crisis management and collective securities and for the promotion of the principle of self-determination foundered after the Manchurian crisis of 1932-1933. Syllabus: A study of the intentions of the founding fathers of the League and of the text of the Covenant; on whether collective security, as provided by the Covenant and the Treaty of Locarno, was workable; on the strength and weaknesses of the League both inside and outside of Europe, especially in the Middle East early in 1933. Considerable emphasis will be laid on the conflict between Italy and the League over Ethiopia in 1935-1936 and on the repercussions on the League caused by the German reoccupation of the Rhineland on 7 March 1933; a short examination will be devoted to the effects of the Spanish civil war and of the emergence of the Rome-Berlin - (Tokyo) Axis on the League in December 1937.

Pre-Requisites: No pre-requisites are required. Students however are provided in class with two full bibliographies, one on the literature directly bearing on the subject; a second, for the course International History since 1914.

Teaching Arrangements: Twenty classes (Hy149) throughout the Michaelmas and Lent Terms in E407. Written Work: Students are required to write two essays of approximately 3,000 words and read class

Prescribed Texts: The text of the Covenant in F. P. Walters, A History of the League of Nations, Vol. 1, chap. 1; the text of the Treaty of Locarno a Survey of International Affairs 1925, Vol. 1; a selection from Documents on British Foreign Policy (second series) Vol. XIV; The Private papers of Ulrich von Hassell for February and March 1936 (Xeroxes to be distributed in class). There are also documents which are not prescribed but which are highly recommended "Hitler's letter of 4 December 1932 to Colonel W. von Reichman" (xeroxed), Mussolini's directives to the Italian army of 10 August and 30 December 1934, in A. Adamthwaite, The Making of the Second World War (London, 1977).

Select Bibliography

F. P. Walters, The League of Nations, 2 Vols.; Ruth Henig, The League of Nations; A. Zimmern, The League of Nations and the Rule of Law; R. A. C. Parker, 'Britain, France and the Ethiopian Crisis' in

English Historical Review (London, 1969); K. Hilebrand, The Foreign Policy of Nazi Germany; D. Mark Smith, Mussolini's Roman Empire; E. M. Robertson, Mussolini as Empire-Builder; "Hitler and Sanctions; Mussolini and the Rhineland" in Ethiopia Studies Review (No. 4, 1977); F. Hardie, The Abyssinian Crisis; G. L. Weinberg, The Foreign Policy of Nazi Germany; G. Warner, Pierre Laval and the Collapse of France; G. W. Baer, The Coming of the Italian-Ethiopian War; Test Case; J. Barros, Betrayal from Within - Joseph Avenal Secretary General of the League of Nations 1933-1940.

Examination Arrangements: There is a formal threehour paper in the Summer Term. Four questions must be attempted including question one on prescribed documents.

Hy3580

# Palmerston, the Cabinet and the European Policy of Great Britain, 1846-1851

Teachers Responsible: Professor K. Bourne (Secretary, Mrs. Susan Shaw, E403) and Dr. R. J. Bullen (Secretary, Mrs. M. Bradgate, E602)

Course Intended Primarily for second and third year B.A. History students.

Scope: A detailed analysis, based on the study of original sources of the formulation and execution of British foreign policy while Palmerston was Foreign Secretary in the first Russell Ministry.

Syllabus: The subject is not intended as a conventional essay in diplomatic history but as an examination of the respective roles of the Foreign Office and Diplomatic Service, the Cabinet, the Crown, the Press and Parliament during a critical period of Foreign Relations.

Pre-Requisites: Some previous knowledge of international relations and of British and European history in the Mid-nineteenth century is desirable. There are no foreign language requirements.

Teaching Arrangements: The course Hy154 will be taught in weekly seminars of approximately one and a half hours each, commencing at the beginning of the Summer Term and extending over three consecutive

Written Work: Each student must expect, according to the numbers in class, to present at least one class paper and tutorial essay or two class papers.

### Reading List:

### Prescribed Texts and Authorities:

Sir Henry Lytton Bulwer (Lord Dalling), The Life of Henry John Temple, Viscount Palmerston: with Selections from his Correspondence, Vol. III, Edited by Evelyn Ashley (London, 1874); Evelyn Ashley, The Life of Henry John Temple, Viscount Palmerston: 1846-1865. With Selections from his Speeches and Correspondence, 2 Vols. (London, 1876); G. P. Gooch (Ed.), The Later Correspondence of Lord John Russell 1840-1878, 2 Vols. (London, 1925); Arthur Christopher Benson & Viscount Esher (Eds.), The Letters of Queen Victoria. A Selection from Her Majesty's Correspondence between the years 1837 and 1861, 3 Vols. (London, 1907); Brian Connell, Regina

v. Palmerston. The Correspondence between Queen Victoria and her Foreign and Prime Ministr 1837-1865 (London, 1962); Spencer Walpole, The Life of Lord John Russell, 2 Vols. (London, 1889): Lytton Strachey & Roger Fulford (Eds.), The Greville Memoirs, 1814-1860, 8 Vols. (London, 1938); A. H. Johnson (Ed.), The Letters of Charles Greville and Henry Reeve 1836-1865 (London, 1924).

(A list of the relevant pages of the above texts will be supplied to students taking the course.)

Examination Arrangements: The method examination is one essay of 5,000 words and one three hour unseen question paper (requiring three answe one on selected extracts from the prescribed texts an two on general topics).

Hy3583

# Japan and the Far Eastern Crisis 1931-41

Teacher Responsible: Professor I. H. Nish association with Dr. R. L. Sims, SOAS. Course Intended Primarily for B.A. History

Scope: The course consists of a detailed survey of Japan's politics and foreign policy in the broader context of international relations in the east Asian area It runs from the Manchurian crisis though speci emphasis is placed on the events leading up to the attack on Pearl Harbour.

Syllabus: The course begins with the Manchurian Crisis of 1931-3 and the London Naval Conferen of 1930 and 1935-6. It proceeds to the Sino-Japan War, the border clashes between Japan and Soviet Union and the Tientsin Crisis. It ends with a detailed discussion of American-Japanese diplomacy in 1940-41.

Pre-Requisites: Some previous knowledge international relations in the area is desirable but no

Teaching Arrangements: Teaching commences in Summer Term and consists of 30 lectures (Hy 155) of 2 hours weekly. Initially teaching will be done at LSE by Professor Nish in Room E502. After 12 sessions teaching passes to Dr. Sims at SOAS.

Written Work: Students will be required to write at least one essay for each teacher. Subjects for these essays (with accompanying suggested reading) will be handed out.

Reading List: Will be provided during the course of the

Examination Arrangements: The course will be examined by a three-hour formal examination taken in the Summer Term and an essay of 10,000 words. The examination paper normally contains one 'gobbe question which is compulsory and 9 other essay type questions of which candidates must attempt

Hv3586

#### The Great Powers 1945-54

Teacher Responsible: Dr. Antony Polonsky (Secretary, Mrs. Vivien Kannor, E402) Course Intended Primarily for B.A. History

Scope: This special subject covers the period from the break-up of Allied unity from 1945 to the decisions of

954 which led to the rearmament of the Federal Republic of Germany and its admission to the North Atlantic Treaty Organization. The approach to the biect is global and includes not only the Yalta and otsdam Conferences, the crises of 1948, the creation of N.A.T.O., the movement towards Western European unity, the politics of the Soviet bloc, and the Furopean Defence Community project, but also oblems relating to the Near and Middle East, the rmation of the Chinese People's Republic, the Korean War and the crisis in Indo-China. Attention is ven also to the role of the United Nations, the Atom nd Hydrogen bombs, Western and Soviet strategy and dustrial integration in Europe.

# Syllabus:

#### Paper I 1945-1949

he Yalta and Potsdam conferences. The extension of oviet influence over Eastern Europe. Greece and the reat Powers 1945-49. The Truman doctrine and the Marshall plan. The Great Powers and the Chinese volution 1945-1949. The German question 945-1949. The establishment of Nato in 1949. The le of Atomic weapons in international relations 1945-1949.

#### Paper II 1950-1954

The origins of the Korean War. The conflict between dent Truman and General MacArthur. The effect President Eisenhower's election on US foreign icy. The consequences of the Korean war. The act of Stalin's death on Soviet foreign policy. The velopment of British foreign policy 1950-54. The asons for the failure of the European Defence Community. The Geneva agreements of 1954. The mergence of China as a Great Power.

Pre-Requisites: Students intending to take this course ould also take either The History of Europe since 1800 or World History from the end of the Nineteenth

leaching Arrangements: There will be 10 introductory ctures (Hy156) in the Summer Term. In the Michaelmas and Lent Terms there will be 20 one and half hour classes.

Compulsory Documents: The Tehran, Yalta and dam Conference - Documents (Progress ublishers, Moscow, 1969); Great Britain: Foreign ffice: Select Documents on Germany and the uestion; U.S. Department of State: United States Relations with China with special reference to the eriod 1944-1949 (G.P.O. Washington, 1949); ocuments on International Affairs, 1939-1946, Vol. (Hitler's Europe), selected and edited by Margaret arlyle (O.U.P., 1954), Chapter IX, 5 Document ix-xii; ocuments on International Affairs 1947-1948, elected and edited by Margaret Carlyle (O.U.P., 952); Documents on International Affairs, 949-1950, selected and edited by Margaret Carlyle O.U.P., 1953); Documents on International Affairs, 951, selected and edited by Denise Folliot (O.U.P., 954); Documents on International Affairs, 1952, lected and edited by Denise Folliot (O.U.P., 1955); Occuments on International Affairs, 1953, selected nd edited by Denise Folliot (O.U.P., 1956); ocuments on International Affairs, 1954 selected and edited by Denise Folliot (O.U.P., 1957); The Great

Powers and the Polish Question. A. Polonsky (Ed.), (London, 1976); The American Diplomatic Revolution, J. M. Siracusa (Ed.), (Open University, 1978); The Origins of the Cold War 1941-1947, Walter La Feber (Ed.), (New York, 1971); Containment. Documents on American Policy and Strategy 1945-1950, T. H. Etzold & J. L. Gaddis (Eds.), (New York); The Beginnings of Communist Rule in Poland, A. Polonsky & B. Drukier (Eds.), (London, 1980).

#### Short Reading List:

C. S. Maier (Ed.), The Origins of Cold War and Contemporary Europe, London, 1978; Daniel Yergin, The Shattered Peace, Boston, 1978; Vojtech Mastny, Russia's Road to the Cold War, Columbia, 1979; John L. Gaddis. The United States and the Origins of the Cold War, Columbia, 1971; Louis J. Halle, The Cold War as History, London, 1967; Gabriel Kolko, The Politics of War. London, 1968: Adam Ulam, Expansion and Coexistence, London, 1968; W. La Feber, America, Russia and the Cold War, New York, 1976: R. Divine. Since 1945. Politics and Diplomacy in Recent American History, New York, 1979; M. Macaulev (Ed.), Communist Power in Europe 1944-1949, London, 1978.

Examination Arrangements: There are two formal three-hour examinations set by the University at the end of the course. Students are required in each paper to answer one compulsory question on the prescribed documents and two others. Work submitted during the year will be taken into account in the final assessment.

# Detailed study guides are not provided for the following courses. Intending students should consult the teachers named below

Hv4409

# International History 1815-1870 (Seminar)

Teacher Responsible: Professor K. Bourne Course Intended Primarily for M.A./M.Sc. International History Paper 1. Teaching Arrangements: Seminars (Hy163), Sessional.

Hy4412

# International History 1870-1914 (Seminar)

Teacher Responsible: Dr. R. J. Bullen Course Intended Primarily for M.A./M.Sc. International History Paper 1 Teaching Arrangements: Seminars (Hy164), Sessional.

Hv4415

# International History 1914-1946 (Seminar)

Teachers Responsible: Mr. G. A. Grün, Professor D. C. Watt and Dr. Antony Polonsky Course Intended Primarily for M.A./M.Sc. International History Paper 1 Teaching Arrangements: Seminars (Hy165), Sessional. Hy4428

#### Diplomatic Theory and Practice, 1815-1919

Teacher Responsible: Dr. D. Stevenson Course Intended Primarily for M.A./M.Sc. International History Paper 2 Teaching Arrangements: Twenty lectures and seminars

(Hy171), Michaelmas and Lent Terms.

Hy4431

#### Diplomatic Theory and Practice, 1919-1946

Teacher Responsible: Professor D. C. Watt Course Intended Primarily for M.A./M.Sc. International History Paper 2 Teaching Arrangements: Ten seminars (Hy172), Lent

Hv4465

#### The Polish Question in International Relations, 1815-1864

Teacher Responsible: Dr. Antony Polonsky Course Intended Primarily for M.A./M.Sc. International History Paper 3 Teaching Arrangements: (Hy186).

Hv4470

# Anglo-American Relations, 1815-1872

Teacher Responsible: Professor K. Bourne Course Intended Primarily for M.A./M.Sc. International History Paper 3 Teaching Arrangements: (Hy188).

Hv4475

# The Mehemet Ali Crises, 1833-1841

Teacher Responsible: Professor K. Bourne Course Intended Primarily for M.A./M.Sc. International History Paper 3 Teaching Arrangements: (Hy187).

Hv4481

### The Habsburg Empire, 1815-1853, with special reference to the Revolutions of 1848

Teacher Responsible: Dr. A. Sked Course Intended Primarily for M.A./M.Sc. International History.

Hy4482

#### Cobden, Free Trade and Europe, 1846-1882

Teacher Responsible: Dr. A. C. Howe Course Intended Primarily for M.A./M.Sc. International History.

Hy4485

# The Coming of War, 1911-1914

Teacher Responsible: Dr. D. Stevenson Course Intended Primarily for M.A./M.Sc. International History Paper 3 Teaching Arrangements: (Hy194).

Hy4490

#### The Powers and the West Pacific. 1911-1941

(Not available 1985-86)

Course Intended Primarily for M.A./M.Sc. International History Paper 3 Teaching Arrangements: (Hy193).

Hv4495

# The Peace Settlement of 1919-1921

(Not available 1985-86) Course Intended Primarily for M.A./M.Sc. International History Paper 3. Teaching Arrangements: (Hy196).

Hy4500

# The Foreign Policy of the Weimar Republic, 1919-1933

(Not available 1985-86) Course Intended Primarily for M.A./M.Sc International History Paper 3. Teaching Arrangements: (Hy197).

Hy4505

#### The Military Policies of the Great Powers, 1919-1939

Teacher Responsible: Professor D. C. Watt Course Intended Primarily for M.A./M.Sc International History.

Teaching Arrangements: Fifteen Seminars, Lent and Summer Terms.

Hy4510

#### The Comintern and its Enemies, 1919-1943

Teacher Responsible: Mr. E. M. Robertson and Dr. Robert Boyce Course Intended Primarily for M.A./M.Sc International History Paper 3

Hy4515

#### The Period of Appeasement, 1937-1939

Teaching Arrangements: (Hy195).

Teacher Responsible: Professor D. C. Watt Course Intended Primarily for M.A./M.Sc. International History Paper 3 Teaching Arrangements: Fifteen seminars (Hy202) Lent and Summer Terms.

Hy4520

#### The European Settlement, 1944-1946 Teacher Responsible: Professor D. C. Watt Course Intended Primarily for M.A./M.Sc.

International History Paper 3

Teaching Arrangements: Fifteen Seminars (Hy203 Lent and Summer Terms.

# Hv4525

# International History of East Asia from

Not available 1985-86) Course Intended Primarily for M.A. in Area Studies ar Eastern Studies)

leaching Arrangements: (Hy225).

Hy4540

# Furopean History since 1945

leacher Responsible: Dr. A. Sked Course Intended Primarily for M.Sc. in European

eaching Arrangements: Fifteen lectures (Hy241), ichaelmas and Lent Terms and classes (Hv241a) in Hv4575

### Anarchism, Movements and Ideas from the 1860's to 1918

Teacher Responsible: Dr. Antony Polonsky Course Intended Primarily for M.A. in Area Studies (European Studies) Teaching Arrangements: Intercollegiate Seminar

(Hv231), Sessional.

Hv4580

#### The United States and European International Politics, 1900-1945 (Seminar)

Teacher Responsible: Professor D. C. Watt Course Intended Primarily for M.A. in Area Studies (United States Studies) Teaching Arrangements: Seminars (Hv221), Sessional,

# INTERNATIONAL RELATIONS

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence, Unless otherwise stated (Seminar, Workshop, M.Sc. course etc.) these are lecture series and are open to all students. Undergraduate classes, associated with certain lecture series (e.g. IR101a, IR102a), are not included in this list.

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Lectures	and	Semi	nars

Lecture Seminar Number			Study Guide Number
IR101	Structure of International Society Dr. M. Leifer	20/ML	IR3600
IR102	International Politics — Lecture (undergraduate course) Professor F. Halliday and Mr. M. Banks	20/ML	IR3700; IR4700
IR104	Concepts and Methods of International Relations Mr. M. H. Banks	10/M	IR3700; IR4621; IR4700
IR105	The Foreign Policies of the Powers Various lecturers	30/LS	IR3702 IR3770; IR4610; IR4661; IR4660; IR4662; IR4663; IR4750
IR106	Foreign Policy Analysis Dr. C. J. Hill	10/M	IR3702; IR4610; IR3781
IR107	Decisions in Foreign Policy Dr. C. Coker and Dr. C. J. Hill	8/L	IR3702; IR4610; IR3781
IR108	International Institutions Professor S. Strange	20/ML	IR3703; IR4630; IR3783
IR116	International Communism Mr. G. H. Stern	18/ML	IR3770; IR4661
IR117	The External Relations of the People's Republic of China Mr. M. B. Yahuda	10/L	IR4662
IR118	New States in World Politics Dr. P. Lyon	10/M	IR3700; IR4610; IR4662; IR4663

Lecture/ Seminar Number			Study Guide Number
IR119	International Relations in Southern Asia Dr. M. Leifer	10/M	IR4662
IR120	International Politics of Africa Mr. J. B. L. Mayall	10/ML	IR4663; IR4755
IR121	The Great Powers and the Middle East Mr. P. Windsor and Professor F. Halliday	15/ML	IR4663
IR122	The Politics of Western European Integration Dr. P. G. Taylor	10/M	IR3771; IR4631; IR4751
IR123	The External Relations of the European Community Dr. C. J. Hill	5/L	IR4631; IR4751; IR3771
IR124	International Business in the International System Mr. L. Turner	5/M	IR4641
IR125	Money in the International System Professor S. Strange	15/ML	IR4642
IR135	The International Legal Order Dr. I. Delupis	10/M	IR3750; IR4632
IR136	The Ethics of War Mr. M. D. Donelan	10/M	IR3755
IR137	The Politics of International Economic Relations Mr. M. D. Donelan and Mr. J. B. L. Mayall	10/M	IR3752; IR4640; IR4641; IR3784; IR4643
IR138	The Strategic Aspects of International Relations Dr. H. Macdonald	20/ML	IR3754; IR4650; IR3782
IR139	Disarmament and Arms Limitation Mr. N. A. Sims	15/ML	IR139
IR140	International Verification Mr. N. A. Sims	5/L	IR140
IR141	Concepts and Issues in War Studies (post-1945) Professor L. Freedman and others (King's College, Dept. of War Studies)	22/MLS	IR141
IR142	Current Issues in International Relations Seminar Mr. G. H. Stern	10/L	IR142
IR151	International Politics — Lecture (M.Sc. IR course) Mr. M. D. Donelan	10/M	IR4600

Lecture/ Seminar Number			Study Guide Number	Lecture/ Seminar Number			Study Guide Number
IR152	International Politics — Seminar groups (M.Sc. IR course) Various teachers	10/M	IR4600	IR168	International Business in the International System — Seminar Professor S. Strange	15/ML	IR4641
IR153	Foreign Policy Analysis — Seminar (M.Sc. IR course) Dr. C. J. Hill and Dr. C. Coker	15/LS	IR4610	IR169	The International Legal Order — Seminar (M.Sc. IR course)	10/L	IR4632
IR154	International Political Economy Workshop Professor S. Strange	10/ML	IR154	IR170	Dr. I. Delupis Strategic Studies — Seminar (M.Sc. IR course)	25/MLS	IR4650
IR155	Western International Politics — Seminars		r-i		Mr. P. Windsor and Dr. H. Macdonald	25/1125	11(1050
	(i) Western Powers Dr. H. Macdonald and Mr. P. Windsor	15/LS	IR4660 IR4750	IR171	Disarmament and Verification — Seminar Mr. N. A. Sims	6/S	IR171
	(ii) Western Europe Dr. H. Macdonald	15/LS	1104/30	TD 172	Control State 1	1007	
IR156	International Politics: the Communist Powers — Seminar Mr. G. H. Stern	8/LS	IR4661	IR172	Contemporary Strategic Issues — Seminar Professor L. Freedman, Dr. B. A. Paskins and Dr. W. Mendl (King's College, Dept. of War Studies)	10/ML	IR172
IR157	Asia and the Pacific in International Relations — Seminar Dr. M. Leifer	16/LS	IR4662		International Law and Organisation in Latin America and the Caribbean Dr. F. Parkinson	25/MLS	IR4633
IR158	Foreign Relations of African States  — Seminar Mr. J. B. L. Mayall	15/LS	IR4663; IR4755	IR174	World Politics — Seminar (Diploma course) Professor F. Halliday and Mr. M. H. Banks	20/ML	IR4700
IR159	International Relations of the Middle East — Seminar Mr. P. Windsor and Professor F. Halliday	10/LS	IR4663	IR175	Politics of International Trade — Seminar (M.Sc. PWE course) Mr. J. B. L. Mayall	15/ML	IR4643
IR160	International Institutions — Seminar (M.Sc. IR course) Mr. N. A. Sims	13/LS	IR4630		International Political Economy — Lecture (M.Sc. PWE course) Professor P. J. D. Wiles	25/ML	IR4639
IR161	European Institutions — Seminar (M.Sc. IR course)	15/ML	IR4631	- 10	International Political Economy — Seminar (M.Sc. PWE course) Professor P. J. D. Wiles and Professor	20/ML	IR4639
	Dr. P. G. Taylor		146		S. Strange		
IR162	External Relations of the European Community — Seminar Dr. C. J. Hill	15/L	IR4631; IR4751; IR4750; IR4660		Revolutions and the International System Professor F. Halliday	10/L	IR4645
IR164	Concepts and Methods of International Relations — Seminar Mr. M. H. Banks	15/LS	IR4621	100	Revolutions and the International System — Seminar Professor F. Halliday	10/L	IR4645
IR166	The Politics of International Economic Relations — Seminar (M.Sc. IR course)	10/L	IR4640		General International Relations — Seminar Professor S. Strange	18/ML	IR180
	Mr. M. D. Donelan and Mr. J. B. L. Mayall		7,011		International Relations Research Seminar	10/M	IR181
IR167	Money in the International System  — Seminar Professor S. Strange	15/ML	12,103	IR182	Dr. M. Leifer  International Political Theory — Seminar  Mr. M. D. Donelan	10/ML	IR182

Lecture Semina Number	r		Study Guide Number
IR183	Interacting Aspects of Security Policy Workshop Dr. C. Coker, Dr. H. Macdonald and Mr. P. Windsor	15/MLS	IR183
IR184	Political Questions in a Philosophical Context — Seminar Mr. A. Smith and Mr. P. Windsor	20/LS	IR184
IR185	Foreign Policy Issues Workshop Dr. C. Coker and Dr. C. J. Hill	15/MLS	IR185
IR186	The History of the Cold War Professor H. Gelber	10/L	IR186
IR187	International Political Economy of Natural Resources Dr. J. A. Rees and Professor P. Odell	12/M	IR4644

# Study Guides

IR105

Foreign Policies of the Powers

Teacher Responsible: Dr. C. J. Hill, Room A232 (Secretary, Elizabeth Leslie, A229)

Course Intended Primarily for 2nd year B.Sc. (Econ.) ternational Relations students taking Foreign Policy Analysis (IR3702) as a compulsory paper; M.Sc. ernational Relations students taking the Foreign Policy Analysis (IR4610) option; Beaver College (onerm) and other interested students.

Scope: The foreign policies and foreign policy ocesses of selected major states since 1945, pending on examination requirements and teachers

yllabus: An analysis of the foreign policies of a ected group of major States, with due regard to their pective national interests, external commitments, itional values and other relevant factors. The role nternal group interests and electoral considerations. titutional machinery for the formulation of foreign icy. Diplomatic services and techniques. Illustrative rial will be drawn mainly from the post-1945

his year there will be lectures on Britain, the United ates, the Soviet Union, France, West Germany, donesia, Japan and Australia.

Pre-Requisites: None.

leaching Arrangements: A number of individuals from International Relations and International History epartments, as well as guest lecturers participate in e series, which takes place on Mondays and Fridays Il a.m. in the Lent and early Summer Terms. There fill be at least thirty lectures in all.

Written Work: See below - Examination rrangements

Reading List:

The United States: N. Graebner, Ideas and lomacy; C. V. Crabb, Policy Makers and Critics; B. Cohen, The Press and Foreign Policy; E. Frank and Irish, U.S. Foreign Policy; R. Neustadt, esidential Power; R. Hilsman, The Politics of Policy Making in Defense and Foreign Affairs; I. Destler, Making Foreign Economic Policy; L. Kirkpatrick, The nited States Intelligence Community.

The United Kingdom: Lord Strang, The Foreign fice; F. S. Northedge, Descent from Power: British reign Policy, 1945-1973; Roy E. Jones, The anging Structure of British Foreign Policy; David Dilks (Ed.), Retreat from Power (2 Vols.); F. S. orthedge, The Troubled Giant; M. Leifer (Ed.), onstraints and Adjustments in British Foreign Policy: Boardman and A. J. R. Groom (Eds.), The nagement of Britain's External Relations; E. Barker, Britain in a Divided Europe; U. Kitzinger, plomacy and Persuasion; A. J. Pierre, Nuclear tics; S. Strange, Sterling and British Policy; Paul ennedy, The Realities behind Diplomacy. ackground Influences on British External Policy, 865-1980; W. Wallace, The Foreign Policy Process

The Soviet Union: J. Steele, World Power; R. nonds, Soviet Foreign Policy: the Brezhnev Years;

G. Arbatov & W. Oltmans, Cold War or Detente: the Soviet viewpoint; J. F. Triska and D. D. Finley, Soviet Foreign Policy; A. B. Ulam, Expansion and Coexistence; W. Welch, American Images of Soviet Foreign Policy; E. Hoffman and F. Fleron (Eds.), The Conduct of Soviet Foreign Policy.

(d) France: Edward A. Kolodziej, French International Policy under de Gaulle and Pompidou; Herbert Tint. French Foreign Policy since the Second World War; Philip Cerny, The Politics of Grandeur-Ideological Aspects of de Gaulle's Foreign Policy; W. Wallace and W. Paterson (Eds.), Foreign Policy-Making in Western Europe; Jack Hayward, The One and Indivisible French Republic; Vincent Wright, The Government and Politics of France; Martin Schain and Philip Cerny (Eds.), French Politics and Public Policy. (e) West Germany: H. Speier (Ed.), West German Leadership and Foreign Policy; A. Grosser, Germany in our Time; K. Kaiser and R. Morgan (Eds.), Great Britain and West Germany: Changing Societies and the Future of Foreign Policy; R. Morgan, West Germany's Foreign Policy Agenda; K. Deutsch and L. Edinger, Germany Rejoins the Powers: H. Plessner, Die verspätete Nation.

(f) Indonesia: G. McT. Kahin, Nationalism and Revolution in Indonesia; A. M. Taylor, Indonesian Independence and the U.N.; L. H. Palmier, Indonesia and the Dutch; J. A. C. Mackie, Konfrontasi. The Indonesia-Malaysia Dispute, 1963-1966; Sukarno's Indonesian Revolution; F. B. Weinstein, Indonesia Abandons Confrontation; Indonesian Foreign Policy and the Dilemma of Dependence; M. Leifer, Malacca, Singapore and Indonesia (Vol. II, International Straits of the World); M. Leifer, Indonesia's Foreign Policy. (g) Japan: E. Wilkinson, Misunderstanding: Europe vs Japan; D. C. Hellman, Japan and East Asia: The New International Order, F. C. Langdon, Japan's Foreign Policy; D. H. Mendel, The Japanese People and Foreign Policy; L. Olson, Japan in Postwar Asia; J. A. Stockwin, The Japanese Socialist Party and Neutralism; M. E. Weinstein, Japan's Postwar Defence Policy, 1947-1968.

Examination Arrangements: This lecture course is not examinable as a course in itself. It provides specific material for Section B of the B.Sc. Foreign Policy Analysis course (IR3702) and the Diploma Foreign Policy Analysis course (IR3781) and important background information for Section A in both courses, as well as the whole of the M.Sc. Foreign Policy Analysis course (IR4610). It is only available as credit for General Course students as part of the Foreign Policy Analysis course as a whole.

Beaver (one-term) students are the only group for whom a class specific to these lectures is arranged.

IR107

Decisions in Foreign Policy

Teacher Responsible: Dr. C. J. Hill, (Room A232) and Dr. C. Coker, Room A136 (Secretary, Elizabeth Leslie,

Course Intended Primarily for all those taking Foreign Policy Analysis, whether B.Sc. (Econ.) 3rd year I.R. Specialists or students on the Diploma in International

and Comparative Politics, or M.Sc. in International

Scope: 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 rationality, small group decision-making, and behaviour in crisis. Syllabus: An examination, through case studies, of decision-making in the field of foreign policy. How can we apply theories of foreign-policy making to particular contexts, pressures and procedures? Cases will be taken from: The British Decision for War, 1939; US Involvement in Vietnam 1956-63; The Camp David Agreement 1978-9; Britain's withdrawal from East of Suez. 1956-74: The Soviet Invasion of Czechoslovakia, 1968; The American involvement in the Korean War, 1950-1; The Cuban Missile Crisis, 1962: Soviet Intervention in Angola, 1974-6. Conclusions: Comparisons, contrasts, common factors, the utility of foreign policy theory.

Teaching Arrangements: a course of 8 lectures will be given in the Lent Term which will complement the foreign policy analysis lectures given in the Michaelmas Term. All students are advised to attend lecture series IR106, Foreign Policy Analysis and IR105, The Foreign Policies of the Powers (various lectures). Other relevant lectures will be announced from time to time. Reading List: M. Brecher, Decisions in Crisis; G. Parry, Political Elites; I. Janis, Victims of Groupthink; S. Aster, 1939; M. Howard, The Continental Commitment; S. Newman, March 1939: The British Guarantee to Poland; Z. Brzezinski, Power and Principle; J. Carter, Keeping Faith; I. Fahmy, Negotiating for Peace in the Middle East; P. Darby, British Defence Policy East of Suez, 1947-1968; P. Gordon Walker, The Cabinet (Revised edn.); H. Wilson, The Labour Government, 1964-70; P. Windsor and E. A. Roberts, Czechoslovakia, 1968; J. Valenta, Soviet Intervention in Czechoslovakia, 1968; J. Maram, The Angolan Revolution (Vol. 2); A. Klinghoffer, The Soviet Union and Angola; Glenn Paige, The Korean Decision; Robert Kennedy, The Thirteen Days; Graham Allison, Essence of Decision; Phil Williams, Crisis Management.

IR117

# The External Relations of the People's Republic of China

Teacher Responsible: Mr. M. B. Yahuda, Room A230 (Secretary, Anna Morgan, Room A229)

Course Intended Primarily for B.Sc. (Econ.) Part II; M.Sc.; Dip. Int. and Comp. Pols. and other graduate students.

Syllabus: An analysis of the various explanations of the mainsprings of China's foreign policy. Interactions between domestic and external factors. Relations with the Great Powers, the Third World, neighbours and the region. Continuity and discontinuity.

Teaching Arrangements: Ten lectures in the Lent Term

Reading List: Recommended reading will be given at the beginning of the course.

IR118

# **New States in World Politics**

Teacher Responsible: Dr. Peter Lyon Institute of Commonwealth Studies (Secretary, Mrs. P. Carpenter

Course Intended Primarily for B.Sc. (Econ.) Part II. M.Sc., Dip. Int. & Comp. Pols. & other graduate

Scope: This is a comparative and thematic treatment of the subject, not only of contemporary new states bu also viewed historically at least since the 18th centur Syllabus: 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; autono and autarchy; irredentism and secessionism.

Pre-Requisites: None. Teaching Arrangements: One lecture course of one lecture a week taught in the Michaelmas Term. Written Work is not normally required, except for those

making special examination arrangements with the teacher responsible (see below).

Basic Reading: Benedict Anderson, Imagined Communities. Reflections on the Origin and Spread Nationalism; D. Apter, The Politics of Modernise C. E. Black, The Dynamics of Modernisation; Hed Bull (Ed.), The Expansion of International Society Calvocoressi, New States and World Order; K. Deutsch and W. Foltz (Eds.), Nation-Building; S Eisenstadt, Tradition, Change and Modernity; S Finer, The Man on Horseback; C. Geertz (Ed.), Ol Societies and New States; S. Huntington, Politi Order in Changing Societies; A. James (Ed.), The Bases of International Order; G. H. Jansen, Afro-Asia and Non-alignment; E. Kedourie, Nationalism; E. Kedourie, Nationalism in Asia and Africa; P. Lyon Neutralism; R. Mortimer, Third World Coalitio International Politics; D. Rustow, A World of Nati Dudley Seers, The Political Economy of National E. Shils, Political Development in the New States; Shils, Center and Periphery: Essays Macrosociology; H. Seton-Watson, States an Nations.

Further reading can be provided as the course proceeds.

Examination Arrangements: Normally there is no examination, but special arrangements for one threehour formal written examination (three questions to b answered out of ten) or for a general essay may made by agreement with the teacher responsible.

IR123

# External Relations of the European Community

Teacher Responsible: Dr. C. Hill, Room A232 (Secretary, Elizabeth Leslie, A229)

Course Intended Primarily for M.Sc. European Studies students taking European Institutions or International Politics of Western Europe papers. M.Sc. International

Relations students taking International Politics: the stern Powers; also any M.Sc. and B.Sc. students king Western European Integration; and all other ested students

Teaching Arrangements: There will be five lectures in first five weeks of the Lent Term, followed by five inars. These lectures and seminars (IR162) are iened to provide part of the coursework for the amination papers mentioned above, and are only minable as part of such courses. They are not ailable as a self-contained course for General Course

Scope: The aim of the course is to cover the external ities of the European Communities and their mber states since 1957. This includes both activities iving from the Treaties and traditional, informal thods of national diplomacy, in steadily more aborative framework.

syllabus: The syllabus deals with the external mifications of common policies in trade, agriculture, and steel, together with the evolving relations between e Community and the Third World, and the nergence of European Political Cooperation from 970 onwards. Relations with important states or ups of states are also given close attention, namely United States and Japan, the USSR and other list countries, the Euro-Arab Dialogue and the me Conventions with African, Caribbean and countries.

ritten Work: In line with the above remarks about the dination of these lectures and seminars to broader ses, there will be no required written work. wever, students may discuss their particular needs

Basic Reading List: J. Lodge (Ed.), Institutions and ries of the European Community, (Part III), ndon, Frances Pinter, 1983; Loukas Tsoukalis (Ed.), The European Community: Past, Present and Future, Basil Blackwell, 1983 (reprinted from the Journal of mon Market Studies); Kenneth Twitchett (Ed.), pe and the World: The External Relations of the on Market, Europa, 1976; David Allen, ard, Rummel & Wolfgang Wessels, European cal Cooperation, London, Butterworths, 1982; stopher Hill (Ed.), National Foreign Policies and opean Political Cooperation, London, George en & Unwin, 1983.

amination Arrangements: There is no specific nation arising out of these lectures and seminars the material is examined in parts of the courses oned above.

IR139

# Disarmament and Arms Limitation

eacher Responsible: Mr. N. A. Sims, Room A231 ecretary, Elizabeth Leslie, A229)

ourse Intended Primarily for all students interested. pe: These lectures seek to identify and explore the ial problems of disarmament and arms limitation. the patterns of diplomacy and discourse they have rated; and to show how they relate to the central erns of International Relations.

rllabus: Sequences of diplomacy, functions of the ed Nations and contributions of treaties in the international discourse of disarmament. Changing conceptions of disarmament and arms limitation; the history and effect of negotiations in these matters; global and regional approaches; confidence- and security-building measures; unilateral, bilateral and multilateral modes and their interaction; the control of nuclear testing and nuclear proliferation; agreements on seabed arms control and on chemical and biological weapons. The review conference as a feature of treaty regimes. Negotiations and proposals for new treaties. The political, economic, legal, institutional and intellectual context of disarmament and arms limitation. Prohibitions and restraints in the conduct of war: relationships between assimilation of weapons. modes of warfare, international humanitarian law of armed conflict, and the diplomacy of disarmament. Deterrence and the ethics of conditional intention. Public opinion and other non-governmental influences on disarmament; institutional frameworks of policy formation and international negotiation; international behavioural assumptions underlying approaches to disarmament.

Pre-Requisites: None.

Teaching Arrangements: 15 lectures, Michaelmas and Lent Terms.

Written Work: None.

Reading List: S. D. Bailey, Prohibitions and Restraints in War; F. Barnaby and G. P. Thomas (Eds.), The Nuclear Arms Race: Control or Catastrophe?; C. D. Blacker and G. Duffy (Eds.) for the Stanford Arms Control Group, International Arms Control (2nd edn); L. Beaton, The Reform of Power; G. Best, Humanity in Warfare; H. G. Brauch & D. L. Clarke (Eds.), Decisionmaking for Arms Limitation; H. Bull, The Control of the Arms Race; A. Carter (Ed.), Unilateral Disarmament; D. L. Clarke, The Politics of Arms Control; J. Dahlitz, Nuclear Arms Control; W. Epstein, The Last Chance: Nuclear Proliferation and Arms Control; G. Fischer, The Non-Proliferation of Nuclear Weapons; L. Freedman, Arms Control in Europe; J. Garnett (Ed.), Theories of Peace and Security; J. Goldblat (For SIPRI), Agreements for Arms Control; G. L. Goodwin (Ed.), Ethics and Nuclear Deterrence; A. Gotlieb, Disarmament and International Law; J. T. Johnson, Can Modern War Be Just?; M. A. Kaplan (Ed.), SALT: Problems and Prospects; W. H. Kincade and J. D. Porro (Eds.), Negotiating Security: An Arms Control Reader; E. Luard (Ed.), First Steps to Disarmament; E. C. Luck (Ed.), Arms Control: The Multilateral Alternative; A. McKnight and K. Suter, The Forgotten Treaties; S. de Madariaga, Disarmament; M. Meselson (Ed.), Chemical Weapons and Chemical Arms Control; J. F. Murphy, The United Nations and the Control of International Violence: A Legal and Political Analysis; A Myrdal, The Game of Disarmament: R. Neild, How to Make Up Your Mind About the Bomb; P. J. Noel-Baker, The Arms Race; J. O'Connor Howe (Ed.), Armed Peace; C. E. Osgood, An Alternative to War or Surrender; A. J. Pierre, The Global Politics of Arms Sales; R. J. Ranger, Arms and Politics, 1958-1978; A. Roberts and R. K. Guelff, Documents on the Laws of War; M. Sheehan, The Arms Race; N. A. Sims, Approaches to Disarmament (rev. edn.); Stockholm International Peace Research Institute, SIPRI Yearbook of World Armaments and

Disarmament; R. W. Terchek, The Making of the Test Ban Treaty; P. Wallensteen (Ed.), Experiences in Disarmament; M. Willrich and J. B. Rhinelander (Eds.), SALT: The Moscow Agreements and Beyond; Sir Michael Wright, Disarm and Verify; E. Young, A Farewell to Arms Control?; in addition certain journalistic accounts may be warmly recommended as filling gaps in the scholarly literature: recent examples are S. Talbott, Deadly Gambits: The Reagan Administration and the Deadlock in Nuclear Arms Control; R. Harris and J. Paxman, A Higher Form of Killing: The Secret Story of Germ Warfare. Contextual reading is also advised, for students to derive full benefit from this course, and a longer list, with publication details of books, related articles available in the Library's Offprint Collection, and guidance on other materials, is included in the course literature distributed at the first lecture in this series. Examination Arrangements: This course is not intended as preparation for any particular examination. Office Hour: Mr. Sims is normally available to see students briefly without prior appointment during his regular "office hour" in A231. For longer meetings appointments may be made with his Secretary in

IR140

### International Verification

Teacher Responsible: Mr. N. A. Sims, Room A231 (Secretary, Elizabeth Leslie, A229)

Course Intended Primarily for all students interested. Scope: 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.

Syllabus: The nature of international verification and related concepts, including control, detection, inspection, investigation, safeguards and supervision. The relationship between confidence, credibility and arrangements for verification of compliance with treaty obligations. The social and legal bases of compliance. Problems of the Domestic Analogy in International Relations, applied to the conceptual vocabulary of verification. The changing debate over verification of disarmament and arms control agreements: certainty and probability; recent developments in complaint and consultation procedures; national and international controls. Concepts of compliance diplomacy: the adversarial and co-operative modes contrasted. Disarmament and arms control verification compared with verification arrangements in selected sectors of the United Nations system: the experience of Specialised Agencies and other inter-governmental organisations. Intrusiveness, stringency and other qualities of verification procedures. The interaction of diplomacy, law, science, politics and international organisation in different patterns of verification.

Pre-Requisites: This course is intended to complement the lecture series IR139, which students should attend over the preceding term and a half. Some familiarity with the elements of international organisation, in particular the United Nations system, is also expected.

Teaching Arrangements: 5 lectures, Lent Term. Written Work: None.

Reading List: J. Alford, The Future of Arms Control, Part III: Confidence-Building Measures; R. J. Barnet and R. A. Falk (Eds.), Security in Disarmament; I Bellany & C. D. Blacker (Eds.), The Verification Arms Control Agreements; L. Freedman, I Intelligence and the Soviet Strategic Threat; Goldblat (for SIPRI), Agreements for Arms Control C. W. Jenks, Social Justice in the Law of Nations; Karkoszka (for SIPRI), Strategic Disarma Verification, and National Security; E. A. Landy, T. Effectiveness of International Supervision; E. Luai International Agencies; A. McKnight, Atom Safeguards: a Study in International Verification: Melman (Ed.), Inspection for Disarmament; Meselson (Ed.), Chemical Weapons and Chem Arms Control; A. Myrdal, The Game of Disarma W. C. Potter (Ed.), Verification and SALT: TI Challenge of Strategic Deception; N. A. Sim Approaches to Disarmament; Stockholm Internation Peace Research Institute, Chemical Disarman Some Problems of Verification; Sir Michael Wrigh Disarm and Verify: O. R. Young, Compliance and Public Authority; W. Young, Existing Mechanisms Arms Control.

Examination Arrangements: This course is n intended as preparation for any particular examina Office Hour: See under IR139.

IR141

# Concepts and Issues in War Studies (post 1945)

Teachers Responsible: Professor Freedman, Dr. Mendl, Dr. Dockrill and Dr. Paskins. Course Intended Primarily for M.Sc.

Syllabus: Basic strategic, ethical and civil-military relations concepts. Issues in the Nuremberg tria Evolution of strategic doctrine and arms con measures in relation to international politics and civ military relations. The military in politics. Technology and Strategy. Disarmament, defensive strategies and other unorthdoxies.

Teaching Arrangements: 22 lectures (IR141), Sessional at King's College.

IR142

# **Current Issues in International** Relations (Seminar)

Teacher Responsible: Geoffrey Stern, Room A140 (Secretary, Anna Morgan, A229)

Course Intended for M.Sc. and B.Sc. studer specialising in International Relations as well students taking the Diploma in International an Comparative Politics.

Scope: The aim of the course is to provide a weekly forum for the discussion of topics of current interest the student of International Relations. Matters of t moment are examined and analysed in terms of th international significance and of the issues they ra for the academic study of International Relations.

Pre-Requisites: Students will be expected to have some niliarity with current affairs as well as some ackground in International Relations.

Teaching Arrangements: There are ten weekly eminars in the Lent Term. Since the emphasis is on erbal fluency in the articulation of ideas about nternational relations, no class papers or other written work is involved.

IR154

# International Political Economy Workshop

Teacher Responsible: Professor S. Strange, Room 4134 (Secretary, Hilary Parker, Room A139) Course Intended for research students only.

#### IR171

### Disarmament and Verification Seminar Teacher Responsible: Mr. N. A. Sims, Room A231

Secretary, Elizabeth Leslie, A229)

Course Intended Primarily for all students interested. Scope: This seminar offers an opportunity for students discuss with outside speakers and one another topics particular interest in disarmament and verification. urrent diplomatic problems and policy issues in this ield receive special emphasis. The seminar also affords esearch students a meeting-place and, on occasion, a hance to share the fruits of their own research; but it by no means limited to research students. Syllabus: None.

Pre-Requisites: The seminar is intended to complement he lecture series IR139 and IR140, which students ould attend over the two preceding terms.

Teaching Arrangements: 6 Summer Term. Written Work: None.

Reading List: None.

# Contemporary Strategic Issues

Teachers Responsible: Professor Freedman, Dr. Paskins and Dr. Mendl.

Course Intended Primarily for research students. Teaching Arrangements: Seminars (IR172) ertnightly, Michaelmas and Lent Terms at King's College. Availability to L.S.E. students subject to fficient space on the course. Students should apply firect to the Department of War Studies, King's

IR180

# General International Relations

Course Intended Primarily for research students. Teaching Arrangements: Programme of discussions to e announced.

## IR181

# International Relations Research Seminar

Teacher Responsible: Dr. M. Leifer, Room A137 (Secretary, Anna Morgan, A229)

Course Intended Primarily for first-year research students.

IR182

# International Political Theory

Teacher Responsible: Mr. M. D. Donelan, Room A135 (Secretary, Anna Morgan, A229)

Course Intended Primarily for staff and for interested research and Master's students by invitation.

Teaching Arrangements: Seminars (IR182), weekly, Michaelmas and Lent Terms.

#### IR183

# Interacting Aspects of Security Policy -Workshop

Teachers Responsible: Dr. Christopher Coker, Room A119, Dr. Hugh Macdonald, Room A236 and Philip Windsor, Room A120 (Secretary, Anna Morgan, A229)

Course Intended Primarily for research students. The workshop will meet fortnightly during Lent and Summer Terms, and provide for the presentation of papers on themes and issues in international security. Specific arrangements will be made between staff and interested students during the Michaelmas Term.

IR184

# Political Questions in a Philosophical

Teachers Responsible: Mr. Andrew Smith and Mr. Philip Windsor, Room A120 (Secretary, Anna Morgan, A229)

Course Intended Primarily for members of staff and graduate students by invitation.

Teaching Arrangements: Seminars (IR187) Lent and Summer Terms.

#### IR185

# IR172 Foreign Policy Issues Workshop

Teachers Responsible: Dr. Christopher Coker, Room A119 and Dr. C. J. Hill, Room A232 (Secretary, Elizabeth Leslie, A229)

Course Intended Primarily for interested research students. Others who may wish to attend should contact the course organisers in person.

#### IR186

# The History of the Cold War

Teacher Responsible: Professor Harry Gelber (Secretary, Hilary Parker, Room A139)

Course Intended Primarily for interested M.Sc. students of international history and relations.

Teaching Arrangements: Ten lectures in the Lent Term. Reading List: Recommended reading will be given at the beginning of the course.

# IR3600

# The Structure of International Society

Teacher Responsible: Dr. M. Leifer, Room A137 (Secretary, Anna Morgan, A229)

Course Intended Primarily for B.Sc. (Econ.) Part I Scope: The aim of the course is to introduce students to the nature of a society of states distinguished by the absence of a common government.

Syllabus: Justification for the use of the term 'society' to describe the collectivity of states. Sovereignty as the basis of international society. International law and diplomacy as pre-requisites for the conduct of orderly relations between states.

The significance of the concept of national interest. The nature of international politics - the balance of power; the threat and use of force in contemporary international relations. Other ways in which foreign policy is executed

Neutralism as an option for states. The current importance of nationalism and imperialism. International communism. The impact of underdevelopment on international politics. Disarmament and the pacific settlement of disputes. The search for security: attempts at integration and the role of the U.N.

Teaching Arrangements: There is one lecture course accompanied by a class.

Lectures - IR101, The Structure of International Society, 20 Michaelmas and Lent Terms.

Classes: IR101a beginnning early Michaelmas - with members of the International Relations Department. Written Work: Each student is required to write four essays of approximately 1,500 words which will be set and marked by class teachers.

Basic Reading List: A fuller course description and extensive reading guide will be made available to all interested students.

Joseph Frankel, International Relations in a Changing World; P. A. Reynolds, An Introduction to International Relations; F. S. Northedge, The International Political System; J. W. Burton, World Society; P. Calvocoressi, World Politics since 1945. Examination Arrangements: There is one three-hour formal written examination in the Summer Term. The paper contains twelve questions of which four are to be answered. All questions count equally; there is no course work component. Copies of previous years papers are included in the fuller course description.

IR3700

### International Politics

Teacher Responsible: Professor Fred Halliday, Room A136 (Secretary, Hilary Parker, Room A139)

Course Intended Primarily for B.Sc. (Econ.) Part II International Relations specialists; B.A./B.Sc. c.u. The lectures (IR102) are also appropriate for those M.Sc. and Diploma students who wish to strengthen their background in this field.

Scope: This is the core field for specialists in international relations, combining an emphasis on political aspects of the subject with a general survey of international relations as a whole.

Syllabus: Ways of theorising international relations. The emergence and organisation of the modern system of sovereign states. The political process in the international community and contemporary thought on its character and functioning. The means of pressure and forms of political relationship between states. The dynamic aspect: revolutionary movements, the external projection of political values and the changing distribution of power and leadership. War, mechanisms for ensuring stability, and agencies for directed change.

Pre-Requisites: None, although B.Sc. (Econ.) specialists are encouraged to have taken Structure of International Society at Part I of their degree.

Teaching Arrangements: There are twenty lectures (IR102) given by Professor Halliday in the Michaelmas and Mr. Banks in the Lent Term. For B.Sc. (Econ.) and General Course students, there are also fifteen classes, beginning in the first week of the Michaelmas Term (IR102a).

Written Work: B.Sc. (Econ.) and General Course students will each be assigned three essays to be discussed with their class teacher. Diploma students will be assigned written work within their seminar

Readings: M. Smith et alii, (Eds.), Perspectives on World Politics; H. Bull, The Anarchical Society; K. J. Holsti, International Politics (4th edn., 1983); P. Calvocoressi, World Politics Since 1945 (4th edn.). Supplementary Materials: At the first lecture, a course package will be provided, covering detailed reading guidance, sample examination questions, suggested essay titles, topics for class discussion and topics for class discussion and topics for each lecture.

Examination Arrangements: There will be a 3-hour examination paper in late May or early June which requires that four questions be answered out of twelve.

IR3702

# Foreign Policy Analysis

Teacher Responsible: Dr. C. J. Hill, Room A232 (Secretary, Elizabeth Leslie, A229)

Course Intended Primarily for B.Sc. (Econ.) 3rd Year I.R. specialists

Scope: The aim of the course is to analyse the perspectives and means of conduct of the main actors in the international system, towards each other.

Syllabus: An investigation of the behaviour of the individual actors of international relations, focusing mainly, but not entirely, on states; the various influences on decision-making in foreign policy, external and internal; the importance of bureaucracy, of domestic political systems, of economic development and the groups affected by foreign policy the problems arising out of the formulation of goals and the choice of policy instruments; psychological elements in policy-making; transnational relations.

Pre-Requisites: I.R. students can only take this course in their 3rd year. General Course students do not need any special advance knowledge to choose this as an optional course, but should be aware that B.Sc. (Econ.) students normally spread the various lecture courses over two years (see below).

Teaching Arrangements: All students are advised to attend lecture series IR106 Foreign Policy Analysis and IR107 Decisions in Foreign Policy which are given by Dr. Hill and Dr. Coker consecutively during Michaelmas and Lent Terms. 3rd year undergraduates should have attended in their second year as many of IR105 The Foreign Policies of the Powers (various lectures) as possible. Other relevant lectures will be announced from time to time. Separate classes (IR106a), with around 12 students in each, will be arranged with the participation of other members of the department.

Written Work: Students are expected to write at least ree essays directly on questions arising out of the ourse. In order to relieve the pressure on books at any one time, they should choose their questions from one of the past examination papers provided. The three deadlines indicated, however, should be strictly kept to. Marking arrangements are as follows: Hand in your ssays on the appointed dates to your class teachers who will mark and return them. Other essays to be done either for your tutor, or class teacher, by mutual

Reading List: No single book is exactly coterminous with the syllabus. Students should try to buy (all are aperbacks): Roy Macridis (Ed.), Foreign Policy in World Politics (5th edn.), Prentice Hall, 1976; Philip Reynolds, An Introduction to International Relations (2nd edn.), Longmans, 1980; Lloyd Jensen, Explaining Foreign Policy, Prentice Hall, 1982; Michael Clarke and Brian White (Eds.), An Introduction to Foreign Policy Analysis, Hesketh, 1981. Also highly ecommended are: Stephen Ambrose, Rise to Globalism (2nd edn.), Penguin, 1979; Kal Holsti, nternational Politics: A Framework for Analysis (4th in.). Prentice Hall, 1983; Paul Kennedy, The Realities behind Diplomacy: Background Influences on British External Policy, 1865-1980, Fontana, 1981; J. Nogee & R. H. Donaldson, Soviet Foreign Policy Since World War II, Pergamon, 1981; James Rosenau, The Scientific Study of Foreign Policy (2nd edn.), Frances Pinter, 1980; James Barber and Michael Smith (Eds.), The Nature of Foreign Policy: A Reader, Holmes MacDougall and Open University Press, 1974. Examination Arrangements: A three-hour examination will be set in the Summer Term. It will be divided into equal halves: Section A (comparative and theoretical mestions) and Section B (questions on the foreign olicies of the U.K., U.S.A., and U.S.S.R.). One uestion must be answered from each section. All tudents have to answer 4 questions in all. Copies of previous years' papers, together with lecture and class opics, deadlines, and further references, are provided n a separate handout.

IR3703

#### International Institutions

Teacher Responsible: Professor S. Strange, Room A134 (Secretary, Hilary Parker, A139)

Course Intended Primarily for B.Sc. (Econ.) Part II, IR Specialists.

Scope: The aim of the course is to consider the role of nternational institutions in relation to governments and individuals.

Syllabus: How international organizations came to lay a part in the relations of states; the ideas and needs hat generated them; and the uses to which they have een put. The course will explore the issues and onflicts surrounding the design and operation of interovernmental institutions and their relation to the reign and domestic interests and policies of their nember states. It will do so with special reference to organizations concerned with world order, peace and onflict resolution; to organizations for mutual defence and security; for regional cooperation, political and economic; and to organizations concened with the

management of money, trade, and development in the world economy.

Pre-Requisites: IR students take this course in and after the session 1984-85 in their second year, though the examination can be taken in either 2nd or 3rd year. Teaching Arrngements: Lecture course (IR108). Classes (IR108a) for IR second year students start in week 6 in the Michaelmas Term and continue to the end of the Lent Term. A list of lecture topics and bibliography is provided, together with a list of class and essay topics.

Written Work: IR students are expected to write 3 essays on subjects which may be chosen from the list provided. Class teachers will set and mark the essays, and provide additional bibliography.

Reading List: Students should familiarize themselves with: A. LeRoy Bennett, International Organizations (3rd edn.), Prentice-Hall, 1984; Harold K. Jacobson. Networks of Interdependence (2nd edn.), Alfred Knopf, 1984: Inis Claude Jr., Swords into Plowshares: the problems and progress of international organization (4th edn.), Random House, 1971; P. Taylor & A. J. R. Groom, International Organization: a conceptual approach, Frances Pinter, 1978; Evan Luard, The United Nations, Macmillan, 1979; C. Archer, International Organizations; D. Armstrong, The Rise of the International Organisation; Werner Feld & Robert Jordan, International Organizations: a comparative approach, Praeger, 1983.

Examination Arrangements: There will be a three-hour written examination in the Summer Term, four questions chosen from twelve. Copies of previous examination papers are provided in a separate handout.

IR3704

# Problems of Foreign Policy (Not available 1985-86)

Case studies, with documents, in post- 1945 problems of foreign policy. The case study offered in the Session 1983-84 was The United States and the Vietnam War

1955-65.

Teacher Responsible: Dr. Christopher Coker, Room A119 and others. (Secretary, Elizabeth Leslie, A229). Course Intended Primarily for B.Sc. (Econ.) Part II students and other interested students by permission. Syllabus: A detailed survey based on the study of available original sources of American involvement in Vietnam from the Geneva conference to the Tonkin Gulf resolution. The survey will focus in particular on American objectives in south east Asia, the events which prompted the US to intervene after 1961 and to commit ground forces in 1965.

Teaching Arrangements: Ten lectures (IR143) will be given in the Michaelmas Term to which interested students are welcome. Ten classes (IR143a) will be held in the Lent Term at which students will be invited to make contributions.

Reading List: The Pentagon Papers (Bantam edn.); M. Charlton, Many Reasons Why: American Involvement in Vietnam, 1978; R. Galluci, Neither Peace nor Honour: the Politics of American Military Power in Vietnam, 1975; L. Gelb, The System Worked: the Irony of Vietnam, 1979; A Goodman, The Lost Peace: America's search for a negotiated settlement of the

Vietnam War, 1978; G. Herring, America's Longest War, 1979; L. Berman, Planning a Tragedy: the Americanisation of the Vietnam War, 1982; H. Summers, On Strategy: a critical analysis of the Vietnam War, 1982; G. Kahin & J. Lewis, The United States in Vietnam, 1980.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the lecture course and topics covered in class and requiring familiarity with the primary sources, copies of which will be held on reserve. The paper will contain about twelve questions of which three are to be answered.

# IR3750 IR4632

### The International Legal Order

Teacher Responsible: Dr. I. Delupis, Room A235 (Secretary, Anna Morgan, A229)

Course Intended Primarily for B.Sc. (Econ.) Part II and M.Sc. International Relations.

Scope: The aim of the course is to introduce students to the nature and function of international law in the international community.

Syllabus: The distinctive nature of international law; its impact in foreign relations; the sources of international law; the basis of legal obligation; ideology in international law; unequal treaties, enforcement and sanctions; the United Nations in international law: certain disorders: terrorism, hi-jacking, espionage; the international judicial process.

Pre-Requisites: No previous knowledge required. Teaching Arrangements: There is one course (IR135) of ten lectures in the Michaelmas Term and 10 classes (IR135a) for undergraduates in the Lent Term and 10 seminars (IR169) for graduates in the Lent Term.

Reading List: Henkin, How Nations Behave; Kaplan & Katzenbach, The Political Foundations of International Law; C. de Visscher, Theory and Reality in Public International Law; Kunz, The Changing Law of Nations; Delupis, International Law and the Independent State; Higgins, Conflict of Interests: International Law in a Divided World; Bin Cheng (Ed.), International Law: Teaching & Practice.

Examination Arrangements: One three-hour written examination paper in the Summer Term.

### IR3752

# The Politics of International Economic Relations

Teachers Responsible: Mr. M. D. Donelan, Room A135 and Mr. J. B. L. Mayall, Room A234 (Secretaries, Anna Morgan, A138 and Ms. Elizabeth Leslie respectively, A229)

Course Intended Primarily for B.Sc. (Econ.) Part II 3rd

Syllabus: The syllabus for the course is:

(i) The economic factor in foreign policy. The economic ambitions of states. Economic causes of war. Peacemaking and peace-keeping. Economic resources for foreign policy. Economic instruments.

(ii) The development of thought about the relationship between international politics and the international economy. Mercantilism, Laissez-faire and economic nationalism. The evolution of the Bretton Woods institutions and ideas about international commercial and monetary management. The challenge from the Third World

Teaching Arrangements and Written Work: (Lectures, IR137 and Classes, IR137a). Students deliver class papers and write essays for the class teachers on topics notified at the beginning of the Session.

Reading List: The basic books are: J. Spero, The Politics of International Economic Relations; D. K. Fieldhouse, The Theory of Capitalist Imperialism; W. Barber, A History of Economic Thought.

A detailed reading list is distributed at the beginning of the Session.

Examination Arrangements: Summer Term, formal, three hours, four questions chosen from twelve. Past examination papers may be seen in the Teaching

> IR3754 IR3782 IR4650

# Strategic Aspects of International Relations Strategic Studies

Teacher Responsible: Dr. Hugh Macdonald, Room A236 (Secretary, Elizabeth Leslie, A229)

Course Intended Primarily for B.Sc. (Econ.) XIII International Relations 3rd Year (Papers 5 & 6 (e)). Diploma in International and Comparative Politics. M.Sc. International Relations (Papers 2 & 3 (f)).

Scope: In general terms the course considers 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.

Syllabus: The employment of force for political ends. The contribution of Clausewitz, and criticisms of his work. Differences in the role of force in nineteenth and twentieth century patterns of international order. The ideas of a number of schools of thought and individuals. The impact of science and technology, and of social forces such as nationalism and imperialism, upon war. Force in international relations since 1945. The origins and development of superpower conflict, Impact of nuclear weapons on international relations, and on thought about war and peace. Doctrines of the superpowers and their allies. Ideas of deterrence, limited war, arms control, and alliance management. The phenomena of guerrilla warfare. The proliferation of weapons systems. The diffusion of military power. Conflict among developing countries. Implications for international security of the present pattern of order in East-West, North-South, and regional relationships. Pre-Requisites: A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Teaching Arrangements: The lecture course (IR138) (20 Michaelmas and Lent Terms) is followed by classes for B.Sc. (Econ.) 3rd year (138a), (15 Lent and Summer Terms), and by seminars for Diploma in

International and Comparative Politics, (15 Lent and Summer Terms). For M.Sc. students a seminar (IR) 70), (25 Sessional) is held weekly through most of the year. Classes are taught by Mr. Philip Windsor, (Room A120), Dr. Macdonald, (Room A236) and others. The M.Sc. seminar is run jointly by Mr. Windsor and Dr. Macdonald. Topics covered in classes and seminars will vary according to the level of teaching. The scope of teaching for each examination will be coordinated among individual teachers, who will make their own arrangements for informing students at the beginning of classes or seminars. In practice the majority of taught topics will be on strategic aspects of postwar international relations and, as in the past, examination questions will reflect this. Related lectures and seminar courses (IR139, IR140, IR171) on Disarmament and Arms Limitation and on International Verification are run by Mr. Nicholas Sims Room A231). Graduate students may be able to attend certain courses given by the Department of War Studies at King's College. The International Institute for Strategic Studies (IISS) and the Royal United Services Institute for Defence Studies (RUSIDS) are both nearby and students in Strategic Studies may be eligible for student membership, which gives access to certain meetings and to excellent specialised libraries.

Written Work: The normal work load for undergraduate classes is one oral presentation (15 minutes) and three essays (1,500 words each). Working arrangements in the Diploma and M.Sc. Seminars will vary according to the size and composition of the group, but as a guide students may be expected to present two short papers (20 minutes each), which may be written, and up to three essays (2,000 words each). Reading List: There is no one book covering the entire syllabus. The subject matter and pertinent literature is extremely wide and students are advised to read accordingly. Moreover a number of the most significant works in this subject have recently gone out of print. The following short list is intended to suggest some of the most important and some of the best currently available books. An asterisk indicates publication in paperback edition. A longer reading list s available from the department,

H. Adomeit. Soviet Risk-Taking and Crisis Behaviour; R. Aron, Clausewitz On War, Routledge; \*B. Brodie, Strategy in the Missile Age, Princeton U.P. & O.U.P.; C. M. von Clausewitz, On War (Eds. P. Paret & M. E. Howard), Princeton U.P.; \*A. W. De Porte, Europe between the Superpowers, Yale U.P.; \*L. Freedman, The Evolution of Nuclear Strategy, Macmillan; \*F. Griffiths & K. Polanyi (Eds.), The Dangers of Nuclear War, Toronto U.P.; \*A. Grosser, The Western Alliance, Macmillan; \*P. Hanson and K. Dawisha (Eds.), Soviet-East European Dilemmas, Heinemann; \*D. Holloway, The Soviet Union and the Arms Race, Yale U.P.; D. Holloway & J. Sharp (Eds.), The Warsaw Pact: Alliance in Transition, Macmillan; \*M. E. Howard, War in European History, Oxford U.P.; \*D. Leebaert (Ed.), Soviet Military Thinking, Allen & Unwin; \*S. Lunn, Burden Sharing in NATO, Routledge; \*W. H. McNeill, Pursuit of Power, Blackwell; \*S. Talbott, Deadly Gambits, Knopf.

Examination Arrangements: For all students (except

General Course students, who may elect) there are three-hour formal examinations held in Summer Term. For B.Sc. (Econ.) four questions must be answered from twelve or more. For M.Sc. and Diploma in International and Comparative Politics, three questions must be answered from twelve or more. Examples of recent past examination papers will be found appended to the general reading list for strategic

### IR3755

# The Ethics of War

Teacher Responsible: Mr. M. D. Donelan, Room A135 (Secretary, Anna Morgan, A229)

Course Intended Primarily for B.Sc. (Econ.) Part II 3rd

Syllabus: The beginnings of the ethical tradition: the right to go to war. Conditions governing the right. The pacifist challenge to the ethics of war. The realist challenge. Political control and economy of force as a substitute for ethics. The development of rules of warfare, Geneva and the Hague. The basis of the rules: innocence and guilt, humanity and necessity. Ethical principles of warfare; discrimination, proportion, minimum force. Guerrilla warfare. The ethics of nuclear deterrence. Terrorism. The justification of the arms trade. World armaments and world poverty.

Teaching Arrangements and Written Work: Lectures, IR136: Classes, IR136a. Students deliver class papers and write essays for the class teacher on topics notified at the beginning of the session.

Reading List: The basic books are: G. Best, Humanity in Warfare; G. Goodwin (Ed.), Ethics and Nuclear Deterrence; M. Howard (Ed.), Restraints on War. A detailed reading list is distributed at the beginning of

Examination Arrangements: Summer Term, formal, three hours, four questions chosen from twelve.

# IR3770 IR4661

# **International Communism** International Politics: The Communist Powers

Teacher Responsible: Geoffrey Stern, Room A140 (Secretary, Anna Morgan, A229)

Course Intended Primarily for M.Sc. students specialising in the Communist Powers, but it is also designed for B.Sc. students intending to take International Communism as an approved subject. Scope: The aim of the course is to examine the

development of Marxist-Leninist parties, factions and fronts throughout the world. Particular attention is given to the inter-relationships of those organisations and their degree of sensitivity to changes in the domestic and foreign policy of the USSR. The main emphasis is on behaviour and on the factors which influence it. Since behaviour is influenced though not determined by theory, the lecture begins with a brief examination of relevant theories.

Syllabus: International implications of the Bolshevik Revolution of 1917. The development of Communist parties, factions and fronts in Europe, Asia, the Middle East, Latin America and elsewhere: their inter-relations and their degree of sensitivity to changes in Soviet domestic and foreign policies. The institutional structure of the Comintern, Cominform, Comecon and the Warsaw Pact: the effectiveness of those organisations in the achievement of their presumed goals. The Sino-Soviet dispute and the emergence of polycentrism in the Communist world.

Pre-Requisites: Students will not be expected to have studied the subject before, but some familiarity with both Marxist theory and Soviet history would be an

Teaching Arrangements and Written Work: Students of the Communist Powers are advised to attend lecture series IR116 International Communism in the Michaelmas and Lent Terms. It is also advisable to attend lectures on Soviet, Chinese and American policy in the series IR105 The Foreign Policies of the Powers. These start in the second half of the Michaelmas Term and continue into Lent and Summer. Additionally, students may find it useful to attend seminars on Soviet & East European Politics which are held throughout the Michaelmas and Lent terms on Tuesdays in Room A40. These are under the aegis of the Government Department and students may contact Anne Kennedy in Room L301 for details.

A programme of 8 seminars on the Communist Powers (IR156) dealing exclusively with ruling parties will be held in the Lent and Summer Terms. These will meet fortnightly in the Lent Term and weekly in the Summer

No class paper or other written work is involved, but students may submit essays on relevant topics to their supervisor.

Lecture Topics:

- 1. The subsystem. 'International Communism' defined, following an analysis of what 'Communism' means in theory and how Marxist-Leninist states operate in practice. Political, economic and social structures in the Communist-ruled states. An analysis of inter-Communist conflicts and their implications.
- 2. The Marxist foundation. A brief examination of the key concepts of Marx and Engels. Diverse trends in Marxist thought and organisation prior to the first world war and their relevance to an understanding of inter-Communist relations.
- 3. The Leninist edifice. Menshevism and Bolshevism examined in context. Lenin's concept of the Vanguard party and of 'democratic centralism'. His adaptation and transformation of Marxism in attempting to apply it to a predominately peasant, under-capitalised society.
- 4. The revolution ebbs. The political, social and economic consequences of attempting to implement a Socialist programme in a country lacking many of the prerequisites and at a time when revolutionary hopes in Germany, Hungary, Austria and the 'colonies' and 'semicolonies' are fading. The notion of 'peaceful coexistence'
- 5. Socialism in one country. An assessment of the political and ideological implications of the policy both for the Soviet Union and the members of the

Comintern. The restructuring of the Comintern including the 'bolshevisation' of the Sections and the policies they are called upon to pursue. The United Front in China, Britain and elsewhere and the repercussions on international Communism of the 'class against class' policy.

6. From 'class against class' to the Popular Front, Implications of the Comintern's changes of line on the Communist movement in general and on the Soviet. German, Chinese, French and Spanish parties in particular.

7. The Nazi-Soviet pact. Analysis of the origins, aftermath and implications of the pact. Communist policy in the occupied and unoccupied territories.

8. 'Socialist patriotism'. From Great Patriotic War-Communist tribulations and triumphs to the creation of a 'Socialist zone' in Eastern Europe and East Asia, The Cominform and the disappearance of the shortlived concept of 'the national road to Socialism'. The notion of 'proletarian/Socialist internationalism'.

9. The Communist monolith and the 'weak link'. A case by case study of the economic and political impact of Stalinism in Eastern Europe and beyond. The implications of Yugoslavia's break with Moscow and of the victory of the Chinese Communist Party.

10. Destalinisation and revolt. The death of Stalin and its impact in Russia, Eastern Europe and the wider Communist fraternity. The process of destalinisation and the unsettling effect in Eastern Europe, China and beyond of Khruschchev's attack on Stalin and his revisions of accepted doctrine. The turmoil in Poland and Hungary compared and contrasted. The significance of the use in East Germany and Hungary of the Red Army.

11/12. Eastern Europe since 1956. Case studies illustrating the polycentric character of the area and the reasons for diversity.

13. COMECON. History, problems and prospects. 14. The Warsaw Pact. History, problems and

15. Mao and the Chinese road to Socialism. The Maoist contribution to revolutionary theory and practice 1927-1954. China 'leans to one side'. The repercussions of the Korean War.

16. The Sino-Soviet dispute. The multifaceted nature of the conflict - historical, territorial, geopolitical, ideological, etc. The balance of power and the American dimension. The repercussions of the dispute in polarising Communist sympathies in Indochina, Mongolia and elsewhere.

17. Cuba. The rise and decline of a distinctive Socialist model. Cuba as a centre of Afro-American and of Hispanic Marxism-Leninism. Havana's role in Africa and relations with Moscow.

18. Marxism-Leninism. Nationalist or Internationalist? Ruling and non-ruling parties: their priorities and preoccupations. The challenge of 'Eurocommunism' and of 'the New Left'. The absence of an agreed centre or of a universal interCommunist organisation. Theoretical and practical problems.

Reading List: A detailed list of books is provided on a separate sheet. It is a lengthy compilation, but its object is not to exhaust the student with overwork, but

to indicate the range of available material for specialist and generalist work.

The following are basic texts for the course: Z. Brzezinski, The Soviet Bloc; K. Dawisha & P. Hanson (Eds.), Soviet-East European Dilemmas; E. Fejto, A History of the People's Democracies; K. Grzybowski, The Socialist Commonwealth of Nations; C. Jacobsen, Sino-Soviet Relations since Mao; M. McCauley (Ed.), Communist Power in Europe 1944-49; O. Narkiewicz, Marxism and the Reality of Power; T. Rakowska-Harmstone (Ed.), Communism in Eastern Europe; H. Schwartz, Tsars, Mandarins and Commissars; B. Szajkowski, Marxist Governments; R. Tucker, The Marxian Revolutionary Idea; M. Waller, The Language of Communism; P. Wiles (Ed.), The New Communist Third World.

Examination Arrangements: For M.Sc. students taking the Communist Powers option there will be a threehour examination in the Summer Term. It will contain twelve questions of which three are to be answered and will be based on material arising out of the relevant lectures and seminars.

For B.Sc. students taking International Communism as an approved subject there will be a three-hour examination in the Summer Term. It will contain twelve questions of which four are to be answered and will be based on material arising out of the lecture course and seminar.

> IR3771 IR4631 IR4751

**European Institutions** 

Teacher Responsible: Dr. P. G. Taylor, Room A129 Secretary, Anna Morgan, A229)

Course Intended Primarily for B.Sc. (Econ.) Part II; M.Sc. International Relations and M.Sc. European Studies; optional for Diploma in International and Comparative Politics.

Scope: The lecture course focuses upon the progress and problems of regional integration in Western Europe since 1945.

Syllabus: The emergence of the European Communities: the European idea; the dynamics of integration. The institutions: structure and policymaking processes (O.E.E.C.-O.E.C.D., Council of Europe, the E.E.C. and E.C.S.C.). The impact of the institutions upon state policy. Theoretical aspects: the notion of supranationality. The Federalist, the Confederalist and the Functionalist approaches to regional integration in Western Europe. European security and European integration. M.Sc. students should also take course IR123, External Relations of the European Community.

Pre-Requisites: IR students may take this course in their 3rd or 2nd year, depending upon timetabling constraints. 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. Teaching Arrangements: In addition to the lectures (IR122) seven classes (IR122a) for undergraduates are

arranged for the Lent Term. For postgraduate students

there are 15 meetings of a Seminar (IR161) for International Relations and European Studies specialists and other postgraduate students, in Michaelmas and Lent Terms, for which there is a separate hand-out. M.Sc. students also attend lectures and seminars (IR123) and (IR162).

Written Work: Four undergraduate essays are allocated in class. For postgraduate subjects substantial class presentations are allocated at the first meeting of the seminar and essays are allocated by individual tutors.

Reading: No single book is exactly coterminous with the syllabus. The following are useful introductions: Paul Taylor, The Limits of European Integration, Croom Helm, 1983; Denis Swann, The Economics of the Common Market, Penguin, 1984; Hugh Arbuthnot & Geoffrey Edwards, A Common Man's Guide to the Common Market, Macmillan, 1978; W. Wallace, H. Wallace & Carole Webb, Policy Making in the European Community, Wiley, 2nd edn., 1983.

Examination Arrangements: There will be a three hour written examination for undergraduates in late May or early June. The paper for postgraduates will be in June, and is called European Institutions for M.Sc. International Relations and The Politics of Western European Integration for European Studies M.Sc. students and others.

IR3781

Foreign Policy Analysis

Teacher Responsible: Dr. C. J. Hill, Room A232 (Secretary, Elizabeth Leslie, A229)

Course Intended Primarily for Diploma in International and Comparative Politics.

Scope: The aim of the course is to analyse the perspectives and means of conduct of the main actors in the international system, towards each other.

Syllabus: An investigation of the behaviour of the individual actors of international relations, focusing mainly, but not entirely, on states; the various influences on decision-making in foreign policy, external and internal; the importance of bureaucracy, of domestic political systems, of economic development and of the groups affected by foreign policy; the problems arising out of the formulation of goals and the choice of policy instruments; psychological elements in policy-making; transnational

Pre-Requisites: Diploma students do not need any special advance knowledge to choose this as an optional course.

Teaching Arrangements: All students are advised to attend lecture series IR106 Foreign Policy Analysis and IR107 Decisions in Foreign Policy which are given by Dr. Hill and Dr. Coker consecutively during Michaelmas and Lent Terms as well as as many IR105 The Foreign Policies of the Powers (various lecturers) as possible. Other relevant lectures will be announced from time to time. Separate classes (IR106a), with around 12 students in each, will be arranged with the participation of other members of the department.

Written Work: Students are expected to write at least three essays directly on questions arising out of the course. In order to relieve the pressure on books at any

one time, they should choose their questions from one of the past examination papers provided. The three deadlines indicated, however, should be strictly kept to. Students should hand in their essays to their class teacher on the set date. 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, (5th edn.) 1976; Philip Reynolds, An Introduction to International Relations. (2nd edn.), Longmans, 1980; Lloyd Jensen, Explaining Foreign Policy, Prentice Hall, 1982; Michael Clarke and Brian White (Eds.), An Introduction to Foreign Policy Analysis, Hesketh, 1981.

Also highly recommended are Stephen Ambrose, Rise to Globalism, Penguin (2nd edn.), 1979: Robin Edmonds, Soviet Foreign Policy: The Brezhnev Years. OUP, 1983; Kal Holsti, International Politics: A Framework for Analysis, Prentice Hall (4th edn.). 1983; Paul Kennedy, The Realities behind Diplomacy: Background Influences on British External Policy, 1865-1980, Fontana, 1981; James Rosenau, The Scientific Study of Foreign Policy (2nd edn.), Frances Pinter, 1980.

Examination Arrangements: A separate three-hour examination will be set in the Summer Term. It will be divided into equal halves: Section A (comparative and theoretical questions) and Section B (questions on the foreign policies of the UK, USA and USSR). One question must be answered from each section. All students have to answer three questions in all. Copies of previous years' papers, together with lecture and class topics, deadlines, and further references, are provided in a separate handout.

IR3782

# Strategic Studies

See Strategic Aspects of International Relations

IR3783

# **International Institutions**

Teacher Responsible: Professor Susan Strange, Room A134 (Secretary, Hilary Parker, A139) Course Intended for Diploma Students

Scope: (as for IR3703) Syllabus: (as for IR3703)

Pre-Requisites: There are no pre-requisites for Diploma students who choose the course.

Teaching Arrangements: A lecture course (IR108) of 20 meetings, Michaelmas and Lent Terms, given in 1984-85 by Professor Strange (as for IR3703). Diploma students will have their own seminars (IR108a). They will be advised about allocation between groups, and times. Work is set and discussed in the seminars.

Reading List: as for IR3703.

Examination Arrangements: There will be a 3 hour written examination in June at a time to be announced. IR3784

# The Politics of International Economic

Teachers Responsible: Mr. M. D. Donelan, Room A135 and Mr. J. B. L. Mayall, Room A234 (Secretaries, Anna Morgan, A138 and Elizabeth Leslie, respectively, A229)

Course Intended Primarily for Diploma in International and Comparative Politics.

Syllabus: The syllabus for the course is:

(i) The economic factor in foreign policy. The economic ambitions of states. Economic causes of war. Peacemaking and peace-keeping. Economic resources for foreign policy. Economic instruments.

(ii) The development of thought about the relationship between international politics and the international economy. Mercantilism, Laissez-faire and economic nationalism. The evolution of the Bretton Woods institutions and ideas about international commercial and monetary management. The challenge from the

Teaching Arrangements and Written Work: (Lectures IR137 and Classes IR137a). Students deliver class papers and write essays for the class teachers on topics notified at the beginning of the Session.

Reading List: The basic books are: J. Spero, The Politics of International Economic Relations; D. K. Fieldhouse, The Theory of Capitalist Imperialism, W. Barber, A History of Economic Thought.

A detailed reading list is distributed at the beginning of

Examination Arrangements: Summer Term, formal, three hours, four questions chosen from twelve. Past examination papers may be seen in the Teaching

IR3799

**Essay Option** 

B.Sc. (Econ.) Part II

The regulations for this degree allow candidates in the special subject International Relations to offer as one of their options "an essay of not more than 10,000 words to be written during the course of study on a subject to be approved by the candidate's Tutor and by the Department teaching the subject concerned."

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 as an alternative to any one of papers 5, 6, 7 and 8. 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

subject. The Tutor will in turn seek the appropriate Department's approval and inform the candidate when has been given or the title referred back for further sideration. Approval should therefore be sought in good time, normally before the end of the candidate's goond year, but in any case no later than the end of he first term of their final year.

Examiners in 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.

The number of footnotes should normally be kept to 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 notes, 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 at Part II by the conventional examination method, and it is marked out of the same maximum (100).

Tutors may give the candidate general guidance aly. Thus, they may discuss the broad subject of the essay at the time of its submission for approval and aggest source material. They may also give general dvice on points of difficulty which arise during its reparation, including such matters as footnoting and bliography. But Tutors and any other teachers must ot 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

The essay must not exceed 10,000 words in length. It ould be typed in double spacing on one side of the aper only and with a wide margin. The pages should 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 me from the Examinations Office) should be inscribed on the title page together with this rubric:

B.Sc. (Econ.) Part II 1986 [or 1987] (Special Subject: International Relations). Essay submitted in partial fulfilment of the requirements for the degree.

The essay must be handed in to the Examinations Office not later than 1 May in the candidate's first or second year of study for Part II of the B.Sc. (Econ.) degree, the latter remaining the normal expectation but the former being allowed at the discretion of candidates and their Tutors. (The essay will not be returned: the andidate is advised, therefore, to retain a duplicate

0. Candidates may be called for an oral examination which the Examiners may, among other things, wish o satisfy themselves that the essay is the candidate's wn work. Any such examination will, of necessity, be tranged 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 Secretary as to where they may be contacted during that time if they will not be at the termtime address held in the Registry.

This revised statement was approved at the Departmental Meeting held on 7 May 1982.

IR4600

#### **International Politics**

Teacher Responsible: Mr. M. D. Donelan, Room A135 (Secretary, Anna Morgan, A229)

Course Intended Primarily for M.Sc.

Syllabus: The course focuses on conflict between states. The following aspects are studied:

(i) Contending views of the history of the modern states-system, explanations of the causes of conflict between states, and ways of handling it.

(ii) Alliances as a custom of international society and their role in inter-state conflict.

(iii) Intervention by states in the internal conflicts of others

(iv) Attitudes to war and warfare.

(v) Conflict about the distribution of wealth in the world

Teaching Arrangements and Written Work: (Lectures, IR151 and Seminars, IR152). Students deliver seminar papers and write essays for their supervisors on topics notified at the beginning of the Session.

Reading List: The basic books are: C. Beitz, Political Theory and International Relations; J. Mayall (Ed.), The Community of States; M. Smith & others, Perspectives on World Politics. A detailed reading list is distributed at the beginning of the Session.

Examination Arrangements: Summer Term, formal, three hours, three questions chosen from twelve. Past examination papers may be seen in the Teaching Library.

IR4610

Foreign Policy Analysis

Teacher Responsible: Dr. C. J. Hill, Room A232 (Secretary, Elizabeth Leslie, A229)

Course Intended Primarily for M.Sc. students (International Relations) as an option. M.Sc. students in other departments or other postgraduate students. may follow the course by special permission.

Scope: The M.Sc. course in Foreign Policy Analysis differs from that for the B.Sc. largely in level and approach. Relatively little time will be spent on outlining the basic constraints on, and processes of, foreign policy-making. Instead, particular problems will be dealt with which arise out of the basic subdivisions of the subject, but which are not necessarily to be found in neatly encapsulated chapters of your text book. Case-studies will be used in the seminar, but neither they nor individual countries will be examined directly. Rather, 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.

Syllabus: This course deals with the ways in which international actors - primarily but not exclusively states - formulate decisions and strategies for dealing with other members of the international community. It concentrates on the interplay between domestic and external forces, on the organization, psychology and politics of small-group decision-making, on the purposes behind foreign policy and on the instruments available to those who make it. Problems of comparison, choice, and rationality are treated extensively, as are contemporary criticisms of the concept of a separate 'foreign' policy. The geo-politics of foreign policy is high-lighted.

Pre-Requisites: Students need not have studied Foreign Policy Analysis before, but a basic familiarity with modern international history will be an advantage as in any International Relations course. Students wishing to familiarize themselves with the broad outline of the subject should refer to the text books on the B.Sc. (Econ.) Study Guide, IR3702.

Teaching Arrangements: All students are advised to attend lecture series IR106 Foreign Policy Analysis, and IR107 Decisions in Foreign Policy which are given by Dr. Hill and Dr. Coker during Michaelmas and Lent Terms and IR118 New States in World Politics by Dr. Lyon in the Michaelmas Term. It is also important to attend as many of the lectures in the series IR105 The Foreign Policies of the Powers, as possible. These start in the second half of the Michaelmas Term and continue into Lent and Summer, A seminar programme (IR153) will run from the beginning of the Lent Term until two or three weeks before the Summer examinations.

Written Work: Students taking this option will be able in many cases to write essays in the subject for their supervisors. Otherwise they can arrange to submit work to Dr. Hill and Dr. Coker who will be running the seminar. Each student will also be expected to introduce at least one seminar topic orally.

Reading List: The following books are a necessary but not sufficient reading requirement. They provide access to most of the main themes of the course as well as to a considerable amount of empirical material: Graham Allison, Essence of Decision, Little, Brown, 1971; Irving Janis, Victims of Groupthink, Houghton Mifflin, 1972; 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; Jiri Valenta, Soviet Intervention in Czechoslovakia, 1968: Anatomy of a Decision, John Hopkins University Press, 1979; William Wallace, The Foreign Policy Process in Britain, Royal Institute of International Affairs, 1976; Paul Lauren (Ed.), Diplomacy: New Approaches in History, Theory and Policy, Free Press, New York, 1979; R. Ned Lebow, Between Peace and War.

Examination Arrangements: A three hour examination will be taken in the Summer Term, consisting of questions of a comparative and theoretical nature. Students will be expected to use analytical and historical knowledge of major foreign policy issues in answering these questions, of which three have to be completed in the time available.

Copies of previous years' papers, together with lecture and seminar programmes are provided in a separate

### IR4621

# Concepts and Methods of International Teacher Responsible: Michael Banks, Room A138

(Secretary, Hilary Parker, A139)

Course Intended Primarily for M.Sc. Internation Relations, as an optional field for examination. The course is also designed as general background for students taking the Diploma in Comparative and International Politics; B.Sc. (Econ.) in International Relations, 3rd year; and the Dartmouth College oneterm exchange programme.

Scope: A critical examination of the nature. assumptions and implications of the contemporar literature of international relations.

Syllabus: Evolution and characteristics of the international relations discipline and associated fields. Schools of thought: traditionalist, behaviouralist and contemporary. State-centric, pluralist and structuralist paradigms. Conflict analysis, peace theory and future studies. Current trends and controversies.

Pre-Requisites: The course assumes an elementary knowledge of international relations.

Teaching Arrangements: There are ten lectures (IR104) in the Michaelmas Term. A weekly semina (IR164) for M.Sc. candidates for examination in the subject will be held in the Lent and Summer Terms, open also to research students, and to General Course students by specific permission. There are no classes for Diploma and B.Sc. (Econ.) students, but the lectures are intended to assist them in the study of international politics, foreign policy analysis and other

Approximate lecture topics, IR104: History of thought; Behaviouralism; Contemporary Theory I Contemporary Theory II.

Paradigms; The World Society; Conflict: causes, properties; Conflict: dynamics; management, resolution; Peace.

Written Work will be specified for M.Sc. students as appropriate in the course of the seminar in the Lent and Summer Terms.

Reading List: No one text exists for this field, but the following gives an indication of the range of materials available. A detailed supplementary reading list is provided with the lectures. Edward E. Azar (Ed.), The Theory and Practice of International Conflict Resolution, Wheatsheaf, Brighton, 1985; Michael Banks (Ed.), Conflict in World Society. Wheatsheaf Brighton, 1984; John W. Burton, Global Conflic Wheatsheaf, Brighton, 1984; James E. Dougherty & Robert L. Pfaltzgraff, Jr., Contending Theories of International Relations - A Comprehensive Survey (2nd edn.), Harper & Row, New York & London, 1981, pb; Johan Galtung, The True Worlds: A Transnational Perspective, The Free Press, New York, 1980; Ray Maghroori & B. Ramberg (Eds.), Globalism

Morgan, Theories and Approaches to International Politics: What are We to Think? (3rd edn.), ransaction Books, New Brunswick, New Jersey & don, 1981; Ralph Pettman, State and Class: A logy of International Affairs, Croom Helm. don, 1979, pb; Michael P. Sullivan, International ntions: Theories and Evidence, Prentice-Hall ernational, London, 1976; Trevor Taylor (Ed.), proaches and Theory in International Relations, igman, London, 1978, pb; John Vasquez, The ver of Power Politics, Frances Pinter, London,

Examination Arrangements: The M.Sc. examination in Concepts and Methods consists of a 3-hour paper aken in mid-June, with three questions out of twelve be answered. Sample question papers from the ious three years are attached to the supplementary ding list which is distributed during the lectures.

#### IR4630

#### International Institutions

Teacher Responsible: Mr. N. A. Sims, Room A231 (Secretary, Elizabeth Leslie, A229)

Course Intended Primarily for International Institutions as an option within the M.Sc. in remational Relations and cognate Master's degrees. (Study Guides IR3703 and IR3783 respectively deal with International Institutions courses for undergraduate and Diploma students.)

Scope: The short duration of this course obliges us to be highly selective. We focus principally on the lovenant and Charter, and subsequent practice in the league and United Nations experiences, in order to istrate some of the major ideas and issues of ernational organisation.

Syllabus: International organisation as a dimension of nternational relations. Types and patterns of ternational 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.

Pre-Requisites: It will be an advantage to have studied ternational organisation within the context of a first degree in International Relations, but this is not mally required. All students taking this option need, m the start, to make themselves thoroughly nversant with the Covenant and Charter, the texts of which will be found in many reference works and books in international organisation.

Teaching Arrangements and Written Work: The eaching exclusive to M.Sc. students taking this option consists of a weekly seminar throughout the Lent Term and the first three weeks of the Summer Term (IR160). Students and teacher take it in turn briefly to introduce discussion on topics chosen according to a systematic programme. No "class paper" or other written work is olved in the seminar; but students may submit ssays to their supervisors, by mutual agreement, on ternational organisation as on other subjects they are

addition to the seminar, M.Sc. students should, for broader grounding in the elements of international

ersus Realism Westview, Boulder, CO, 1983; Patrick 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: IR108. The more narrowly selected seminar programme presupposes regular attendance at these lectures.

> Reading List: As with LSE courses generally, private reading is most important, and the seminar work depends for maximum usefulness upon students reading themselves into a greater familiarity with the subject-matter. There is no one textbook spanning the whole syllabus. A LeRoy Bennett, International Organizations: Principles and Issues (3rd edn.), Prentice-Hall, 1984, probably comes nearest. Newcomers to international organisation studies should also make a point of reading Inis L. Claude, Swords into Plowshares: The Problems and Progress of International Organization (4th edn.), Random House, 1971; and David Armstrong, The Rise of the International Organisation: A Short History, Macmillan, 1982. Four of the most convenient introductions to the League and UN, in addition to Bennett, Armstrong, and Claude, are Ruth B. Henig (Ed.), The League of Nations, Oliver & Boyd, 1973; and George Scott, The Rise and Fall of the League of Nations, Hutchinson, 1973; Evan Luard, The United Nations: How it Works and What it Does, Macmillan, 1979; and H. G. Nicholas, The United Nations as a Political Institution (5th edn.), Oxford University Press, 1975. Other books particularly recommended are Clive Archer, International Organizations, Allen & Unwin, 1983; Leland M. Goodrich, The United Nations in a Changing World, Columbia University Press, 1974; Richard Hoggart, An Idea and its Servants: UNESCO from Within, Chatto & Windus, 1978: Harold K. Jacobson, Networks of Interdependence: International Organizations and the Global Political System (2nd edn.), Knopf, 1984; C. Wilfred Jenks, The World Beyond the Charter, Allen & Unwin, 1969; Evan Luard, A History of the United Nations, Volume One, Macmillan, 1982; William Rappard, International Relations as Viewed from Geneva, Yale University Press, 1925; Paul Taylor, International Co-operation Today, Paul Elek, 1971; Paul Taylor & A. J. R. Groom, International Organization: A Conceptual Approach, Frances Pinter, 1978; F. P. Walters, A History of the League of Nations, Oxford University Press, 1952; Sydney D. Bailey, The Secretariat of the United Nations, Pall Mall Press, 1964; Martin Hill, The United Nations System, Cambridge, 1978; Evan Luard, International Agencies, Macmillan, 1977; Roderick C. Ogley, Internationalizing the Seabed, Gower, 1984; Ralph Townley, The United Nations: A View from Within, Scribner, 1968; John F. Murphy, The United Nations and the Control of International Violence: A Legal and Political Analysis, Manchester University Press, 1983; General Indar Jit Rikhye, The Theory and Practice of Peacekeeping, Hurst, 1984; G. R. Berridge & A. Jennings (Eds.), Diplomacy at the UN, Macmillan,

**Examination Arrangements: International Institutions** is examined, in common with the other options in the degree, by means of a three-hour "unseen" examination

taken in June. Candidates are required to answer any three questions from a choice of twelve. Copies of the examination papers set in recent years will be issued at the start of the course.

Office Hour: Mr. Sims is normally available to see students briefly without prior appointment during his regular "office hour" in A231 (extension 472). For longer meetings appointments may be made with his Secretary in A229.

IR4631

# The Politics of Western European Integration See IR3771

IR4632

# The International Legal Order See IR3750

IR4633

# International Law and Organisation in Latin America and the Caribbean

Teacher Responsible: Dr. F. Parkinson, Faculty of Laws, University College London (all enquiries to be addressed to Miss Hazel Leake, Institute of Latin American Studies, 31 Tavistock Square, London, WC1H 9HA).

Course Intended Primarily for M.Sc. in International Relations and M.Sc. in International Politics. Also for LL.M. and Diploma in Comparative and International Politics.

Scope: A critical examination of (a) the place of Latin America in the international legal order; (b) the law governing (i) inter-American, (ii) intra-Latin American and (iii) Caribbean international institutions in the political, military and economic fields; and (c) the impact of universal and semi-universal international institutions on Latin America.

Syllabus: International order in nineteenth century Latin America. The origin and solution of territorial disputes in the area and in the Antarctic. The status of adjacent waters. The genesis of the Western hemisphere idea. Latin America in world society: the two world wars and the "cold war". Characteristics of the foreign policies of the major Latin American powers. The concept of collective security in the League of Nations and the United Nations, and Latin America's place in it. Patterns of military co-operation during the Second World War and after: the genesis of the Rio Treaty and its incorporation in the Organization of American States. The Latin America nuclear-free zone. The Inter-American Economic and Social Council of the Organization of American States. The United Nations Economic Commissions for Latin America and the Caribbean. Latin American theories of economic imperialism. The Alliance for Progress. The Latin American Integration Association. The Central American Common Market. The Andean Group. The River Plate and Amazon River organizations. Latin America in the world trading system. The Inter-American Development Bank. The

position of individuals under international law; the status of foreigners and their property. The institution of diplomatic asylum. The Inter-American Commission of Human Rights. The status guerrilleros.

Pre-Requisites: The course assumes an elementary knowledge of international relations. A reading knowledge of Spanish is an additional advantage, but not essential for an effective coverage of the course. Teaching Arrangements: The course consists approximately twenty-four seminars (IR173) spread over two-and-a-half Terms. A long-term programme of seminar topics will be agreed at the beginning of the

Written Work: While there is no legal obligation to submit essays, students are urged in their own inter-(a) to write three essays per Session and (b) to prepa at least one discussion paper.

Reading List: An exposition of reading techniques appropriate to the course, as well as an indication o the location and nature of library resources will be provided at the beginning of the course. comprehensive reading list will be made available at the first meeting of the seminar.

Students wishing to engage in some preliminary reading will be advised to consult the following: S Clissold, Latin America, 1972; F. Parkinson, Latin America, the Cold War and the World Powers. 1945-1973, 1975; G. Schwarzenberger, A Manual of International Law (1977 edn.); G. Connell-Smith, The Inter-American System, 1966; A. Krieger Vasena and J. Pazos, Latin America: A Broader World Role, 197. Examination Arrangements: Three hours formation examination in the Summer Term; twelve questions set in all; three questions to be attempted.

#### IR4639

#### International Political Economy

Teachers Responsible: Professor S. Strange, Room A134, Professor P. Wiles, Room S477 and Professor M. Desai, Room S87 (Secretary, Hilary Parker, Room

Course Intended Primarily for M.Sc. in Politics of the World Economy.

Scope: The evolution of international econo relations since the Industrial Revolution.

Syllabus: The purpose of this core course for the M.Sc. (Econ.) degree in the Politics of the World Econom is to give students with a first-degree background knowledge in politics, economics, economic histo international relations or international history a gene introduction to the main theories relevant to a understanding of the international political econo and to the evidence for and against them.

It is therefore built around three basic question concerning the international political economy - ho and why the world economy became so much mo productive; how and why this new wealth came to be so unevenly distributed; and how and why the political organisation of the world into territorial states came to shape and determine the basic structures or patterns of the world economy - to wit, of production, credit, transport and knowledge - and thus to influence

omes and even the distribution of basic values in old society.

is not a course in elementary international mics, nor in the politics of international economic ght nor in the history of the world economy, ough students will be expected during their course acquire, if they do not already have, some knowledge fall 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 think about international political economy, not to think; and to teach them how to analyse issues international public policy, not to tell them what icy should be. The accompanying seminar will start discussing the issues raised in the lectures, revising ome of the elementary concepts of international olitics and economics. It will later consider in detail, the basis of student papers, specific problems.

Pre-Requisites: None.

Teaching Arrangements: There is a lecture course (R176) on International Political Economy given by Professor Wiles and an International Political Economy Seminar (IR177) given jointly by Professor Strange and Professor Wiles.

Reading List: It is advisable to absorb the less chnically economic parts of the course before the ctures begin. Only such sources are quoted below. A ore complete source-list is circulated at the beginning if the lectures. A small amount of technical economics required, and taught as part of the course.

F. Heckscher, Mercantilism; Louis Baudin, Free trade and Peace; J. Baechler, The Origins of apitalism: F. Braudel, Afterthoughts on Material lization and Capitalism; Edmund Silberner, The oblem of War in the 19th Century Economic ught: A. G. Kenwood and K. Loughheed, The with of the International Economy, 1820-1960; A. ward and Saul, Economic History of Europe; ene Staley, War and the Private Investor; P. J. es, Communist International Economics, Chs. 16, 18; Idem, Economic Institutions Compared, Chs. 19; D. Booth (Ed.), et al., Beyond the Sociology of velopment; G. Palma in World Development, Vol. 6, 78; "T. dos Santos" in American Economic Review, May 1970; Smith, Ricardo, List, Keynes in Robert L. oroner, The Worldly Philosophers, 1955 edn., Chs. 4, 9 (and 6, if hitherto you have read nothing on

vamination Arrangements: Students will be required sit a three-hour examination on the full syllabus of International Political Economy course. Students be asked to answer three out of twelve questions.

#### IR4640

# The Politics of International Economic Relations

Teachers Responsible: Mr. M. D. Donelan, Room Al35 and Mr. J. B. L. Mayall, Room A234 Secretaries, Anna Morgan, A138 and Elizabeth Leslie, pectively, A229)

Course Intended Primarily for M.Sc. International Relations.

Syllabus: The syllabus for the course is:

(i) The economic factor in foreign policy. The economic ambitions of states. Economic causes of war. Peacemaking and peace-keeping. Economic resources for foreign policy. Economic instruments.

(ii) The development of thought about the relationship between international politics and the international economy. Mercantilism. Laissez-faire and economic internationalism. The evolution of the Bretton Woods institutions and ideas about international commercial and monetary management. The challenge from the Third World.

Teaching Arrangements and Written Work: (Lectures IR124 and IR137 and Seminars IR166). Students deliver seminar papers and write essays for the seminar teachers or their supervisors on topics notified at the beginning of the Session.

Reading List: The basic books are: J. Spero, The Politics of International Economic Relations; D. K. Fieldhouse, The Theory of Capitalist Imperialism; W. Barber, A History of Economic Thought.

A detailed reading list is distributed at the beginning of the Session

Examination Arrangements: Summer Term, formal, three hours, three questions chosen from twelve. Past examination papers may be seen in the Teaching

IR4641

# International Business in the International System

Teacher Responsible: Professor Susan Strange, Room A134 (Secretary, Hilary Parker, A139)

Course Intended Primarily for M.Sc. International Relations; M.Sc. Politics of the World Economy and other interested students by permission.

Scope: The course aims at a broad introduction to the subject and the literature.

Syllabus: The nature of international business. Who are the 'multinationals'? Theoretical conflicts explanations, hopes and fears. Policy problems for the state. International business and economic development. International organisation and the control of large corporations.

Pre-Requisites: None.

Teaching Arrangements: Five lectures (IR124) will be given in the Michaelmas Term to which any interested students are welcome. The lecture course IR137 is also relevant. A seminar (IR168) for students taking the examination will begin with guest speakers in the Michaelmas Term and continue with student contributions in the Lent Term.

Reading List: R. Gilpin, United States Power and the Multinational Corporation, 1976; P. Buckley & M. Casson, The Future of the Multinational Enterprise, 1975; S. Lall & P. Streeten, Foreign Investment, Transnationals and Developing Countries, 1977; R. Vernon, Storm over the Multinationals, 1977; R. Barnet & R. Muller, Global Reach: the power of the multinational corporations, 1974; G. Curzon & V. Curzon (Eds.), Multinational Companies in a Hostile World. 1977: United Nations. Transnational Corporations in World Development: a reexamination, 1978; N. Hood & S. Young, The

Economics of the Multinational Enterprise, 1979; S. Lall, The Multinational Corporation, 1980.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the lecture course and topics covered in the seminars, and requiring some familiarity with the extensive literature. The paper will contain about twelve questions, of which three are to be answered. It is important to answer all three. Copies of previous years' papers are available.

#### IR4642

# Politics of Money in the World

Teacher Responsible: Professor Susan Strange, Room A134 (Secretary, Hilary Parker, A139)

Course Intended Primarily for M.Sc. International Relations; M.Sc. Politics of World Economy and other graduates by permission.

Scope: This course is designed as an adjunct to the study of an international system in which the management and mismanagement of money are matters of increasing consequence, both for international political relations and for domestic politics. It may also be of particular help to students specialising in the politics of international economic relations, whether graduate or undergraduate.

Syllabus: It will deal with basic concepts regarding the use, creation and management of money in society; and second, with the central issues of monetary management in the world economy: the use of national and international reserve assets; the rules of exchange rate adjustment; the operations of banks and other institutions in international money and capital markets, and the choices of monetary policy open to developed and developing countries.

Pre-Requisites: The course does not assume any knowledge of monetary economics but some familiarity with political and economic history of the twentieth century especially will be helpful.

Teaching Arrangements: One lecture course (IR125) and one seminar course (IR167). Lectures begin in the Michaelmas Term and continue in the Lent Term. One seminar with guest speakers is held in the Lent Term. Another with student contributions is also held in the Lent Term.

Reading List: No one book covers the entire syllabus, but the following general works will provide a useful introduction: W. M. Clarke, Inside the City: B. Cohen, Organising the World's Money; R. Aliber, The International Money Game; S. Mendelsohn, Money on the Move; C. Coombs, The Arena of International Finance; R. Solomon, The International Monetary System; S. Strange, International Monetary Relations: J. Galbraith, Money - whence it came and where it went; B. Tew, The Evolution of the International Monetary System; E. Versluysen, The Political Economy of International Finance; G. Meier, Problems of a World Monetary Order.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the lecture course and work covered in the seminars. The paper contains about twelve questions, of which three are to be answered.

# IR4643

# Politics of International Trade

Teacher Responsible: James Mayall, Room A234 (Secretary, Elizabeth Leslie, A229)

Course Intended Primarily for M.Sc. in the Politics the World Economy.

Scope: An examination of the major political issues and controversies in international trade.

Syllabus: The evolution of foreign trade policy in theory and practice. The course deals with the historical development of three major genera approaches to conimercial policy, mercantilist economic liberalism and economic nationalism and with the political assumptions on which they are based. It then considers the general structure of commerce relations among industrial countries, between market and centrally planned economies and between industrial and 'developing' countries. Finally, the course examines a number of specific trade problem in contemporary international relations, e.g. econom warfare and international trade policy; GATT negotiations on tariff and non-tariff barriers; volunta export restraint agreements; the theory and practice of international commodity agreements and the problem of reciprocity and most-favoured nation status in East West trade.

Teaching Arrangements: Lectures on the politics of international economic relations (IR137). In additional there will be a seminar (IR175) in the Michaelmas and Lent terms with both guest speakers and studen

Reading List: No one book covers the syllabus but the following will provide a useful introduction. G. Myrda The Political Element in the Development of Econol Theory; Eli Heckscher, Mercantilism; Micha Heilperin, Studies in Economic Nationalism; Otto Hieronymi (Ed.), The New Economic Nationalism; L N. Rangarajan, Commodity Conflict; G. Curzon, International Commercial Diplomacy, S. Pisar, Coexistence and Commerce.

A detailed reading list will be distributed at the beginning of the session.

Examination Arrangements: Summer Term formal three-hour examination, three questions to be chosen from twelve.

### IR4644

# International Political Economy of Natural Resources

Teachers Responsible: Dr. J. A. Rees, Room \$506A and Professor P. Odell (Secretary: Miss N. Herber

Course Intended Primarily for students taking the M.Sc. in the Politics of the World Economy. Other suitably qualified and interested graduate students ma take or audit the course with the permission of the teacher responsible.

Scope: Analysis of the key issues involved in the management of natural resources. The exploitation processing, marketing and pricing of natural resources including oil; and the assessment of decision-making and policy formulation at the national and internation levels.

ellabus: The course has three major components: (a) eral concepts in resource management, including issues as the nature of resources; problems of mon property resources; scarcity problems, causes d nature of declining environmental quality, and onmental perception. (b) Management of uctive resources in the public and private sectors, uding investment appraisal and impact analysis. nistrative needs and policy formulation. (c) In ew of the importance of energy supply for the omic security of states, and in the relations ween states whether producers or consumers, the se will consider the changes in the international market for oil, coal, gas and uranium in the post-war eriod, giving special attention to the role of the oil nies and of OPEC.

Pre-Requisites: None. A knowledge of elementary omic and political theory and of recent world ry would be an advantage but not essential.

Teaching Arrangements: Students will follow the lectures and seminars given in Resource Management and Environmental Planning (Gy2822) in weeks 1-6 in the Michaelmas Term and will be given three lecture/ nars on the energy component in the Michaelmas nd Lent Terms. Students may also attend 10 minars/classes (Gy412).

Reading List: As for Gy2822 and for the energy onent of this course the following basic reading erial will be found helpful: J. M. Blair, The Control Oil, Macmillan, London, 1976; T. Hoffman and B. nson, The World Energy Triangle, Ballinger, ambridge (Mass.), 1981; P. R. Odell, Oil and World ver, Penguin, Harmondsworth, 7th Edition, 1983; P. Odell and L. Vallenilla, The Pressures of Oil: a rategy for Economic Revival, Harper and Row, don, 1978; D. Park, Oil and Gas in Comecon intries, Kogan Page, London, 1979; J. Davis, Blue

xamination Arrangements: One three-hour unseen xamination held in June, accounting for 70% of arks. Coursework 30% of marks.

#### IR4645

# Revolutions and the International

Teacher Responsible: Professor Fred Halliday, A136 Secretary, Hilary Parker, A139)

ourse Intended Primarily for M.Sc. International

Scope: An examination of the relationship between cial and political revolutions and the dynamics of the er-state system.

syllabus: Theories and definitions of revolution in cial science; conceptualisations of revolutions and reactions of the international system (realist, ralist, historical materialist); the contribution of mational and transnational factors to revolution cio-economic transformation, colonialism, war, onalism); the foreign policy programmes of olutionary states, their impact on the international tem, and the response of status quo powers; case dies of France, Russia and China, and of certain emporary examples, e.g. Iran and Nicaragua; the place of revolutions and the 'order-maintaining' response to them in the study of international relations. Teaching Arrangements: Ten lectures (IR178) and ten seminars in the Lent Term. Students will deliver seminar papers and present essays on topics arranged at the beginning of the Lent Term.

Reading List: Theda Skocpol, States and Social Revolution; Eric Hobsbawm, The Age of Revolution; Henry Kissinger, A World Restored; E. H. Carr, The Bolshevik Revolution, Vol. 3; Franz Borkenau, World Communism; Walter LaFeber, Inevitable Revolutions; Chalmers Johnson, Peasant Nationalism and Communist Powers.

Examination: A three-hour examination in the Summer Term. Students have to answer three out of twelve

### IR4650

# Strategic Studies

See Strategic Aspects of International Relations

IR4660 IR4750

# International Politics: The Western

# International Politics: Western Europe

Teachers Responsible: Western Powers: Mr. Philip Windsor, Room A120 (Secretary, Anna Morgan, A229) and Dr. Hugh Macdonald, Room A236 (Secretary, Elizabeth Leslie, A229); Western Europe: Dr. Hugh Macdonald

Course Intended Primarily for M.Sc. International Relations (Papers 2 and 3(g)) and M.Sc. European Studies (Paper 3 (d))

Scope: The aim of the course is to study the political relations between the major states of Western Europe, the United States and Canada, and between them and the rest of the world. Attention is also given to Westernoriented countries outside the North Atlantic area, such as Australia and New Zealand, and to such Westernised states as Japan.

#### Syllabus: Western Powers:

The focus of this series of seminars is the development and contemporary structure of a 'Western' system of international relations, which aspires to be identified with a global system but faces many challenges and uncertainties, within its own framework, in East-West terms, as well as in terms of incorporating culturally heterodox new members into established patterns of 'order'. Subjects for seminar discussions include: the common characteristics of 'western' societies; differences among Western powers and cultures; ideas of 'power', 'order' and 'interests'; mercantilism and imperialism; the transformation of national states; the political management of international economic issues; the Cold War, problems of Soviet power and West-West divisions about East-West relations; the West and problems of development; the future prospects for 'Western' societies.

#### Western Europe:

International relations in Europe have been dominated in recent decades by an East-West divide which has placed most European states in one of two opposing alliances, though there remain important neutral countries. Nonetheless it may be questioned how far East-West conflict has transformed older established patterns of international and domestic politics, which entail historic, ethnic, social and economic distinctions between societies formally in alliance and sharing fundamental interests. Material progress has wrought other changes within the relatively static framework of East-West and national politics; in terms of 'supranational' issues of cooperation and integration; and in terms of the wider Western systems of international relations. Seminar discussions will include: historical aspects of Western European societies; the Cold War division of Europe and of Germany; Western perceptions of East-West conflict and of Soviet power in Europe; the impact of the United States as a global power and as a regional actor; the political consequences of the development of 'Community Europe'; conflicts of value and issues of national and supranational interest in transatlantic and regional relationships; the Western inclined neutrals in Europe and relations between 'core' and 'periphery'; the role of regional actors in the management of security; West European involvements in 'extra regional' problems of conflict, diplomatic and economic management, and development.

Pre-Requisites: Some basic knowledge of International Relations as an academic discipline is desirable, together with some acquaintance with the general course of world politics in the twentieth century.

Teaching Arrangements: There is no specific lecture course designed to cover this subject, but students are advised to attend relevant lectures in the Foreign Policies of the Powers (IR105) given in the Lent and Summer Terms and The External Relations of The European Community given in the Lent Term.

In addition, a seminar on this subject is held weekly during the Lent Term and for about the first four or five weeks of the Summer Term. Attendance at this is essential.

Reading List: A reading list will be provided at the first meeting of each of the seminars.

Examination Arrangements: The examination paper in this subject is taken along with the other M.Sc. papers by students who choose to take it in the Summer Term, normally in June. The normal length of the paper is twelve questions, of which candidates are invited to answer any three.

IR4661

# International Politics: The Communist Powers

See International Communism IR3770

IR4662

# International Politics: Asia and the Pacific

Teacher Responsible: Dr. M. Leifer, Room A137 (Secretary, Anna Morgan, A229)

Course Intended Primarily for M.Sc. (Econ.) -International Relations and M.A. Area Studies - South East Asia.

Scope: The international political experience of primarily post-colonial states in a region beset by recurrent conflict and external intervention,

Syllabus: The relationship between domestic order and regional environment; the impact and legacy of the transfers of power; the interests and roles of extraregional states; alliance and non-alignment in foreign policies; sources of intra-regional conflict; the quality of regional cooperation and the problems of region

Pre-Requisites: Desirable to possess a first degree in politics and/or history but special interest in region prime importance

Teaching Arrangements: Lectures: The princip lecture course is International Relations in Southern Asia (IR119) - ten lectures, Michaelmas Term.

A seminar on Asia and the Pacific in International Relations (IR157) will be held in the Lent and Sum

Additional lectures on the foreign policies of some Asian states (normally Japan, China, India and Indonesia) will be given in the course, The Foreign Policies of the Powers (IR105), Lent and Sum Terms and New States in World Politics (IR118) to lectures, Michaelmas Term is also relevant.

Written Work: Essays will be written for supervisors 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). Wayne Wilcox et al. (Eds.), Asia and the International System; Werner Levi, The Challenge of World Politics in South and South-East Asia; Michael Leifer, The Foreign Relations of the New States; Harold Hinton, Three and a Half Powers: The New Balance in Asia: M. Zache & R. J. Milne (Eds.), Conflict and Stability in Southern Asia; Alastair Lamb, Asian Frontiers.

Examination Arrangements: There is one three-hour formal written examination in the Summer Term. The paper contains ten questions, of which three are to b answered. All questions count equally; there is n course work component. Copies of previous years' papers are readily available.

IR4663

# International Politics: Africa and the Middle East (i) Africa

Teacher Responsible: James Mayall, Room A234 (Secretary, Elizabeth Leslie, A229)

Course Intended Primarily for M.Sc. Internation Relations and M.A. Area Studies Africa.

Scope: The relations of African states with one another and with the major external powers.

Syllabus: Decolonization and Pan-Africanism. The African regional order: the formation and operation o the O.A.U. Boundary Conflicts; irredentism, secessi and external intervention in African conflicts. The ro of African States in the International System: Th U.N., UNCTAD and the non-aligned movement. The role of the ECA. Association with the EEC. The truggle for power in Southern Africa, Relations with West, Communist Powers and the Arab States.

Teaching Arrangements:

- A course of ten lectures (IR120) is given in the Michaelmas and Lent Terms beginning in week 6 of the Michaelmas Term. The topics are as follows:
- The Political and Diplomatic background
- 2. The OAU: principles and practice and 4. Problems of regional order:
- Irredentism and secession
- Accommodation and confrontation in Southern
- External intervention: The great powers in Southern
- -8. Case studies in African diplomacy:
- France and Africa
- Afro-Arab relations
- i) Chad
- Regional Cooperation: EAC, UDEAC, ECOWAS
- Association with the EEC.
- (2) A weekly seminar (IR158) is held in the Lent and Summer Terms. Students present papers on agreed

The following courses may also be of interest:

Gv162 Politics in Africa, IR106 Foreign Policy Analysis, IR118 New States in World Politics. Students taking the M.Sc. in International Relations will be assigned a Personal Tutor in the International Relations Department who will supervise their overall eparation for the examination. Mr. Mayall will. owever, provide guidance relating to this paper for ose students who are not his personal tutees.

N.B. M.Sc. students who take the Africa and Middle East paper may concentrate solely on Africa or on the Middle East. Alternatively, they may follow both courses and answer questions from both parts of the paper in the final examination.)

Mr. Mayall also supervises the work of the M.A. Area Studies students. Those taking the paper as a minor are aired to write two essays during the Session on ics to be agreed with Mr. Mayall. In addition didates taking the subject as a major are also quired to write a 10,000 word dissertation which will e supervised by Mr. Mayall.

Reading List: This is not a subject for which there is nimal reading list which covers the entire syllabus. idents are therefore advised to consult the applementary reading list which will be distributed at beginning of the Course. The following titles, ever, provide a useful introduction; those marked ith an asterisk are available in recent paperback

Wallerstein, Africa: The Politics of Unity; Ali Mazrui, Towards a Pax Africana; Z. Cervenka, The Infinished Quest for Unity; Saadia Touval, The indary Politics of Independent Africa; J. Mavall. Africa: The Cold War and After; \*A. Gavshon, Crisis in Africa: Battleground of East and West, Penguin, 1982; \*T. Shaw & N. Sola Ojo, Africa and the International Political System, University of America ress, 1982; W. T. Levine & T. W. Luke, The Arab-African Connection: The Political and Economic Realities; D. E. Albright (Ed.), Africa and International Communism; \*G. W. Carter & P.

O'Meara (Eds.), Southern Africa: The Continuing Crisis, Indiana University Press, 1979 or 1982.

Examination Arrangements: Separate three hour examination papers are set for the M.Sc. African Government and Politics: M.Sc. in International Politics of Africa and the Middle East; M.A. Area Studies Africa. Candidates answer three of the questions set. In the first two of these papers the questions follow the syllabus - for examples see the annexe to the supplementary reading list. In the case of the M.A. the paper is designed to reflect the special interests of the candidates on subjects to be discussed with Mr. Mayall during the Michaelmas and Lent

### (ii) The Middle East

Teachers Responsible: Mr. Philip Windsor, Room A120 (Secretary, Anna Morgan, A229) and Professor Fred Halliday, A136 (Secretary, Hilary Parker, A139)

Course Intended Primarily for M.Sc. in International Relations students.

Scope: The course is intended to provide an analysis of the regional politics of the Middle East, and of their interaction with problems of international security, global resources and super-power policies.

Syllabus: 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.

Pre-Requisites: A knowledge of the international political system and of the major issues in its contemporary development.

Teaching Arrangements: There will be fifteen lectures. accompanied by a seminar.

Lecture: IR121 Seminar: IR159

The lecture course IR105 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: S. N. Fisher, The Middle East: a History and/or G. Lenczowsi, The Middle East in World

In addition they are recommended to consult: M. Kerr, The Arab Cold War; M. Khadduri, Socialist Iraq; H. Sh. Chubin and S. Zabih. The Foreign Relations of Iran; W. B. Quandt, Decade of Decisions: American Policy Towards the Arab-Israeli Conflict; R. Freedman, Soviet Policy Toward the Middle East since 1970; C. F. Doran, Myth, Oil and Politics; B. Lewis, The Arabs in Hitory; T. Asad and R. Owen (Eds.), The Middle East.

Examination Arrangements: A three-hour formal examination in the Summer Term, based on the full syllabus of the lecture course and questions covered in IR4700

#### World Politics (Seminar)

Teachers Responsible: Professor Fred Halliday, A136 and Mr. Michael Banks, Room A138 (Secretary, Hilary Parker, A139)

Course Intended Primarily for Diploma in International and Comparative Politics.

Scope: The aim of the course is to give students a broad understanding of issues and theories in world politics.

Syllabus:

(1) The nature of world politics. Theories of international relations. Elements of the world system. The main actors in world politics. The ends and 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 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 for 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.

Pre-Requisites: Students admitted to the Diploma in International and Comparative Politics are expected to have a Second Class degree not necessarily in International Relations, from a reputable university, or equivalent professional qualifications or experience. No previous knowledge of world politics except general interest in current affairs is expected.

Teaching Arrangements: Two lecture courses on International Politics are available, and students with little or no background in international relations studies

are recommended to attend either or both. Professor Halliday and Mr. Banks give a 20 lecture series for B.Sc. students (IR102) and Mr. Donelan a 10 lecture series for M.Sc. students (IR151). Those interested in more advanced discussion of International Relations theory should attend Mr. Banks, Concepts and Methods lectures. The main teaching for the World Politics course will be done in small seminar groups, taken by three responsible teachers beginning in the Michaelmas Term and continuing throughout the Session.

Reading List: K. Holst, International Politics; J. D. B. Miller, The World of States; J. Burton, World Society; P. Calvocoressi, World Politics Since 1945; H. Bull, The Anarchical Society; D. Blake & R. Walters, Politics of the International Economy; J. Spero, Politics of International Economic Relations (2nd edn.).

Examination Arrangements: Students are required to write six essays at roughly three-week intervals throughout the session. Marks for these will account for 20% of the final result. The remainder will be for a three-hour examination in the Summer Term based on the full syllabus for the World Politics course, Students will be asked to answer three out of 12 questions.

IR4750

International Politics: Western Europe See International Politics: The Western Powers IR4660

IR4751

The Politics of Western European Integration (Postgraduate Seminar) See European Institutions IR3771

# LANGUAGES

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

# Lectures and Seminars

Lecture	/		
Semina Number			Study Guide Number
Ln100	Introduction to Linguistics Miss J. M. Aitchison	25/MLS	Ln3810
Ln101	Language and Mind Miss J. M. Aitchison	20/ML	Ln3831
Ln102	Language and Society Miss J. M. Aitchison	5/LS	Ln3831
Ln103	Language, Mind and Society — Intercollegiate Seminar Miss J. M. Aitchison	MLS	
Ln104	Language Change Miss J. M. Aitchison	MLS	
Ln212	French Contemporary Texts Dr. K. E. M. George	25/MLS	Ln3800
Ln305	Selected 19th and 20th Century Spanish Authors Mr. A. L. Gooch	25/MLS	
Ln306	The Spanish Language in the 20th Century Mr. A. L. Gooch	25/MLS	
Ln600	English as a Foreign Language Professor R. Chapman	20/ML	
Ln601	English Speech Professor R. Chapman	5/M	
Ln602	Written English Professor R. Chapman	6/L	
Ln603	Literature and Society in Britain: 1830-1900 (Not available 1985-86) Professor R. Chapman	25/MLS	Ln3840
	1900 to the Present Day Professor R. Chapman	25/MLS	Ln3841

# Study Guides

# **Extra-curricular Language Courses**

German Language (Beginners)

Teacher Responsible: Mrs. B. E. Hay, Room C614 Course Intended Primarily for graduate students. Scope: A basic practical course primarily for reading purposes.

Teaching Arrangements: Sessional classes. This course includes Language Laboratory work.

# German Language (Intermediate)

Teacher Responsible: Mrs. B. E. Hay, Room C614 Course Intended Primarily for graduate students.

Scope: A continuation of German Language (Beginners) above. Study and translation of modern

Teaching Arrangements: Sessional classes. This course includes Language Laboratory work.

# Spanish Language

Teacher Responsible: Mr. Anthony Gooch, Room

Course Intended Primarily for those intending to carry out research in the Hispanic sphere.

Scope: This is an ab initio course. When a sufficient number of students express an interest, an intermediate course is also available

Teaching Arrangements: Sessional classes beginning in October.

Book: H. Ramsden, Jackson and Rubio, Spanish Made Simple, Heinemann.

# French Language (Beginners)

Course Intended Primarily for graduate students. Scope: A basic course designed particularly for reading

Teaching Arrangements: Sessional classes.

# French Language (Intermediate)

Course Intended Primarily for graduate students. Scope: A continuation of French Language (Beginners) above. Study of modern French texts. Teaching Arrangements: Sessional classes.

Ln513

# Russian Language (Beginners) (Classes)

Teachers Responsible: Dr. B. S. Johnson, Room C515 (Secretary, M. Tappas, C619) and Mrs. Chambers, Room C516

Course Intended Primarily for M.Sc. in Government and other graduate students but others, undergraduates, General Course students welcome. Also for B.Sc. (Econ.) Part I Russian beginners.

Scope: A basic practical course of Russian grammar and syntax for reading purposes.

Teaching Arrangements: Classes (Ln513), Sessional. This course includes Language Laboratory work. Course book: Penguin Russian Course.

Russian Language (Intermediate) (Classes)

Teachers Responsible: Dr. B. S. Johnson, Room C515 (Secretary, M. Tappas, C619) and Mrs. Chambers. Room C516

Course Intended Primarily for M.Sc. in Government and other graduate students but others welcome.

Scope: A continuation of Ln513 above. Study and translation of selected nineteenth and twentieth century

Teaching Arrangements: Classes (Ln514), Sessional This course includes Language Laboratory work.

Ln601

Ln514

# **English Speech**

Teacher Responsible: Professor R. Chapman, Room C620 (Secretary, M. Tappas, C619)

Course Intended Primarily for students whose native language is not English, though this course may be of value to the other students.

Syllabus: Speech-mechanism. The basic sounds of English speech. Accent, stress and intonation, Elision and weak forms. Dialect. Modern tendencies.

Recommended Reading: N. C. Scott, English Conversations: P. A. D. MacCarthy, English Pronunciation; I. C. Ward, The Phonetics of English; A. C. Gimson, An Introduction to the Pronunciation of English: J. W. Lewis, A Concise Pronouncing Dictionary of British and American English.

Teaching Arrangements: Five lectures (Ln601), Michaelmas Term.

Ln602

#### Written English

Teacher Responsible: Professor R. Chapman, Room C620 (Secretary, M. Tappas, C619)

Course Intended Primarily for: open to all students. Syllabus: The basic structure of English. Choice of words. Meaning and association. Sentence-formation Levels of communication. Punctuation. Preparation and presentation of material.

Recommended Reading: R. Chapman, A Short Way to Better English; Ernest Gowers, Plain Words; H. W. Fowler, The King's English; A. Quiller-Couch, The Ar. of Writing; R. Quirk, The Use of English; G. H. Vallins, Good English.

Teaching Arrangements: Six lectures (Ln602) Lent

Ln3800

# French Part I B.Sc. (Econ.)

Teacher Responsible: Dr. K. George, Room C622 (Secretary, M. Tappas, C619)

Course Intended Primarily for B.Sc. (Econ.) Part I. Scope: Study of a range of French texts drawn from the social sciences.

Syllabus: Translation into English; Essay in French; Oral practice in French.

Pre-Requisites: A good A-level pass in French, or its equivalent, will normally be required.

Teaching Arrangements: Weekly language class Examination Arrangements: One three hour written (Ln212) (Sessional), supplemented by native oral tuition as available.

Written Work: Weekly language exercises.

Reading List: The course book will be: Le français en faculté (Hodder & Stoughton).

Examination Arrangements: One three hour written examination, which will test the ability to translate from French to English and to write an essay in French, plus a 20 minute oral examination in French.

Ln3801

#### German Part I

Teacher Responsible: Mrs. B. E. Hay, Room C614 (Secretary, M. Tappas, C619)

Course Intended Primarily for B.A./B.Sc. c.u.; B.Sc. (Econ.) Part I.

Scope: The aim of the course is to consolidate the student's command of written and spoken German post- 'A' level.

Syllabus: Translation of modern texts. Discussion and essay work based on newspaper articles, short stories, recorded material etc.

Pre-Requisites: 'A' level German, or a good 'O' level, subject to the tutor's approval.

Teaching Arrangements: Two hours of class work (Ln400; Ln403) per week plus regular listening practice in the Language Lab.

Written Work: Weekly translations, occasional grammar exercises. Five essays.

Reading List: There are no 'set books'. For purposes of discussion, students are encouraged to use the stock of modern German books in the Teaching Library as well as to invest in some cheap paperback editions. The Language Laboratory provides German newspapers, periodicals, dictionaries and other reference books.

Examination Arrangements: A three-hour paper: 1) translation into German, 2) translation into English, 3) general essay. Also a 15 minute oral examination of a general, conversational nature.

Ln3802

#### Russian Part I B.Sc. (Econ.)

Teacher Responsible: Dr. B. S. Johnson, Room C515 (Secretary, M. Tappas, C619)

Course Intended Primarily for students of B.Sc. (Econ.) Part I with specific interests in USSR and/or Eastern

Scope: Practical study of Russian language.

Syllabus: Extension of students' knowledge of Russia and Russian, translation from English into Russian and rom Russian into English and oral practice in Russian. Pre-Requisites: Normally an A-level pass in Russian or its equivalent. Applicants with O-level or less may be accepted but more intensive preparation will be

leaching Arrangements: Twice-weekly language class Ln509) (Sessional). Weekly oral practice (Ln505). Written Work: Weekly language exercises, preparation

Reading List: Borras & Christian, Russian Syntax, 2nd edn., Oxford University Press; I. Pulkina, A Shorter Russian Reference Grammar.

examination comprising translation passages English-Russian and Russian-English, plus an oral examination in Russian.

Ln3803

#### Spanish Part I B.Sc. (Econ.)

Teacher Responsible: Mr. Anthony Gooch, Room C514 (Secretary, C613)

Course Intended Primarily for Students of Government, International Relations, International History, Econimics, Sociology and Anthropology who have a strong, specific interest in Spain or any Spanishspeaking country or countries.

Scope: The aim of the course is to expand and deepen the student's knowledge of modern Spanish and Spanish affairs

Syllabus: The student will be presented with a wide variety of texts in Spanish and English for discussion. linguistic commentary and translation. The stress will be on material of a political and sociological nature. Specific works will be prescribed for detailed study of both content and language, and the student will be expected to read extensively as an integral part of the

It is essential for the student to have as basic tools a good bilingual dictionary such as those published by Larousse, Collins and Cassell and a substantial reference grammar such as Harmer & Norton's A Manual of Modern Spanish or Ramsey & Spaulding's A Textbook of Modern Spanish. In addition, the series Problemas básicos del español, published by Ediciones Aravaca, is strongly recommended.

Pre-Requisites: Admission to the course will normally be granted only to applicants with a good A-level qualification. However, in exceptional circumstances, others will be considered.

Teaching Arrangements and Written Work: Two classes (Ln301; Ln302) per week throughout the three terms, together with tutorials for the discussion of written work arranged in accordance with individual requirements. Normally one translation or other piece of written work will be set each week to be handed in the week following.

Reading List: The following works are recommended: R. Carr, Spain 1808-1939; R. Carr, Modern Spain 1875-1980; D. L. Shaw & G. Brown, A Literary History of Spain - 19th and 20th Centuries; P. Baroja, Memorias de un hombre de acción; A. Buero Vallejo, Un soñador para un pueblo; Las meninas; El sueño de la razón; S. de Madariaga, Ingleses, franceses, españoles; J. L. Martin Vigil, Carta a un adolescente; J. Ortega y Gasset, España invertebrada; Meditaciones del Quijote; Meditación de Europa; E. Pardo Bazan, Los Pazos de Ulloa; B. Pérez Galdós, Episodios nacionales: R. Sánchez Ferlosio. El Jarama: F. Umbral, España cañí; M. de Unamuno, Andanzas y visiones españolas; En torno al casticisimo.

The student is strongly advised to read regularly a newspaper such as El País and/or a magazine such as Cambio 16.

Examination Arrangements: There is a three-hour formal examination in the Summer Term which will

Ln3822

consist of two passages for translation, one from Spanish into English and one from English into Spanish. At least one of the passages will be of a political or sociological nature.

Ln3810

**Elementary Linguistics** 

Teacher Responsible: Jean Aitchison, Room C520 (Secretary, C613)

Course Intended Primarily for B.Sc. c.u. main fields Soc. Anth. 3rd yr., Soc., Soc. Psych.; B.Sc. (Econ.) Part II; B.A. French Studies; M.Sc.

**Scope:** An introduction to linguistics orientated towards Chomsky's transformational-generative grammar.

Syllabus: The scope of linguistics. Characteristics of language, and the search for a universal framework. Language types. The identification of basic linguistic units and sentence patterns. Chomsky's approach. Problems with Chomskyan theory, Meaning.

**Pre-Requisites:** None-required, though a predilection for puzzle-solving would be useful.

Teaching Arrangements: 25 one-hour lectures (Ln100) and 25 one-hour classes. Each lecture is accompanied by a linguistic puzzle, whose solution is handed out the following week. Classes 1-10: Learning the International Phonetic Alphabet, and practising transcription; 11-20: writing transformational grammars; 21-25: revision.

Written Work: Informal exercises are set in class each week. Five pieces of written work (essay/exercise) are formally marked in the course of the year.

Reading List: The course is mainly a practical one, relying on problem solving rather than reading. Selected passages from the following are likely to be recommended as back-up reading for the written assignments.

(\* denotes recommended purchase):

\*J. Aitchison, Linguistics, Hodder & Stoughton, TY books, 1983 reprint; J. Aitchison, The Articulate Mammal, Hutchinson, 1976; M. Atkinson, D. Kilby & I. Roca, Foundations of General Linguistics, Allen and Unwin, 1982; \*E. K. Brown, Linguistics Today, Fontana, 1983; B. Comrie, Language Universals & Linguistic Typology, Blackwells, 1981; J. Hurford & B. Heasley, Semantics: a coursebook, Cambridge University Press, 1983; A. Radford, Transformational Syntax, Cambridge University Press, 1981; P. Roach, English Phonetics and Phonology, Cambridge University Press, 1983; N. V. Smith & D. Wilson, Modern Linguistics, Penguin, 1979.

**Examination Arrangements:** There is a 3-hour examination at the end of the year, in which there is a choice of four out of ten questions. This counts for 75% of allotted marks. The written work described above accounts for the remaining 25%.

Ln3820

French Part II B.Sc. (Econ.)

Teacher Responsible: Dr. K. George, Room C622 (Secretary, M. Tappas, C619)

Course Intended Primarily for B.Sc. (Econ.) Part II. Scope: Language and society in Modern France.

Syllabus: Sociolinguistic study of Modern France, including the following topics standard v. non-standard usage; linguistic elitism; jargon and slang; regional variation and the decline of dialect; lexical borrowing; the language of the media and of advertising. A variety of written sources will be used.

Pre-Requisites: A good A-level pass in French, or its equivalent, will normally be required.

Teaching Arrangements: Weekly lecture/class (Ln215-216) (Sessional), plus native oral tuition as available.

Written Work: 3 essays per term.

Reading List: The following should be purchased: C. Désirat & T. Hordé, La langue française au XXe siècle, Brodas; P. Guiraud, Le français populaire, Que saisje? Students should also consult: R. Etiemble, Parlezvous franglais? Gallimard; M. Galliot, Essai sur la langue de la réclame contemporaine, Privat; N. Gueunier, E. Genourvrier & A. Khomsi, Les Français devant la norme, Champion; P. Guiraud, L'argot, Que sais-je? P. Rickard, A History of the French Language, Hutchinson; P. Trudgill, Sociolinguistics, Penguin. Examination Arrangements: One three hour written examination, plus a 30 minute oral examination in

Ln3821

German Part II B.Sc. (Econ.)

Teacher Responsible: Mrs. B. E. Hay, Room C614 (Secretary, M. Tappas, C619)

Course Intended Primarily for B.Sc. (Econ.) Part II. Scope: A two-year course designed for students with a sound grasp of the language who wish to gain proficiency in the skills of writing, speaking and translating at an advanced level.

Syllabus: Year 1: Translation of general and specialised modern texts. Analysis and discussion of selected writings by modern authors

writings by modern authors.

Year 2: Consolidation of linguistic skills. Study of either the work of one German writer or a chosen

aspect of German history or society.

Pre-Requisites: Either Part I German or a good 'A'

Teaching Arrangements: Two hours of class work (Ln401-402; Ln404-405) per week plus regular listening practice in the Language Laboratory.

Written Work: Regular weekly translations. Preparation of reading material for discussion and occasional paper or project.

Reading List: There are no 'set books'. Students are encouraged to make full use of the resources of German books in the Library as well as of reference books, newspapers and periodicals in the Language Lab. In addition, each student receives a selected reading list geared to his or her chosen topic.

Examination Arrangements: A three-hour paper in the Summer Term of the final year, comprising the compulsory passages for translation: 1) into German, 2) into English. There is an oral examination of about 30 minutes when candidates are given an opportunity to talk on their special topic.

Russian Part II B.Sc. (Econ.)

Teacher Responsible: Dr. B. S. Johnson, Room C515 (Secretary, M. Tappas, C619)

Course Intended Primarily for students of B.Sc. (Econ.)
Part II, option XXIII (Russian, Government and History), and others with specific interests in USSR and/or Eastern Europe.

Scope: Practical study of Russian language with reference to Soviet History, Government, Politics, Economy through selected texts.

Syllabus: Advancement of students' knowledge of Russian; study of texts of general and social science orientated content. Oral practice in Russian.

Pre-Requisites: Normally an A-level pass in Russian and completion of the B.Sc. (Econ.) Part I Russian course, or equivalent qualifications. Exceptionally, other applicants may be accepted but a more intensive course will be required.

Teaching Arrangements: Twice weekly language classes (Ln507-510; Ln508-511) during two sessions and weekly oral practice.

Written Work: Weekly language exercises, preparation and practice.

Reading List: Borras & Christian, Russian Syntax (2nd edn.) Oxford University Press; D. Ward, Russian Today; H. Billington, The Icon and the Axe; Comrie & Stone, The Russian Language since the Revolution, Oxford University Press; V. Klepko, A Practical Guide to Russian Stress, FLPH, Moscow; A. Vilgelmina, The Russian Verb, FLPH, Moscow; Akad, Naibolee upotrebitel'nyje glagoly sovremennego russkogo Yazyka, Nauk, USSR.

Examination Arrangements: One three hour written examination comprising translation passages English-Russian and Russian-English, plus an oral examination.

Ln3823

Spanish Part II B.Sc. (Econ.)

Teacher Responsible: Mr. Anthony Gooch, Room C514 (Secretary, C613)

Course Intended Primarily for Students of Government, International Relations, International History, Economics, Sociology and Anthropology who have a strong, specific interest in Spain or any Spanish-speaking country or countries.

Scope: The aim of the course is to bring the student's knowledge of Spanish to a high degree of refinement, especially in the areas of semantic discrimination and style, and to deepen his or her knowledge of Spanish affairs

Syllabus: The student will be presented with a wide variety of texts in Spanish and English for discussion, linguistic commentary and translation. The stress will be on material of a political and sociological nature. Specific works will be presribed for detailed study of both content and language, and the student will be expected to read extensively as an integral part of the

It is essential for the student to have as basic tools a good bilingual dictionary such as those published at Larousse, Collins and Cassell and a substantial

reference grammar such as Harmer & Norton's A Manual of Modern Spanish or Ramsey & Spaulding's A Textbook of Modern Spanish. In addition, the series Problemas básicos del español, published by Ediciones Aravaca, is strongly recommended.

Pre-Requisites: Admission to the course will be granted only to applicants who have successfully completed Part I or who can furnish other evidence of the necessary degree of proficiency. Native speakers of Spanish who wish to take the course must furnish evidence of a satisfactory command of English.

Teaching Arrangements and Written Work: Two classes (Ln303; Ln304) per week throughout the three terms, together with tutorials for the discussion of written work arranged in accordance with individual requirements. Normally one translation or other piece of written work will be set each week to be handed in the week following.

Reading List: The following works are recommended: R. Carr & J. P. Fusi, Spain: Dictatorship to Democracy; M. Azaña, La velada en Benicarló; Memorias politicas v de guerra; A. Buero Vallejo, La doble historia del doctor Valmy; Jueces en la noche; J. Busquets, Pronunciamientos y golpes de Estado en España; C. J. Cela, San Camio, 1936; Leopoldo Alas/ Clarin, La Regenta; M. Delibes, Cinco horas con Mario; J. Goytisolo, Reivindicación del Conde don Julian; L. Martin-Santos, Tiempo de silencio; J. Ortega v Gasset, Vieja v nueva política; Discursos políticos; La rebelión de las masas; La caza; B. Pérez Galdós, Fortunata y Jacinta; C. Rojas, Azaña; J. Semprún, Autobiografiá de Federico Sánchez; F. Umbral, Crónicas postfranquistas; Valle-Inclan, El ruedo ibérico cycle; F. Vizcaino Casas, De "camisa vieja" a chaqueta neuva; Al tercer ano, resucitó.

The series Espejo de España and Textos (Planeta). The student is strongly advised to read regularly a newspaper such as El País and/or a magazine such as Cambio 16.

Supplementary Reading List: The student will also find the following of considerable interest and value: R. Carnicer, Sobre el lenguaje de hoy; Neuvas reflexiones sobre el lenguaje; Tradición y evolución en el lenguaje actual; E. Lorenzo, El español, lengua en ebullición. Examination Arrangements: There is a three-hour formal examination to be taken normally in the Summer Term of the student's final year, although, in special circumstances, it may be taken at the end of the second year. The examination will consist of two passages for translation, one from Spanish into English and one from English into Spanish. At least one of the passages will be of a political or sociological nature.

Ln3831

Language, Mind and Society

Teacher Responsible: Jean Aitchison, Room C520 (Secretary, C613)

Course Intended Primarily for B.A./B.Sc. c,u., any main field.

Scope: An introduction to psycholinguistics (language and mind) and sociolinguistics (language and society).

Syllabus: (1) The innateness question; human language v. animal communication; possible biological adaptations of humans to language. (2) Child language

development. (3) Theories of speech comprehension. Slips of the tongue as clues to speech production. Word storage and retrieval. (4) Linguistic variation and its relationship to social variables such as class, sex, age, ethnic group. Language change. Pidgins and creoles. Pre-Requisites: None required, though students who have already done Elementary Linguistics might have some advantage.

Teaching Arrangements: 22 one-and-a-half hour lectures (Ln101; Ln102); 11 one-and-a-half hour classes. In the classes, students prepare (in rotation) papers on various aspects of the syllabus, which are then discussed.

Written Work: Students must hand in at least *three* essays in the course of the year. These are normally revised versions of the papers which have been presented in class.

Reading List: Topic-by-topic reading lists are circulated for each section of the course. These include important papers and selected chapters from books. The following books are likely to feature prominently: (\* denotes recommended purchase): \*J. Aitchison, The Articulate Mammal, Hutchinson, 2nd edn., 1983; \*J. Aitchison, Language Change: Progress or Decay?, Fontana, 1981: B. Butterworth, Language Production, Vol. 2, Academic Press, 1983; H. H. Clark & E. V. Clark, Psychology & Language, Harcourt, 1977; V. Fromkin, Speech Errors as Linguistic Evidence, Mouton, 1973; E. Matthei and T. Roeper, Understanding and Producing Speech, Fontana, 1983; P. M. Smith, Language, the Sexes and Society, Blackwell, 1984; L. Milroy, Language & Social Networks, Blackwell, 1980; \*P. Trudgill, Sociolinguistics, Penguin, 2nd edn., 1983; P. Trudgill, On Dialect, Blackwell, 1982; E. Wanner & L. R. Gleitman, Language Acquisition: the State of the Art, Oxford University Press, 1982.

**Examination Arrangements:** One three-hour examination in which four out of ten questions must be answered. This counts for 75% of the marks. The written assignments (outlined above) account for the remaining 25%.

Ln3840

# Literature and Society in Britain 1830-1900

(Not available 1985-86)

Teacher Responsible: Professor R. Chapman, Room C620 (Secretary, M. Tappas, C619)

Course Intended Primarily for B.A./B.Sc. c.u.; B.Sc. (Econ.) Part II

Syllabus: Work of selected authors, with particular attention to specified texts as indicated on the reading-list. Consideration of general critical principles arising from the literature of the period.

**Pre-Requisites:** No formal qualifications; A-level or equivalent in English Literature useful but not essential. **Teaching Arrangements:** The class normally follows the lecture (Ln603) and is given mainly to discussion of lecture-topics.

Lectures: 20 Classes: 24 Written Work: 4 or 5 essays, each on a topic selected from a short list. Students are expected to take part in class discussions.

Reading List: The following books are recommended for purchase and general background: D. Thomson, England in the Nineteenth Century, Penguin; B. Ford (Ed.), From Dickens to Hardy, Penguin.

For information and criticism to supplement the lectures read as many as possible of the following: R. Chapman, The Victorian Debate; J. H. Buckley, The Victorian Temper; B. Willey, Nineteenth Century Studies; A. Briggs, Victorian People; P. Gregg, A Social and Economic History of Britain; G. Kitson Clark, The Making of Victorian England; C. Brinton, English Political Thought in the Nineteenth Century; W. E. Houghton, The Victorian Frame of Mind; R. Robson, Ideas and Institutions of Victorian Britain; D. C. Somervell, English Thought in the Nineteenth Century; J. Evans, The Victorians.

There are no 'set books' but it may be useful to know that the following works will be considered in some detail and should be read with care and critical application; Disraeli, Coningsby and Sybil; Dickens, Bleak House; Hard Times; Oliver Twist; Morris, News from Nowhere; Eliot, Middlemarch; Butler, The Way of All Flesh; Hardy, The Return of the Native and Jude the Obscure; Brontë, Wuthering Heights; Thackeray, Vanity Fair; Tennyson, Poems (1842 volume) and In Memoriam; Browning, Men and Women.

Examination Arrangements: 3-hour paper in the Summer Term; 3 essay questions selected from about 15 topics.

Ln3841

# Literature and Society in Britain 1900 – Present Day

Teacher Responsible: Professor R. Chapman, Room C620 (Secretary, M. Tappas, C619)

Course Intended Primarily for B.A./B.Sc. c.u.; B.Sc. (Econ.) Part II

Syllabus: Work of selected authors, with particular attention to specified texts as indicated on the reading-list. Consideration of general critical principles arising from the literature of the period.

Pre-Requisites: No formal qualifications; A-level or equivalent in English Literature useful but not essential.

Teaching Arrangements: The class normally follows the lecture (Ln603) and is given mainly to discussion of lecture-topics.

Lectures: 20 Classes: 24

Written Work: 4 or 5 essays, each on a topic selected from a short list. Students are expected to take part in class discussions.

Reading List: Fiction: The following novels will be studied in connection with the wider achievement of their authors: D. H. Lawrence, Sons and Lovers; Virginia Woolf, Mrs. Dalloway; Aldous Huxley, Brave New World; George Orwell, Nineteen Eighty-four; James Joyce, Portrait of the Artist as a Young Man; William Golding, Lord of the Flies; Graham Greene, Brighton Rock; E. M. Forster, A Passage to India; Iris Murdoch, Under the Net; C. P. Snow, The New Men;

John Braine, Room at the Top. Poetry: Poets of 1914-18; W. B. Yeats; T. S. Eliot; Auden and the 'New Country poets'; Dylan Thomas. Drama: Shaw; Beckett; Pinter; Osborne; Wesker.

Supplementary Reading List: \*B. Ford (Ed.), The Modern Age, Pelican History of English Literature; \*G. S. Fraser, The Modern Writer and his World; \*D. Thomson, England in the Twentieth Century, Pelican History of England; P. Gregg, A Social and Economic History of Britain 1760-1950; C. B. Cox & A. E. Dyson (Eds.), The Twentieth-Century Mind, 3 Vols; A. J. P. Taylor, English History 1914-1945; C. Gillie, Movements in English Literature 1900-1940; W. Allen, Tradition and Dream; V. de S. Pinto, Crisis in English Poetry; F. R. Leavis, New Bearings in English Poetry; F. R. Leavis, New Bearings in English Poetry; D. Daiches, The Novel and the Modern World; J.I. M. Stewart, Oxford History of English Literature, Vol. 12; W. Robson, Modern English Literature. The titles asterisked are recommended for purchase

Examination Arrangements: 3-hour paper in the Summer Term; 3 essay-questions selected from about 15 topics.

and general background.

Ln3941

# Aspects of Russian Literature and Society Part II (B.Sc. (Econ.))

Teacher Responsible: Dr. B. S. Johnson, Room C515 Secretary, M. Tappas, C619)

Course Intended Primarily for students of B.Sc. (Econ.)
Part II, Special Subject XXII (Russian, Government and History).

kope: Themes and problems of Russian and Soviet Society as portrayed in XIXth and XXth century Russian literature.

Syllabus: Study of two out of four recurrent themes arough selected texts:

I. The Peasant Question. From Catherine the Great to the Khrushchev era.

2. Representatives of Their Times. The attitude of the binking individual to the events and society of his times, 1825-1930.

1. Cataclysm, War and Revolution. The effects of war and violent upheaval on successive generations, 1850-1950.

The Tribulations and Exploits of Soviet Man. The solution of the Soviet 'ideal pattern' individual from 1905 to the post-Stalin era.

Pre-Requisites: Normally an A-level and completion of the B.Sc. (Econ.) Part I, Russian Course, plus participation in the B.Sc. (Econ.) Part II Russian Course.

Teaching Arrangements: Weekly class (Ln512) during two sessions, plus tutorials.

Written Work: Fortnightly essay.

Reading List: 1. The Peasant Question: W. S. Vucinich, The Peasant in Nineteenth-Century Russia; J. Blum, Lord and Peasant in Russia; M. Lewin, Russian Peasants and Soviet Power; E. Strauss, Soviet Agriculture in Perspective; Radishchev, Puteshestviye iz Peterburga v Moskvu; Pushkin, Derevnya: Turgenev. Zapiski Okhotnika Grigorovich, Derevnya; Anton Goremyka; Nekrasov, Moroz, krasnyy nos; Hertsen, Soroka-vorovka; Reshetnikov, Polipovtsv; Bunin, Derevnya; Chekhov, Muzhiki; Sholokhov, Podnyataya tselina; Stadnyuk, Lyudi ne angely; Panfyorov, Otrazheniya; Ovechkin, Rayonnyye budni; Trudnaya vesna; Soloukhin, Vladimirskiye proselki; Abramov, Vokrug da okolo; Putipereput'ya; Prasliny; G. Upsensky, Vlast'zemli; Gorky, O russkom krest'vanstve.

2. Representatives of Their Times: Pushkin, Yevgeniy Onegin; Lermontov, Geroy nashego vremeni; Goncharov, Oblomov; Turgenev, Rudin; Otsy i deti; Nov'; Chernyshevsky, Chto delat'; Tolstoy, Anna Karenina; Dostoyevsky, Besy; Zlatovratsky, Osnovy; Gorky, Chelkash; Mat'; Ispoved'; Zamyatin, My.

3. Cataclysm, War and Revolution: Tolstoy, Sevastopolskiye rasskazy; Garshin, Chetyrye dnya; Fedin, Goroda i gody; Leonov, Barsuki; Sholokhov, Tikhiy Don; A. Tolstoy, Khozhdeniye po mukam; Serafimovich, Zheleznyy potop; Babel, Konarmiya; Simonov, Dni i nochi; V. Nekrasov, V okopakh Stalingrada; Leonov, Vzyatiye Velikoshumska; Bek, Volokolamskoye shosse; Baklanov, Yul' 1941; Balter, Do svidaniye, malchiki.

4. Tribulations of Soviet Man: Ivanov. Bronyepoezd 14-39; Furmanov, Chapayev; Fadeev, Razgrom; Gladkov, Tsement; Leonov, Sot'; Ostrovsky, Kak zakalyalas' stal'; Platonov, Kotlovan; Ilf and Petrov, Zolotoy telyonok; Polevoi, Povest' o nastoyashchem cheloveke, Granin, Iskateli; Nekrasov, V rodnom gorode; Dudintsev, Ne khlebom yedinym; Kochetov, Braty'a Yershovy; Solzhenytsin, Odin den' Ivana Denisovicha.

Examination Arrangements: One three-hour written examination in the final year. Candidates will be required to answer question(s) on both their chosen themes

# LAW

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

1	ectures	and	Sem	inare

	es and Seminars		
Lecture/ Seminar Number			Study Guide Number
LL100	Public Law: Elements of Government Dr. C. R. Harlow, Professor J. A. G. Griffith, Mr. R. W. Rawlings, Mr. M. Loughlin and Mr.	29/ML J. M. Jacob	LL5003
LL101	Law of Contract Mr. I. G. Karsten, Mr. P. Muchlinski, Mr. W. D. Bishop and Mrs. R. G. Schuz	42/MLS	LL5001
LL102	Law of Property I Mr. W. T. Murphy, Dr. S. A. Roberts and Mr. D. C. Bradley	44/MLS	LL5002
LL103	The Law-Making Process Professor M. Zander	10/M	LL5500; LL5020; SA6772
LL104	Law and the Social Sciences Dr. S. A. Roberts, Mr. W. T. Murphy and Mr. D. N. Schiff	10/M	LL5500
LL105	Courts and Litigation Professor M. Zander	26/LS	LL5000; SA6772
LL106	Law of Tort Mr. I. G. F. Karsten, Mr. D. C. Bradley, Mr. W. D. Bishop and Dr. C. R. Harlow	45/MLS	LL5041
LL107	Criminal Law Professor L. H. Leigh, Professor J. E. Hall Williams and Ms. J. Temkin	23/MLS	LL5040
LL108	Jurisprudence Mr. D. N. Schiff, Mr. W. D. Bishop and Mr. R. L. Nobles	42/MLS	LL5100
LL110	Law of Property II Mr. W. T. Murphy and Mr. R. L. Nobles	45/MLS	LL5105
LL111	Law of Evidence Professor J. E. Hall Williams	20/ML	LL5113
LL112	Public International Law Professor R. Higgins, Dr. Shaw and Dr. P. W. Birnie	42/ML	LL5131
LL113	Conflict of Laws Mr. T. C. Hartley, Mr. I. G. F. Karsten and Mrs. R. G. Schuz	45/MLS	LL5114

Lecture Semina Number	r		Study Guide Number
LL114	Mercantile Law Mr. A. G. L. Nicol	40/ML	LL5110
LL115	Labour Law Professor Lord Wedderburn and Mr. R. C. Simpson	40/ML	LL5112
LL116	Domestic Relations Mr. D. C. Bradley, Mr. R. W. Rawlings and Dr. S. A. Roberts	40/ML	LL5118
LL117	Law of Business Associations Mrs. J. A. Freedman and Dr. D. A. Chaikin	35/ML	LL5111
LL118	Local Government Law Mr. M. Loughlin, Mr. R. W. Rawlings and Professor J. A. G. Griffith	6/M	LL5117
LL119	International Protection of Human Rights Professor R. Higgins	/MLS	LL5132
LL120	Basic Principles of Soviet and Yugoslav Legal Systems Professor I. Lapenna	25/MLS	LL5134
LL121	Legislation - Seminar Mr. J. M. Jacob	10/M	LL5116
LL122	Introduction to the Anthropology of Law Dr. S. A. Roberts	25/MLS	LL5138
LL123	Introduction to European Law Mr. T. C. Hartley and Dr. N. March-Hunnings	45/MLS	LL5133
LL124	Legal and Social Change since 1750 – Seminar (Not available 1985-86) Professor W. R. Cornish	25/MLS	LL5137
LL125	Housing Law Mr. R. L. Nobles	5/L	LL5119
LL126	Adminstrative Law Dr. C. R. Harlow and Mr. R. W. Rawlings	25/MLS	LL5115
LL127	Economic Analysis of Law Mr. W. D. Bishop, Dr. B. Hindley, Mr. J. R. Gould and Mr. K. Klappholz	22/ML	LL5136
LL128	Women and Law – Seminar Ms. J. Temkin, Mr. A. G. L. Nicol and Mr. W. T. Murphy	22/MLS	LL5135
LL129	The Law Relating to Civil Liberties in England and Wales Professor L. H. Leigh, Mr. A. G. L. Nicol and Mr. D. N. Schiff	20/ML	LL5130

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Lecture/ Seminar Number			Study Guide Number	Lecture/ Seminar Number			Study Guide Number
LL139	Land Development and Planning Law Mr. M. Loughlin	20/ML	LL5140	LL182	Obligations II - Seminar (Not available 1985-86) Mr. R. W. Rawlings	15/LS	
LL140	Sentencing and Treatment of Offenders Professor J. E. Hall Williams	10/M	LL5171	LL183	Constitutional Theory - Seminar Mr. R. W. Rawlings	10/M	
LL141	Outlines of Modern Criminology Professor J. E. Hall Williams and Ms. J. Temkin	10/L	LL5170	LL184	Introduction to the British Constitution Seminar (Not available 1985-86)	15/LS	
LL142	Health Care and the Law Mr. J. M. Jacob and others	10/L	LL5175	LL185	Sociology of Law Class Mr. W. T. Murphy	10/M	
LL143	Legal Services to the Community Professor M. Zander	10/M	LL5176	LL200	Comparative Constitutional Law I Professor L. H. Leigh and Mr. Creighton	30/MLS	LL6150
LL144	Social Security Law I Dr. J. Fulbrook	10/M	LL5172	LL201	Comparative Constitutional Law II (no longer taught at LSE)	45/MLS	
LL145	Social Security Law II Dr. J. Fulbrook	10/L	LL5173	LL202	Professor Read and Dr. Slinn French Administrative Law: a Comparative	20/LS	
LL146	Law of Landlord and Tenant Mr. R. L. Nobles	10/M	LL5174		Study (Not available 1985-86) Dr. C. R. Harlow	74/25	
LL147	Race, Nationality and the Law Mr. A. G. L. Nicol	10/M	LL5177	LL203	Company Law Professor Lord Wedderburn	28/MLS	LL6076
LL148	Sociological Theory and the Idea of Law - Seminar Mr D. N. Schiff	10/M	LL5179	LL204	The Law of Personal Taxation Mrs. R. G. Schuz	30/MLS	LL6101
LL149	Public Law and Economic Policy (Not available 1985-86)	10/L	LL5178	LL205	The Law of Business Taxation Mrs. J. A. Freedman	33/MLS	LL6100
LL160	Courts and the Trial Process Professor M. Zander	14/LS	LL5020	LL206	The Law of Restitution (Not available 1985-86) Professor W. P. Corrich and M. P. D. C.	30/MLS	LL6085
LL161	Commercial Law Dr. D. A. Chaikin, Mrs. J. A. Freedman and Mrs. R. G. Schuz	40/ML	LL5060		Professor W. R. Cornish and Mr. B. R. Green  Monopoly, Competition and the Law (Not available 1985-86)	30/MLS	LL6032
LL162	Elements of Labour Law Mr. R. C. Simpson	20/ML	LL5062; LL6112	LL208	Mr. W. D. Bishop and Dr. Korah  E.E.C. Competition Law  Mr. W. D. Bishop and Dr. Korah	30/MLS	LL6031
LL163	Elements of Labour Law Class (for Trade Union Studies course) Mr. R. C. Simpson and Dr. J. Fulbrook	25/MLS		LL209	The Principles of Civil Litigation Sir Jack Jacob and Professor M. Zander	35/MLS	LL6010
LL164	Soviet Law Professor I. Lapenna	10/L		LL210	Comparative Criminal Law and Procedure Professor L. H. Leigh	30/MLS	LL6120
LL180	Introduction to Justice Technique – Seminar	10/M		LL211	Soviet, East European and Mongolian Law Professor I. Lapenna and Professor Butler	30/MLS	LL6176
LL181	Mr. A. G. L. Nicol  Obligations I – Seminar  Mr. R. L. Nobles	10/M	22		Comparative Family Law Ms. J. Temkin, Professor I. Lapenna and Mr. D. C. Bradley	28/MLS	LL6018

Lecture/ Seminar Number			Study Guide Number
LL213	Law of International Institutions Professor R. Higgins and Dr. P. W. Birnie	28/MLS	LL6048
LL214	Law of European Institutions Mr. T. C. Hartley, Professor Butler and Dr. N. March-Hunnings	23/MLS	LL6049
LL215	European Community Law Mr. T. C. Hartley	15/LS	LL6015
LL216	International Law of the Sea Dr. P. W. Birnie	30/MLS	LL6060
LL217	The International Law of Natural Resources Professor R. Higgins	28/MLS	LL6057
LL218	International Economic Law Dr. D. A. Chaikin	30/MLS	LL6054
LL219	International Business Transactions Mr. T. C. Hartley, Mr. I. G. F. Karsten and Professor F. G. Jacobs	30/MLS	LL6033
LL220	Intellectual Property Professor W. R. Cornish and Mr. D. Llewellyn	30/MLS	LL6075
LL221	Theoretical Criminology Professor J. E. Hall Williams and Mr. J. Freeman	30/MLS	LL6121
LL222	Applied Criminology Professor J. E. Hall Williams and others	30/MLS	LL6122
LL223	Sentencing and the Penal Process Professor J. E. Hall Williams, Dr. Saeed and others	30/MLS	LL6124
LL224	Law of Management and Labour Relations Professor Lord Wedderburn	28/MLS	LL6111
LL225	Individual Employment Law Mr. R. C. Simpson and Dr. J. Fulbrook	25/MLS	LL6110
LL226	Human Rights - Seminar Professor R. Higgins and Mr. Duffy	28/MLS	LL5132; LL6052
LL227	Economic Analysis of Law (Graduate Course) Mr. W. D. Bishop		
LL230	Problems of Civil Litigation - Seminar Sir Jack Jacob and Professor M. Zander		LL6010
LL231	Problems in Taxation - Seminar Professor M. A. King and Mr. Avery-Jones	8/LS	Ec2435

		Study Guide Number
Diploma in Criminal Justice Class Professor J. E. Hall Williams	10/ML	
Multinational (Transnational) Enterprise and the Law Mr. P. T. Muchlinski	28/MLS	LL6061
Marine Insurance Professor A. Diamond and Mr. P. T. Muchlinski	26/MLS	LL6142
Public Interest Law Dr. C. R. Harlow and Mr. R. W. Rawlings	30/MLS	LL6156
Carriage of Goods by Sea Professor A. L. Diamond	26/MLS	LL6140
Professor Jowell (U.C.) and	30/MLS	LL6155
Mr. W. T. Murphy, Dr. S. A. Roberts, Mr. D. N. Schiff, Mr. Cotterrell (QMC)	14/MLS	LL6003
	Professor J. E. Hall Williams  Multinational (Transnational) Enterprise and the Law Mr. P. T. Muchlinski  Marine Insurance Professor A. Diamond and Mr. P. T. Muchlinski	Professor J. E. Hall Williams  Multinational (Transnational) Enterprise and the Law Mr. P. T. Muchlinski  Marine Insurance Professor A. Diamond and Mr. P. T. Muchlinski  Public Interest Law Dr. C. R. Harlow and Mr. R. W. Rawlings  Carriage of Goods by Sea Professor A. L. Diamond  Planning and Environmental Control Professor Jowell (U.C.) and Mr. M. Loughlin  Law and Social Theory Mr. W. T. Murphy, Dr. S. A. Roberts, Mr. D. N. Schiff, Mr. Cotterrell (QMC)

# Study Guides

LL162

#### Labour Law

Teacher Responsible: Mr. R. C. Simpson, Room A461 (Secretary, Rosemary Maund, A304)

Course Intended Primarily for Trade Union Studies Course.

Scope: The aim of the course is to examine the law in British industrial relations concentrating on those aspects of particular interest and importance to trade unions and trade unionists.

Syllabus: Collective labour law: Trade unions 'right to organise': Legal status of trade unions; legal support for the right to organise and the right not to belong the closed shop; time off work for union activities. Internal union management: admission and expulsion; union democracy; union political activities; inter-union relations - 'Bridlington' and the law. Collective bargaining and the law: union recognition; union rights to disclosure of information and consultation on redundancies; wages councils. Strikes, other forms of industrial action and the law: picketing and workplace occupations; civil liabilities for organising and taking part in industrial action; state emergency powers. Individual labour law: Contracts of employment and collective agreements. Employee's rights: pay; hours time off work; sickness - sick pay, holidays. Discrimination at work on grounds of race and sex. Termination of employment: unfair dismissal; redundancy rights. Health and safety at work.

Teaching Arrangements: Lectures: LL162

Elements of Labour Law 20 Michaelmas and Lent Terms.

Classes: LL163 25 Sessional.

The lectures and classes are complementary. The classes will follow the lectures and cover the topics in the same order. Classes will normally be conducted on the basis of general discussion of a particular topic. **Reading List:** The following is relevant throughout the course and is recommended for purchase: McMullen, *Rights at Work.* 

Examination Arrangements: None.

LL164

#### Soviet Law

Teacher Responsible: Professor I. Lapenna, Room K300 (Secretary, Mrs Pam Hodges, A369)

Course Intended Primarily for B.Sc. (Econ.) Part II, esp. XXII Russian Government, History and Language; Diploma in Int. and Comp. Politics; M.Sc.; graduate students of law and others interested.

Scope: The aim of the course is to introduce students to the essential features of Soviet law with emphasis on the relationship between politics and law in the USSR

Syllabus: Soviet interpretations of the Marxist doctrine of State and law; unity of the legal system and the position of public international law; ideology and reality as reflected in Soviet constitutions 1918–1977 (and up to date); sovereignty: national, political, legal, state, limited (Brezhnev doctrine), as a tool of Soviet domestic and foreign policy; human rights in theory

and practice; Soviet concept of constitutionality and legality; basic principles of criminal law and procedure, political and economic crimes; legal aspects of State planning.

Pre-Requisites: Knowledge of Russian is useful, but not necessary.

Teaching Arrangements: One lecture of one hour per week, Lent Term (Professor Lapenna).

Written Work: One essay of about 2,500-3,000 words. Reading List: Students are advised to buy:

I. Lapenna, Marxism and the Soviet Constitutions; Soviet Penal Policy; L. Schapiro, The Government and Politics of the Soviet Union.

Other books: W. E. Butler, Soviet Law; A. Denisov & M. Kirichenko, Soviet State Law; J. N. Hazard, Communists and Their Law; I. Lapenna, State and Law: Soviet and Yugoslav Theory; H. J. Bermann, Soviet Criminal Law and Procedure; Constitution of the U.S.S.R. of 1977 (latest edition).

Supplementary Reading List: D. D. Barry & Others (Eds.), Soviet Law After Stalin; K. Grzybowski, Soviet Public International Law; H. Kelsen, The Communist Theory of Law; R. Sharlet, The New Soviet Constitution of 1977; E. B. Pashukanis, Law and Marxism: A General Theory.

Examination Arrangements: There is no separate examination in this subject, but the knowledge acquired during the course may help students to improve their examination answers in other subjects concerned with the course.

LL231

### **Problems in Taxation**

Teacher Responsible: Professor M. A. King, Room R404 (Secretary, Deborah Clark, Room R411)

Course Intended Primarily for LL.M. and M.Sc. (Econ.)

Scope: The aim of the course is to discuss tax problems which are of interest to both lawyers and economists. Syllabus: 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.

Teaching Arrangements: Fortnightly seminars of 13 hours each, Lent and Summer Terms.

Reading List: There is no fixed list, selections being made from year to year on the basis of topicality. Examination Arrangements: There is no separate examination but the knowledge acquired may help to improve examination answers in other taxation

LL5000

#### English Legal System

courses.

Teacher Responsible: Professor Michael Zander, Room A457 (Secretary, Angela White, A303)

Course Intended Primarily for Intermediate LL.B. and General Course.

Scope: The aim is to introduce students to the basic features of the legal system together with some basic concepts as to the nature of law and its connection with social science.

Syllabus:

The Law-Making Process (LL103):

(a) Making the Law: sources of law; custom; precedent; statutes and statutory interpretation.

(b) Changing the Law: the machinery of law reform; codification.

Law and the Social Sciences (LL104):

Ways of looking at law; the relation of legal theory to social theory.

(i) The problem of order; conflict and dispute processes.
(ii) The treatment of law in social theory – the external view.

(iii) Lawyers' theories of law - the internal view. Courts and Litigation (LL105):

(a) The courts: their structure, organization, jurisdiction, Tribunals.

(b) Pre-trial: (1) Civil: interlocutory proceedings, pleadings, delay. (2) Criminal: investigation of crime by the police: police powers; arrest; bail; Police and Criminal Evidence Act 1984.

(c) The trial: procedure in civil and criminal trials; rules of evidence. The jury. Remedies; enforcement of judgements. The appeal process. The costs of litigation; legal aid; right to counsel.

(d) The legal profession; judges, barristers and solicitors.

Pre-Requisites: None.

Teaching Arrangements: There are three lecture courses, each accompanied by a class as follows:

LL103 The Law Making Process (10 Michaelmas). LL104 Law and the Social Sciences (10 Michaelmas). LL105 Courts and Litigation (22 Lent and Summer). Classes:

For LL.B. Intermediate

LL103a (10 Michaelmas) – weekly in a large group. The lecture group will be divided into four groups by alphabetical order.

LL104a: 10 classes in the Michaelmas Term fortnightly.

LL105a: 13 classes in the Lent and Summer Terms. Written Work: This depends on each class teacher, but students should expect to do about 4 pieces of written work during the year.

Reading List: For LL103 the basic text (which should be bought) is Michael Zander, The Law Making

For LL104 the reading consists of materials handed out to students at the beginning of the course in mimeograph form.

For LL105 the basic text (which should be bought) is Michael Zander, Cases and Materials on the English Legal System. In addition students will be directed to parts of the Report of the Royal Commission on Criminal Procedure (1981, Cmnd. 8092).

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus for all three lecture courses. The paper is divided into three sections. Section A, based on LL104 has four questions and students are required to answer one. Section B, based on LL103, similarly has four questions and students are required to answer one. Section C, based on LL105, has seven questions of which students must answer two. It is vital to answer

four questions in all and they must be from sections as indicated above. Past papers can be obtained from the Library, from **Professor Zander** or from his secretary.

LL5001

#### Law of Contract

Teacher Responsible: Mr. I. G. F. Karsten, Room A362 (Secretary, A302)

Course Intended Primarily for LL.B. students, first year.

Scope: The aim of the course is to introduce students to the basic principles of the law of contract and critically to review the extent to which those principles meet the needs of society.

Syllabus: Offer and acceptance; consideration; intention to create legal relations; certainty; privity; contents of a contract; exemption clauses; duress and unconscionability; misrepresentation; mistake; frustration; illegibility; remedies.

Pre-Requisites: There are no pre-requisites for the

Teaching Arrangements: The course is taught by means of two lectures (LL101) per week and one class (LL101a) per week. The lectures will be given by a number of different lecturers, but each class will have the same teacher throughout the year. The basic work is done through the classes, and the lectures are designed to introduce the topics on the syllabus, introduce new insights if possible, and encourage critical thinking. Class teachers will give out reading lists in advance of the classes, and these must be fully prepared by students. Lecture notes will also be given out to help students to follow the lectures. In addition, each student will receive a compilation of problems together with past examination papers.

Written Work: This will be set, marked and returned by each class teacher. Normally, a student will be expected to produce two pieces of written work in his first term and two pieces of written work in the second term. The written work will consist either of any essay or of a problem.

A mock examination is set at the beginning of the second term. It covers work up to the date of the examination, and is conducted under examination conditions, but lasts only one and a half hours (as compared to three hours for the actual examination). The purpose of the mock examination is to enable students to monitor their own progress as well as to give their class teachers an opportunity of ensuring that progress is being maintained. Each class teacher marks his own class students' papers. The marks do not in any way count towards the final assessment of the student. Reading List: Students should follow the advice of their class teachers as to the books to be read. The books most commonly used are the latest editions of Treitel, Law of Contract; and Cheshire and Fifoot, Law of Contract; as well as Smith & Thomas, Casebook on

**Examination Arrangements:** There is a three hour formal examination in the Summer Term, based on the full syllabus.

There is a resit examination in this paper in September.

LL5003

Law of Property I

Teacher Responsible: Mr. W. T. Murphy, Room A361 (Secretary, Pam Hodges, A369)

Course Intended Primarily for LL.B. Intermediate. Scope: To introduce students to the fundamental concepts of the English law of property with special reference to land law.

Syllabus: Real and Personal Property compared; the interaction of rights and remedies; the basic concepts of real property; the conveyancing framework; the law of leases; mortgages; easements; covenants; the family

Pre-Requisites: There are no pre-requisites but a knowledge of modern English social history is an

Teaching Arrangements: One lecture course (LL102) of between 40 and 44 lectures accompanied by a weekly class (LL102a).

Reading List: Megarry (Hayton Ed.), Manual of Real Property Law (6th edn.); and either: Gray and Symes, Real Property and Real People; or Murphy and Clark, The Family Home.

Students may find it useful to read John Scott, The Upper Classes (Macmillan 1982); before or upon commencing this course.

Examination Arrangements: There is a three hour formal examination in the Summer Term on which the entire assessment for the course is based.

Public Law: Elements of Government Teacher Responsible: Dr. C. R. Harlow, Room A463 (Secretary, Jane Heginbotham, A371)

Course Intended Primarily for first year LL.B. students but those studying Government, Public Administration and Social Administration may find the lectures valuable - particularly those given by visiting speakers in the Michaelmas Term.

Scope: The course covers central and local government, Parliament, and the law relating thereto, especially judicial review of administrative action. Syllabus:

(1) The special characteristics of public law in England. (2) The institutions of government: (a) The Prime Minister, the Cabinet, the central government departments. The civil service. (b) Local authorities: their staff. (c) Public corporations: their staff. (d) Parliament: its composition, functions and privileges. Ministerial responsibilities. Representation. Elections. (e) The Judiciary: its constitutional position.

(3) The process of government. The administrative process: its characteristics. The working of government. The functional relations between the institutions of government. The royal prerogative. The legislative process: its characteristics, preparliamentary and parliamentary. Subordinate legislation. Private Bills. The judicial process: its characteristics. The impact of the courts on the process of government. Administrative tribunals.

Teaching Arrangements: Lectures (LL100): Michaelmas and Lent Terms - twice weekly in Michaelmas, once weekly in Lent. Classes (LL100a):

LL5002 Sessional - weekly. Teachers: Carol Harlow, Joe Jacob and Richard Rawlings.

Written Work: will be indicated by the class tutor. At least two essays will be required to be written during each of the Michaelmas and Lent Terms.

Reading List: Students should buy: either T. C. Hartley & J. A. G. Griffith, Government and Law (2nd edn. 1981); or S. A. de Smith, Constitutional and Administrative Law (4th edn. 1981).

They will also find useful: G. Wilson, Cases & Materials in Constitutional and Administrative Law (2nd edn. 1976).

Supplementary Reading List: R. F. V. Heuston, Essays in Constitutional Law (2nd edn.); J. P. Mackintosh. Government & Politics in Britain (4th edn.); The British Cabinet (3rd edn.); A. H. Hanson & M. J. Walles, Governing Britain; S. A. Walkland & M. J. Ryle (Ed.), The Commons Today; J. A. G. Griffith. The Politics of the Judiciary (2nd edn.); L. S. Amery, Thoughts of the Constitution; B. Crick, The Reform of Parliament; R. T. McKenzie, British Political Parties (2nd edn.); R. Miliband, The State in Capitalist Society; Marxism and Politics; Joe Haines, The Power of Politics; John Whale, The Politics of the Media; B. Sedgemore, The Secret Constitution; Lord Hailsham, The Dilemma of Democracy; N. Johnson, In Search of the Constitution.

Examination Arrangements: Normal three hour written examination.

LL5020

**English Legal Institutions** 

Teacher Responsible: Professor Michael Zander, Room A457 (Secretary, Angela White, A303)

Course Intended Primarily for B.Sc. (Economics) Part I and II; B.A./B.Sc. Degree in the Faculties of Arts and Economics.

Scope: The aim is to introduce students to the basic features of the legal system.

Syllabus: 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. Administrative tribunals. Civil and criminal cases. including an outline of pre-trial proceedings; evidence and procedure. 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.

Pre-Requisites: None

Teaching Arrangements: There are two lecture courses, each accompanied by a class, as follows:

LL103 The Law Making Process (10M) LL160 Courts and the Trial Process (12LS) Classes:

LL103b: Weekly Michaelmas LL160a: Weekly Lent and Summer

Written Work: Depends on class teacher, but usually four or so pieces of written work.

Reading List: For LL103 the basic text (which should bought) is Michael Zander, The Law Making

For LL160 the basic text (which should also be bought) Michael Zander, Cases and Materials on the English Legal System.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. The paper has two sections. Section A has four questions based on LL103 of which students must answer not less than one. Section B based on LL160 has seven questions of which students must answer at least two. Five questions must be completed.

LL5040

Criminal Law

Teacher Responsible: Professor L. H. Leigh, Room A541 (Co-ordinating Member of Staff) (Secretary, Mrs. S. Hunt, A304)

Courses Intended Primarily for LL.B. Part I students. Scope: The aim of the course is to provide a grounding n the general principles of criminal law and to examine he application of these principles to certain specific ffences. Policy issues surrounding both principles and ffences are also discussed.

Syllabus: Mens rea; actus reus; defences to crime; strict bility; 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; robbery (in outline only).

Pre-Requisites: The course is compulsory for LL.B. Part I students. There are no pre-requisites for it.

Teaching Arrangements: Teaching is by weekly seminar (LL107) lasting for two hours. Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate. There will be seven seminar groups. Three of these will be taken by Ms. Temkin, two by Professor J. E. Hall Williams (office number A504) and two by Professor L. H. Leigh (office number A540).

Written Work: This will be set by the teacher in charge of the seminar. A minimum of two pieces of written work will be required, usually one essay and one problem.

Reading List: Students will be expected to have read the relevant chapters on the topics set out above under Syllabus in one of the two major textbooks, viz. Glanville Williams, Textbook of Criminal Law, (2nd edn. 1983); J. C. Smith & B. Hogan, Criminal Law (5th edn. 1983). 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 designed as secondary is also set out on the reading sheets.

Students will find it advantageous to purchase either D. W. Elliott and J. C. Wood, Casebook on Criminal Law (4th edn.) or C. Clarkson and H. Keating, Criminal Law: Text and Material (1984).

Examination Arrangements: One three-hour paper. Four questions to be answered out of nine.

LL5041

Teacher Responsible: Mr. I. G. F. Karsten, Room A362 (Secretary, A302)

Course Intended Primarily for LL.B. students, 2nd

Law of Tort

Scope: The aim of the course is to introduce students to the principles of English law governing civil wrongs known as torts and critically to review the extent to which those principles meet the needs of the society. Syllabus: Introduction: the interests protected by law of tort; the bases of liability; the efficiency of the law of tort as a means of compensation for personal injuries: alternative schemes of compensation.

International torts causing personal injuries: trespass to the person; the relationship between trespass and negligence; assault; battery; Wilkinson v. Downton; defences to intentional torts.

Negligence causing personal injuries: the rise of negligence; elements of the tort; the duty of care; the standard of care; res ipsa loquitur; nervous shock; remoteness of damage; occupiers' liability contributory negligence; violenti non fit injuria; principles of assessment of damages; reform generally.

Additional functions of the law of tort: nuisance: Rylands v. Fletcher; fire; conspiracy; intimidation; inducing breach of contract; statements causing economic loss; deceit; injurious falsehood; negligent statements; liability for economic loss caused by negligence; false imprisonment; abuse of process and malicious prosecution; defamation.

Other topics: joint tortfeasors; vicarious liability; breach of statutory duty; abuse of rights; remedies for maladministration.

Pre-Requisites: Students must have passed the intermediate LL.B. examination.

Teaching Arrangements: The course is taught by means of two lectures (LL106) per week and one class (LL106a) per week. The basic work will be done through the classes, with the same class teacher being responsible for his class throughout the course. The lectures are intended to supplement rather than duplicate the classes; they will be given by a number of different lecturers, who will introduce particular topics forming part of the syllabus, with the intention of stimulating further thought.

It follows that the lectures will not cover the entire syllabus, although they will cover a substantial part of it. The classes will cover most of the syllabus, but there may be one or two minor topics which will only be covered in the lectures.

Written Work: This will be set by class teachers who will mark and return the work. Normally, a student will be expected to produce two pieces of written work in the first term of the course and two pieces of written work in the second term. The written work will normally consist either of an essay or of a problem. Reading List: Students are strongly recommended to take the advice of their class teacher as to the books to be read. The books most commonly used are the latest editions of Winfield & Jolowicz, Law of Tort; and Salmond, Law of Torts; together with Atiyah, Accidents, Compensation and the Law; but each class teacher will give his students detailed guidance.

formal examination in the Summer Term, based on the full syllabus for the course. There is a resit examination in this paper in September.

Examination Arrangements: There is a three-hour

LL5060

#### Commercial Law

Teacher Responsible: Dr. D. A. Chaikin, Room A359, (Secretary, Pam Hodges, A369)

Course Intended Primarily for B.Sc. (Economics) Part II students. B.Sc. (Management Sciences) 2nd or 3rd year. Diploma in Accounting. Diploma in Business

Scope: The aim of this course is to introduce non-law students to the fundamental principles and problems of contract law, company and revenue law.

#### Syllabus:

- (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; maintenance of capital.
- (3) Revenue Law: tax avoidance and tax evasion; income tax and corporation tax; capital gains tax and capital transfer tax.

Pre-Requisites: There is no pre-requisite law subject for this course.

Teaching Arrangements: Each week for 20 weeks there are two lectures (LL161) of one hour duration, accompanied by a class (LL161a).

#### Lectures:

Contract - R. Schuz and J. Freedman

Company - D. Chaikin

Revenue - J. Freedman

Equal time will be devoted to contract, company and revenue. (7 weeks each).

Classes: selected problems and essays will be discussed

Reading List: (1) Recommended: G. H. Treital, An Outline of the Law of Contract; Northey & Leigh, Introduction to Company Law; Pinson, Revenue Law. Supplementary Reading List: G. H. Treital, The Law of Contract; L. C. B. Gower, The Principles of Modern Company Law.

Examination Arrangements: There is a three hour formal examination in the Summer Term, based on the full syllabus. The paper contains eleven questions, of which four are to be answered. The examination counts for 100% of the assessment of the course.

LL5062

### Elements of Labour Law

Teacher Responsible: Mr. R. C. Simpson, Room A461 (Secretary, Rosemary Maund, A304)

Course Intended Primarily for 2nd or 3rd year B.Sc. (Econ.) Part II & B.Sc. Management Sciences.

Scope: 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 collective labour relations between trade unions and employers. The second is concerned with the individual labour relationship between each individual worker and his or he employer.

#### Syllabus: 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

Internal trade union management; admission and expulsion; members' rights; union democracy; union political activities; mergers, inter-union relations

Collective bargaining and the law: union recognition: legal status of collective agreements; disclosure of information, "fair wages"; wages councils.

Legal regulation of strikes and other forms of industrial conflict; picketing; individual workers' rights; civil liabilities for organising industrial action; state emergency powers.

#### Individual labour law:

Legal nature of individual employment relationship: employees contrasted with self-employment relationship of individual contract to collective

Individual rights during employment: pay; hours - time off work; holidays; sickness - statutory sick pay. Discrimination in employment: women's rights - equal pay, sex discrimination, maternity; discrimination on racial grounds.

Termination of employment: different types of termination; rights of dismissed employees - wrongful dismissal, unfair dismissal, redundancy. Health and Safety at work.

Pre-Requisites: While any previous knowledge and/or experience of the law in industrial relations is an advantage it is NOT essential.

#### Teaching Arrangements:

Lectures: LL162 Elements of Labour Law 20 Michaelmas and Lent.

Classes: LL162a 20 Michaelmas and Lent.

The lectures and classes are complementary. The lectures will cover all the above syllabus. The classes will follow the lectures and cover the topics in the same order as the lectures. Students will be required to do one piece of written work in each term. Classes will normally be conducted on the basis of general discussion of a particular topic.

#### Written Work: See above.

Reading List: Students are advised to purchase the following: Kahn Freund, Labour and the Law. They should consult the following regularly:

Bain & Lewis (Eds.), Labour Law in Britain; Davies & Freedland, Labour Law, Text & Materials; Hepple & O'Higgins, Employment Law.

Supplementary Reading List: Lewis & Simpson, Striking a Balance? Employment Law after the 1980 Act; Elias, Napier & Wallington, Labour Law, Cases and Materials; Wedderburn, The Worker and the Law; McMullen, Rights at Work. The "Donovan" Report of the Royal Commission on Trade Unions and Employers' Associations.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the syllabus above. The paper contains 10 questions of which four have to be attempted.

LL5100

Jurisprudence Teacher Responsible: Mr. D. N. Schiff, Room A460

(Secretary, Pam Hodges, A369) Course Intended Primarily for 3rd year LL.B. students. Scope: Introduction to philosophy of law and to topics n moral and political philosophy of special interest to

Syllabus: Philosophy of Law: Theories of Aquinas, Austin, Hart, Fuller, Kelsen, Olivercrona, Dworkin. Political Theory: Theories of Mill, Marx, Hayek and

Selected issues: Role of Courts in a democracy, heories of punishment, obligation and obedience to law, limits of the criminal law.

Pre-Requisites: None.

Teaching Arrangements: 2 lectures (LL108) each, 1 class (LL108a) each.

Written Work: Students are encouraged but not required to write one essay each term.

Reading List: Austin, Province of Jurisprudence Determined; Hart, The Concept of Law; Kelsen, The Pure Theory of Law; Dworkin, Taking Rights Seriously; Fuller, The Morality of Law; Mill, On Liberty; Hayek, The Constitution of Liberty; Marx, Selections in Marx and Engels on Law; Rawls, A Theory of Justice; Devlin, The Enforcement of Morals; Bickel, The Least Dangerous Branch; Hart, Punishment and Responsibility.

Examination Arrangements: 3 hour formal examination in Summer Term.

LL5105

Property II

Teacher Responsible: Mr. W. T. Murphy, Room A361 Secretary, Pam Hodges, A369)

Course Intended Primarily for LL.B. Part I and II. Scope: The aim of the course is to explore key conceptual problems and policy issues in Equity and the Law of Trusts.

Syllabus: The general principles of the law of trusts: the formation of private and charitable trusts. Discretionary and Protective Trusts. Implied constructive and resulting trusts. The administration of a trust. Duties and discretions of trustees. Breach of trust and remedies therefor. The general nature of equitable principles and remedies. Historical and contemporary social and economic functions of the trust form: the trust and wealth accumulation; the trust and tax-avoidance.

Pre-Requisites: A knowledge of land law and the distinction between law and equity is essential.

Teaching Arrangements: One lecture course (LL110) of between 40 and 44 lectures accompanied by a weekly class (LL110a).

Reading List: D. B. Parker & A. R. Mellows, The Modern Law of Trusts; R. H. Maudsley & E. H. Burn, Cases and Materials on Trusts and Trustees; J. A. Nathan & O. R. Marshall, Cases and Commentary on the Law of Trusts.

Examination Arrangements: There is a three hour formal examination in the Summer Term on which the entire assessment for the course is based.

LL5110

Mercantile Law

Teacher Responsible: Andrew Nicol, Room A456 (Secretary, Mrs Jane Heiginbotham, A371)

Course Intended Primarily for LL.B. students generally in 3rd year.

Scope: A study of selected commercial law topics presently, sale of goods, agency and consumer credit. Syllabus: Sales: all aspects of sale of goods, but particularly implied terms, consumer protection legislation, the passing of property in goods and transfer of title by non-owners, remedies.

Agency: the acquisition, use and loss of an agent's authority to act on behalf of a principal; rights and remedies of agents and principals between themselves and towards third parties.

Consumer Credit: common law background and Consumer Credit Act 1974 with particular emphasis on hire purchase and conditional sales.

Pre-Requisites: Knowledge of Contract essential; Tort and equity very useful.

Teaching Arrangements: There will be two lectures (LL114) a week and weekly classes (LL114a). Andrew Nicol teaches both. An outline with main topics, cases and other references is distributed at the beginning of each of the three sections. Work sheets are given out for each class.

Lectures: Rooms and times to be announced.

Classes: Rooms and times to be announced.

Written Work: Generally three pieces (problem and essays) in the course of the year will be set and discussed in classes.

Reading List 1. Introductory Reading: Ross Cranston, Consumers and the Law (2nd edn. 1984).

2. Textbooks: Sweet & Maxwell's, Commercial Law Statutes; Atiyah, The Sale of Goods (6th edn.); Fridman's, Law of Agency (5th edn.); Diamond, Consumer and Commercial Credit.

3. Reference: Bejamin's, Sale of Goods (2nd edn.); Miller & Lovell, Product Liability; Markesinis & Munday, An Outline of the Law of Agency; Bowstead on Agency (14th edn.); R. Powell, The Law of Agency; S. J. Stoljar, The Law of Agency; Goode, The Consumer Credit Act, A Student's Guide; Commercial Law (1982).

This will be supplemented by reference to articles and other books in the lecture outline.

Examination Arrangements: Students have a choice of methods of assessment. They may opt either for a 3 hour examination at the end of the year; or to write 3 essays during the course of the year.

The 3 essays: are each of about 3,000 words and coincide with the three sections of the course. The title must be chosen from a list given out approximately 4 weeks after lectures on the relevant section commence. There is about a month between this time and the deadline for the submission of the essay. A short oral exam is held in mid-May.

The examination: The paper is divided into three sections, corresponding approximately to the sections of the course. Each section has both essay and problem questions. At least one of the four questions required must be taken from each section. Prescribed statutes can be taken into the exam.

Students wishing to write the essays must make their choice known by the beginning of November, but can change their minds and decide to take the examination up to the beginning of the Lent Term.

#### LL5111

### Law of Business Associations

Teacher Responsible: Dr. D. A. Chaikin, Room A359 (Secretary, Pam Hodges, A369)

Course Intended Primarily for 3rd year LL.B. Part II students.

Scope: This course considers the main legal principles governing the various types of enterprises carrying on business in England. It will cover the main incidents of the law of partnership and registered corporations. It will also briefly refer to other special types of associations such as unincorporated associations, unit trusts, insurance companies and Trustee Savings Banks.

#### Syllabus:

(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. (b) Types of companies and their functions; the process of incorporation; preincorporation contracts; corporate personality. (c) Constitution; the doctrine of ultra vires; the contract in the articles; the liability of the company in contract, tort and crime; the distribution of power in a company. (d) Duties of directors, fraud on the minority, class rights. (e) Company finance - classes of securities. floating charges; maintenance of capital; regulation of public offers. (f) Reconstruction, Mergers, Winding Up and Takeovers. (g) Enforcement of Company Law. Investigations.

Pre-Requisites: Some background knowledge of contract and agency principles, as well as trust law, is desirable but not essential

Teaching Arrangements: There are 35 lectures (LL117), two lectures per week, each accompanied by a class (LL117a) as follows:

Lectures: D. Chaikin and J. Freedman

Classes: D. Chaikin and J. Freedman

Selected essay questions and problems in partnership (7 lectures) and company law (28 lectures) will be discussed in class.

Written Work: There will be two written assignments each term.

Reading List: Recommended: Northey & Leigh's, Introduction to Company Law (2nd edn. 1981); Gower's, Principles of Modern Company Law (4th edn. 1979) and Supplement (1981); Underhill's, Principles of the Law of Partnership (11th edn. 1981); The Company Lawyer, (bi-monthly periodical, Oyez Longman).

Supplementary Reading List: L. S. Sealy, Cases and Materials on Company Law (2nd edn. 1978); H. R. Hahlo, Casebook on Company Law (2nd edn. 1977): Butterworths, Company Law Handbook (3rd edn. 1982); Sweet and Maxwell, Companies Act (1st edn. 1980).

Examination Arrangements: There is a three hour formal examination in the Summer Term, based on the full syllabus. The paper contains 9 questions of which 4 must be answered. The paper counts for 100% of the assessment. Students are permitted to bring into the examination their own copies of the Partnership Act 1890 and the Companies Acts 1948-1981.

# LL5112

#### Labour Law

Teacher Responsible: Professor Lord Wedderburn, Room A301, (Secretary, Rosemary Maund, A304) Course Intended Primarily for LL.B. students. Lectures are also suitable for students studying Labour Law in the M.Sc. (Id115) Diploma in Management Studies and Trade Union Studies. Students taking LL224 (LL.M., Law of Management in Labour Relations) who have inadequate knowledge of up-todate British labour law, should attend lectures in this course in Michaelmas Term.

Syllabus: (in outline) The contract of employment; "employees" and "workers". Formation and content of the contract. Statutory and common law regulation of obligations and rights of employer and employee. Discrimination in employment. Equal pay.

Termination of employment - redundancy; unfair dismissal; notice; remedies. Industrial tribunals.

Collective bargaining and the law. The right to organise; closed shops; recognition of unions and disclosure of information. Statutory support for collective bargaining. Collective agreements.

Trade unions, legal structure and members' rights. Industrial conflict - strikes, lock-outs etc. Trade disputes; social security; conciliation and arbitration. Pre-Requisites: A good knowledge of the basic legal subjects (especially Contract, Tort, Property and Criminal Law). The option is open to LL.B. students in their second and third year, but most students, find it better to study this subject in their third year.

NOTE: Further information is available in the Law Department's annual Memorandum on Options available for Parts I and II of the LL.B. Degree.

Teaching Arrangements: Professor Lord Wedderburn, Mr. R. C. Simpson and Dr. J. Fulbrook normally teach the course. There are normally lectures and classes as follows:

LL115: 40 lectures, two each week in Michaelmas and Lent Terms.

LL115(a): 24 classes, one each week in Michaelmas and Lent Terms and 4 in Summer Term.

Reading List: Students should read a basic text book. Usually B. Hepple & P. O'Higgins, Employment Lawis recommended. They will also need either Butterworth's Employment Law Handbook or Sweet and Maxwell's Labour Relations. Statutes and Materials (plus any statutory material later in date).

Various other works will be recommended in the course, such as O. Kahn-Freund, Labour and the Law (ed. P. Davies & M. Freedland); K. W. Wedderburn, The Worker and the Law; P. Davies & M. Freedland, Labour Law, Text and Materials; R. Lewis & R. C. Simpson, Striking a Balance? Employment Law After the 1980 Act; Wedderburn, R. Lewis & J. Clark (Eds.). Labour Law and Industrial Relations.

Framination Arrangements: There is a three-hour written examination. Candidates are allowed to take with them into the examination an unmarked copy of the statutory materials specified for the relevant year. The paper is normally in two parts and candidates are asked to answer questions in both parts. When answers are required to a certain number of questions, failure to answer that number can lead to failure in the subject even if the answers offered are above the pass level.

#### Law of Evidence

Teacher Responsible: Professor Hall Williams, Room A504 (Secretary, Jane Heginbotham A371)

Course Intended Primarily for LL.B. Part I or II (Whole Unit)

Scope: This course will appeal to students interested in legal practice, specially those interested in advocacy as members of the bar or solicitors or in preparing and conducting litigation. Although it can be seen as a preparation for the professional examinations it confers no exemption, and the course is more academic than the professional courses, being concerned to examine principles and concepts and to discuss reform of the law. It is not really suitable for anyone without a basic training in law as it presupposes considerable legal knowledge.

#### Syllabus:

Form of trial at Common Law. Influence of elationship of judge and jury and adversary system on rules of evidence; decline of jury.

2. What may be proved: (i) Facts in issue (ii) fact probative of facts in issue; (iii) facts relevant to reliability and credibility; (iv) facts conditioning admissibility.

Rational basis of proof: direct and inferential proof; validity and limitation of circumstantial proof; nonpermissible inferences; prejudice; evidence of character f parties and similar facts; res gestae.

4. Incidence of proof: burdens; presumptions and standard of proof.

Form of evidence: (i) oral testimony: validity and sources of error; attendance of witnesses; competence and compellability; examination in court; techniques developed to test reliability and credibility, specially cross-examination; self serving and inconsistent statements; character and credit of witnesses; position of accused under the Criminal Evidence Acts 1898 and 1979; corroboration (ii) documentary evidence: public, judicial and private documents; discovery; proof of contents and execution; extrinsic evidence; (iii) real evidence. (iv) new scientific and technical forms of proof: tape recorders, lie detectors, medical tests and photographs etc.

Importance of the expert witness.

6. Exclusion of unreliable evidence: (i) best evidence rule; (ii) opinion; (iii) hearsay and its exceptions, including further considerations of res gestae.

Exclusion of evidence on grounds other than reliability: (i) privilege; (ii) state interest; (iii) judicial control of police investigation; confessions and the Judges' Rules; illegally obtained evidence; (iv) identification evidence.

8. Facts which need not be proved: (i) judicial notice; (ii) formal admissions.

9. Facts which cannot be proved: estoppels, by record, deed and in pais.

Pre-Requisites: First year law training, and preferably second year as well. It is better viewed as a final year

Teaching Arrangements: A weekly two-hour seminar in the Michaelmas, Lent and Summer Terms, and a weekly class. Professor Hall Williams presents an outline of the subject during the seminar, and LL5113 distributes hand-outs. The class is devoted to examination problems. Seminars: LL111 20 Sessional. Written Work: Essays and past examination questions will be set once or twice in the Michaelmas and Lent

> Reading List: R. Cross, Evidence (5th edn.) 1979; R. Cross and N. Wilkins, An Outline of the Law of Evidence (5th edn.) 1980; P. B. Carter, Cases and Statutes on Evidence (1981); J. D. Heydon, Evidence: Cases and Materials (2nd edn.) 1984.

Examination Arrangements: There will be one threehour examination.

# LL5114

#### Conflict of Laws

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.B. degree.

Scope: 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?

Syllabus:

General: Introduction; domicile; jurisdiction; foreign judgements; theories of choice of law; procedure and proof of foreign law; characterisation; renvoi; the incidental question; public policy.

Contact: Proper law doctrine; essential validity; interpretation, effects and discharge of contracts.

Torts: Choice of law; proper law: American doctrines; places of commission of a tort.

Family Law: Formal and essential validity of marriage; polygamy; divorce jurisdiction; recognition of foreign divorces; nullity jurisdiction; recognition of foreign nullity decrees.

Property: Movables and immovables; assignment of movables; matrimonial property.

Succession: Intestate succession; formal and essential validity of wills; construction; administration of

Pre-Requisites: A good knowledge of law; students are not recommended to take this course before their third year of the LL.B. course.

Teaching Arrangements: Lecture course and seminars: Lectures: LL113 Twice weekly Sessional

Classes: LL113a - Michaelmas and Lent Terms. Reading List: To be bought: J. H. C. Morris and P. M.

North, Cases and Materials on Private International

Reference: G. C. Cheshire, Private International Law; J. H. C. Morris, Cases on Private International Law; A. V. Dicey & J. H. C. Morris, Conflict of Laws; Sir Otto Kahn-Freund, Principles of Private International Law.

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 lectures and seminars are not covered in the textbooks. For this reason good attendance is important.

**Examination Arrangements:** Normal three hour written examination paper.

LL5115

#### Administrative Law

Teacher Responsible: Dr. C. Harlow, Room A463 (Coordinating Member of Staff) (Secretary, Mrs. J. Heginbotham, A371)

Course Intended Primarily for 2nd or 3rd year LL.B. students.

Scope: The course examines the law relating to public administration and, in particular, the possibilities, limitations and desirability of legal intervention.

Syllabus: History and theories of Administrative Law; the Administrative Process and its characteristics; Administrative Tribunals; Judicial Review and the Ombudsmen; Administrative Compensation and Liability. Special studies will be made of the relationship between Administrative Law and (i) Land Use Planning; (ii) Welfare Benefits; (iii) Immigration Control.

Pre-Requisites: None.

Teaching Arrangements: (1) Seminars (LL126) held weekly. These are conducted by **Dr. Harlow** and **Mr. R. Rawlings** (Secretary, Mrs. S. Hunt, A304). (2) Occasional seminars, conducted jointly with visiting

speakers in the Lent Term.

Written Work: A minimum of two essays will be

required. Reading List: The standard text is Harlow and Rawlings, Law and Administration (1984) which should be bought. 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 (1983)\*; M. Dimock, Law and Dynamic Administration (1980)\*; K. C. Davis, Discretionary Justice (1969)\*; G. Ganz, Administrative Procedures (1974)\*; D. Foulkes, Administrative Law (1972)\*; Bailey, Cross & Garner, Cases and Materials in Administrative Law; J. Beatson & M. H. Matthews, Cases and Materials in Administrative Law (1983); M. Partington & J. Jowell, Welfare Law and Policy; M. Adler & A. Bradley, Justice, Discretion and Poverty; M. Adler and R. Asquith, Welfare Law and Discretion; J. B. Cullingworth, Town and Country Planning; P. McAuslan, Ideologies of Planning Law; C. Jones, Immigration and Social Policy in Britain; L. Grant & I. Martin, Immigration, Law and Practice; C. Harlow. Compensation and Government Torts (1982); R. Gregory & P. Hutchesson, The Parliamentary Ombudsman; N. Lewis & B. Gateshill. The Commission for Local Administration: A Preliminary Appraisal; R. Wraith & P. Hutchesson, Administrative

Tribunals; R. Wraith & G. Lamb, Inquiries as an Instrument of Government.

Examination Arrangements: One three hour examination. The paper will contain nine questions of which four are to be answered.

LL5116

Legislation

Teacher Responsible: Joe Jacob, Room A469 (Secretary, Mrs. S. Hunt. A304)

Course Intended Primarily for LL.B. Parts I and II. Scope: 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 teaching is therefore of two types. There is a series of seminars on various aspects of the legislative process. Some of these will be given by outside speakers including, it is hoped as in previous years, Ministers, former Ministers, civil servants (or officials of Parliament). These occasions give students the opportunity to hear and discuss issues with first-hand experts in their fields.

The second aspect of the teaching relates to the essay, The essay itself should throw some new light on the legislative process. This may be done either by a case study of e.g. the passage of a Bill or by examining the operation of a legislative institution. It is to be noted that some of the most rewarding case studies have been on a basis which includes looking at Departmental files at the Public Record Office.

In approving the subject of an essay, account is taken of whether it is within the syllabus and the proposed methodology including the availability of materials. Although Joe Jacob makes every endeavour to be available to discuss or read drafts or parts of drafts of the essay, it is important to note that writing an extended essay imposes a measure of self-discipline on the student in relation to the time table for its submission and his work in other subjects.

Syllabus:

1. Sources of Legislation: Pressure Groups; Royal Commission and Committee Reports; The Law Commission; The Civil Service; Cabinet Committees.

2. Parliamentary Procedure and Scrutiny of Legislation: Standing Committees; Delegated Legislation; Private Bills: The Role of the House of

Lords.
3. The Role of Private Members: (a) Government Bills and (b) Private Members Bills.

4. Ethics: Lobbying; Conflict of Interest.

5. Draftsmanship and Parliamentary Counsel.

6. Interpretation of Statutes and the Role of the Courts.

7. Statutory Instruments.

8. Access to Legislation.

9. The reform of each of the above matters.

Pre-Requisites: There are none beyond entry to Part I.

Teaching Arrangements: Seminar (LL121), two hours
each week. See Scope above.

Reading List: S. Walkland, The Legislative Process in Great Britain; The Renton Report, The Preparation of Legislation Cmnd. 6053 (1975); J. A. G. Griffith, Parliamentary Scrutiny of Government Bills: A. Barker & M. Rush, The Member of Parliament and his Information; B. Crick, The Reform of Parliament; A. Hanson & B. Crick (Eds.), The Commons in

fansition; D. Leonard & V. Harman (Eds.), The inchencher and Parliament; P. Richards, The sackbenchers; M. Rush and M. Shaw, The House of commons: Services and Facilities; Thornton, ligislative Drasting; Craies, Statute Law; Maxwell, interpretation of Statutes; Erskine May, briliamentary Practice; I. Burton & G. Drewy, installation and Public Policy.

itamination Arrangements: The essay will be about 0,000-12,000 words in length. It is preferred that it is peed. It must be submitted by the end of the Lent Irm. There will be an oral examination soon after the reginning of the Summer Term. This will test further be student's knowledge and understanding of the ubject on which he has written his essay and the plabus in general. In assessing the final result both the say and an oral examination will be taken into

LL5117

Local Government Law

feacher Responsible: Mr. Martin Loughlin, Room

Course Intended Primarily for 2nd and 3rd year LL.B. Syllabus: The nature of local government. The development of local government in England and Wales since 1834. The structure of local authorities. The movement for reform in Greater London and desewhere. The financing of local government. The local government franchise. The composition of local authorities. The committee system and the position of local government officers. The administrative, egislative and judicial powers and procedures as they affect the housing town and country planning, and detect the housing town and country planning, and administrative action as it affects local authorities. The criminal, contractual and tortious liability of local authorities. The doctrine of ultra vires.

leaching Arrangements: There will be a course of six hourly lectures (LL118) delivered during the first here weeks of the Session. Thereafter supervision is on a one to one basis. Teachers: Martin Loughlin, John Griffith and Richard Rawlings.

Reading List: W. O. Hart. Introduction to the Law of ocal Government and Administration (9th edn.); R. exton. Local Government (2nd edn.); C. A. Cross, inciples of Local Government Law (5th edn.); J. A. Griffith & H. Street, Principles of Administrative law (5th edn.); J. A. G. Griffith, Central Departments and Local Authorities: W. A. Robson, Local vernment in Crisis (2nd edn.); J. F. Garner, aministrative Law (4th edn.); S. A. de Smith, Judicial of Administrative Act (3rd edn.); H. W. R. Vade, Administrative Law (4th edn.); P. G. Richards, The Reformed Local Government System (revised 3rd dn.); N. P. Hepworth, The Finance of Local vernment (revised 4th edn.); B. Keith-Lucas & P. G. Richards, A History of Local Government in the rentieth Century.

tramination Arrangements: There will be no remaination paper. Instead, each student will be required to write an essay on one subject and to submit to an oral examination on the subject of the essay and

its background. The essay will be about 10,000-12,000 words in length.

LL5118

**Domestic Relations** 

Teacher Responsible: D. C. Bradley, Room A462 (Secretary, A302)

Other Teachers: R. Rawlings, Room A356 (Secretary, Susan Hunt A304)

Course Intended Primarily for LL.B. 2nd or 3rd year and LL.B. with French Law 4th year.

Scope: The aim of the course is to examine issues of contemporary importance in the law of domestic relations and to investigate the development and policy of this branch of the law.

Syllabus: (a) Introduction: the function and development of domestic relations law; scope of the protective jurisdiction; alternative to judicial regulation: contracts between spouses and between married cohabitees; procedure and institutions.

(b) Legal marriage: recognition of alternative institutions: polygamous marriages; marriage between affines, transsexual and homosexual capacity; unmarried cohabitation.

(c) Legal intervention during marriage; 'support' for marriage: youthful marriages; financial provision during marriage, assessment of maintenance in small income cases, links with public support schemes; the developing law of matrimonial property; ownership, control and occupation rights; co-ownership schemes; treatment of domestic and other violence; injunctions. (d) Marriage breakdown: issues of divorce law reform; conciliation and reconciliation; implementation of Part I Matrimonial Causes Act 1973, financial provision and property adjustment on divorce and death; children in divorce; the concept of custody; principles and procedure for the resolution of custody disputes; children caught between two parties; access, adoption and change of name.

(e) Aspects of law relating to children; independence of children in disputes between their parents; extramarital children; adoption; representation of children; wardship; control of local authorities.

**Pre-Requisites:** A willingness to exercise independent judgement and commitment to the aims of the course outlined above.

Teaching Arrangements: There is one lecture and one seminar every week.

Lectures:

LL116 Domestic Relations.

Seminar: LL116(a)

A course outline will be distributed. This will introduce the topics covered in the course, contain case, statute, periodical and other references and will raise issues for discussion in seminars. It is intended to provide the framework for the course and examination. Students should note that some topics to be discussed in classes will not be covered in lectures and should be prepared to work independently in the first instance where this is the case.

Written Work: may be required by seminar teachers. Reading List and Texts: The Course Outline will contain references etc. The recommended texts are either Cretney, Principles of Family Law (4th edn.); or Bromley, Family Law (6th edn.); Eekelaar, Family Law & Social Policy (2nd edn.); Sweet & Maxwell's Family Law Statues (3rd edn.).

**Examination Arrangements:** Three hour examination in the Summer Term. Four questions out of at least ten should be answered. There are no compulsory questions. All questions carry equal marks. The paper is not divided into sections.

Students may use their own copy of Sweet & Maxwell's Family Law Statutes in the examination in accordance with School and University Regulations.

#### LL5119

The Law Relating to Civil Liberties

A541 (Secretary, Mrs. S. Hunt, A304)

religion and bills of right.

A. Theories of civil liberty.

Syllabus:

Picketing.

police.

D Notices.

be notified.

and discussing work.

Theory of Justice.

Teacher Responsible: Professor L. H. Leigh, Room

Scope: The aim of this course is to discuss civil liberties

in England from a domestic standpoint. It according

deals with the following: theories of civil liberties

public order, police powers; obscenity; terrorism

contempt of court; freedom of expression; freedom of

B. Public order: (1) General and historical; (2) Breach

of the peace; (3) Legislation relating to public order; (4)

C. Police Powers: (1) Approaches to powers: (2)

Ancillary powers; (3) Arrest; (4) Stop and search; (5

Powers on arrest; (6) Entry, search and seizure; (7)

Disciplining the police; (8) Institutional position of the

D. State Security, including the Official Secrets Act and

E. Obscenity, including obscene literature, films etc.

F. Freedom of expression, including contempt of court.

H. Bills of Rights - should we have them and if so what

Pre-Requisites: There are no pre-requisites for this

course, save successful completion of the Intermediate

Teaching Arrangements: This is a seminar course. 2

and Lent Terms. There are no lectures. Seminars ar

held on Thursday afternoon between 4-6 p.m., room!

Written Work: Term essays will be required but these

essays per term will be required. Professor Leigh and

Mr. A. G. Nicol will be responsible for setting, marking

Reading List: Detailed reading lists are available from

Mrs. Hunt. In general students might see the following

J. S. Mill, On Liberty; H. Street, Freedom, Th

Individual and the Law; G. Marshall, Constitution

Theory: P. O'Higgins, Cases and Materials on Civ.

Liberties: D. J. Harris & B. L. Jones, Civil Liberties,

Cases and Materials; S. A. de Smith, Constitutiona

and Administrative Law; I. Brownlie, Law of Public

Order and National Security (2nd edn.

Supperstone, 1982); W. Laqueur & M. Rubin.

and Criminal Evidence Act 1984 (1985).

Human Rights Reader (1979); M. Zander, The Politi

Supplementary Reading List: For this, please refer

Mrs. Hunt. The following are however of interest:

Berlin, Two Concepts of Liberty; J. Childress, Cit

Disobedience and Political Obligation; J. Rawls, A

Examination Arrangements: This course is examine

by a three hour written examination in the Summe

Term. In general ten questions are set of which four an

to be answered. Any student seriously considering this

do not count towards the class degree. In general

two-hour seminars (LL129) are held in Michaeln

G. Freedom of religion (various manifestations).

#### Housing Law

Teacher Responsible: Mr. R. L. Nobles, Room A539 (Secretary, Colleen Etheridge, A502)

Course Option for Part I and II – LL.B. degree. Students taking this course also have to take LL146 Law of Landlord and Tenant.

Scope: This course allows students who have taken Law of Landlord and Tenant to look at issues in Housing Law. The seminars introduce a wider context of Housing Law and a number of topics not specifically addressed in Law of Landlord and Tenant. The Lent seminars, and the Landlord and Tenant option, provide the background knowledge for a supervised research essay on an area of Housing Law.

#### Syllabus:

- 1. The Housing Context: The history of urban housing development and the problems that are attached to such developments. Development of twin "codes" of housing law and public health law. Introduction of rent control. The rise of council housing policies. Current housing problems. Definitions of housing problems; causes of such problems. Housing finance as source of housing problems.
- 2. Squatting: An examination of the development of this self-help remedy to homelessness and the judicial and legislative response.
- 3. Housing (Homeless Persons) Act 1977: A legislative remedy for homelessness. A review of the judicial response
- 4. Council Tenancies: The duties of local authorities; the rights of tenants; the obligation to re-house; administration of housing estate; eviction procedures. 5. Owner-Occupation: A review of the liabilities of mortgagors and mortgagees. Comparison with the landlord and tenant relationship. Consideration of the regulation of building societies.

Teaching Arrangements: Seminars (LL125): Five in the Lent Term.

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, e.g. LAG Bulletin, ROOF; statutory material; Rent Acts, Housing Acts and Public Health Acts.

LL5130 ourse should secure the detailed reading list from Mrs.

#### LL5131

# Course Intended Primarily for LL.B. Part I and Pan Public International Law

facher Responsible: Professor R. Higgins, Room 172 (Secretary, Mrs. Susan Hunt, A304)

(ourse Intended Primarily for LL.B. Parts I and II; 18c. (Econ.) Parts I and II; B.Sc. c.u.

kope: The aim of the course is to introduce students to the nature, role and content of public international

plabus: Theoretical questions concerning the nature and basis of international law, the basis of obligation, sethods of development. Sources. Relationship with ational law. Participants in the international legal stem: how international law affects states, overnments, corporations, individuals. The concept of exognition. Title to territory; nationality. Aliens and demational law: state responsibility, duties owed to be to the serious property and events. It is a munity from jurisdiction. The law of treaties; ternational claims; dispute settlement. The use of the permitted and impermitted uses of force; self-efence; intervention; an introduction to the relevant positions of the UN Charter.

leaching Arrangements: Lectures: The lecture course even by Professor Higgins, Dr. Birnie and Dr. Shaw, and consists of two hours for 10 weeks in Michaelmas and Lent Terms and for one week in the Summer Term. 1112. Classes: LL.B. students receive one hour of lasses per week for 10 weeks in Michaelmas and Lent s: and one hour for 4 weeks in Summer Term. LL112(a). B.Sc. and other students receive fortnightly aching of one hour in Michaelmas and Summer ns, and weekly teaching in Lent Term. LL112(b). Reading List: Students are advised to buy Harris, Cases and Materials on International Law. LL.B. sudents will find it useful to refer to Brownlie, Principle Public International Law (3rd edn.). All students will eed Brownlie Basic Documents on International Law and edn.). Reading of book extracts from these and other books, along with articles and cases, is assigned on a weekly basis.

framination Arrangements: There is a three hour formal examination in the Summer Term, based on the mire syllabus. There are usually 10 questions, of which 4 are to be answered. The paper comprises both ssays and problem questions. Class teachers also require essays in the Michaelmas and Lent Terms.

# LL5132

# International Protection of Human Rights

Reacher Responsible: Professor R. Higgins, Room A372 (Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for LL.B. Parts I and II; B.Sc. (Econ.) Part II.

Scope: Introduction to the rapidly developing international law of human rights, both at a universal and regional level.

Syllabus: Conceptual Issues: definitions of human rights; distinguishing features from international law generally; the individual and the state; the relevance of different cultures; stages of development, ideologies; human rights as absolute or qualified rights.

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. Various non-institutional methods for promoting human rights, including treaty making and the question of the incorporation of international rights into domestic law.

The European Convention on Human Rights: about one third of the course is devoted to a study of the institutions of the European Convention and the case law on particular rights (drawing in large measure on European Convention case law). Among the rights examined through the case law are freedom of expression; access to courts; fair trial; freedom from torture: and others.

Pre-Requisites: Students need to have already taken a course in Public International Law or in Civil Liberties Law.

**Teaching Arrangements:** This course is taught by  $1\frac{1}{2}$  hour weekly seminars (LL226) 10 in Michaelmas Term, 10 in Lent Term; supplemented by writing requirements and consultation on these.

Reading List: All students should purchase Brownlie, Basic Documents on Human Rights, (3rd edn.) and Van Dijk and Van Hoof, Theory and Practice of the European Convention on Human Rights. Required reading of extracts from books, articles, journals and cases are available in the syllabus issued, and are assigned on a weekly basis.

**Examination Arrangements:** There is a three hour formal examination in the Summer Term, based on the syllabus in the Michaelmas and Lent Terms. There are usually 8 questions, of which 4 are to be answered. The paper comprises both essay and problem questions.

#### LL5133

#### Introduction to European Law

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.B. degree.

Scope: An introductory course on the law of the E.E.C.

Syllabus: Introduction: the institutions of the

Community; their structure and functions.

Constitutional and Administrative Law of the Communities: nature and sources of Community law; Community law and the national law of Member States; preliminary rulings by the European Court; judicial remedies against Member States; judicial review of Community action (and failure to act); contractual and non-contractual liability of the Community. Community Law and the Business Enterprise: Basic principles of competition law; free movement of goods and industrial property rights. Community Law and the Individual: Free movement of workers; freedom to provide services; freedom from discrimination.

Pre-Requisites: A reasonable knowledge of law. This course is recommended for second and third year LL.B. students.

Teaching Arrangements: There are two lectures (LL123) a week, Sessional, and one class (LL123a) a week, Sessional.

The lectures will be by Mr. Hartley. Reading lists and class sheets are provided and students are advised to cover the items on them: they should not rely on the textbook alone.

Reading List: T. C. Hartley, The Foundations of European Community Law; Henry G. Shermers, Judicial Protection in the European Communities; N. Brown & F. Jacobs, The Court of Justice of the European Communities; D. Lasok & J. W. Bridge, Introduction to the Law and Institutions of the European Communities; Lawrence Collins, European Community Law in the U.K.: Valentine Korah, An Introductory Guide to EEC Competition Law and Practice; Derrick Wyatt and Alan Dashwood, The Substantive Law of the EEC; T. C. Hartley, EEC Immigration Law Legislations: Bernard Rudden & Derrick Wyatt, Basic Community Laws.

Students should buy Rudden and Wyatt and either Hartley's Foundations or Schermers' book.

Examination Arrangements: Normal three-hour written examination paper. Unmarked copies of Rudden and Wyatt, Basic Community Laws or Sweet and Maxwell's European Community Treaties may be taken into the examination.

Note: No knowledge of a foreign language is necessary.

LL5134

# Basic Principles of Soviet and Yugoslav Legal Systems

Teacher Responsible: Professor I. Lapenna, Room K300 (Secretary, Mrs. Pam Hodges, A369)

Course Intended Primarily for LL.B. Parts I and II 2nd and 3rd year.

Scope: The aim of the course is to introduce students to the constitutional structure and the fundamental legal principles of the two countries, but some attention is paid to the law of other East European countries with a Soviet type of government.

Syllabus: Introduction: impact of Marxist ideology, Roman law, legal traditions and local customs; system (branches and institutions) and sources (statutes, codes, decrees, etc); hierarchy of legal enactments and the concept of "socialist legality".

Constitutional law: State ("social") property as basis of the economic structure; national and state sovereignty; federalism; soviets-councils and the Yugoslav commune; human rights in theory and practice; constitutional courts in Yugoslavia.

Legal aspects of economic relations: forms of ownership; legal personality and importance of juristic persons; contracts and torts; state economic plans in the USSR and "social" plan in Yugoslavia.

Criminal Law and procedure: crime as social phenomenon; material and formal definition of crime; liability; types of crimes; esp. crimes against the state, official and economic crimes; rights of the accused; system of punishments; educational measures.

Settling disputes: courts, state and departmental arbitrazh, economic courts, comrades' courts and other judicial bodies; the legal profession.

Pre-Requisites: No knowledge of Russian or any East European language is required.

Teaching Arrangements: One lecture (LL120) of 14 hours and one class (LL120a) of 1 hour as follows: Lectures: Sessional (Professor Lapenna)

Classes: Sessional (Professor Lapenna) Written Work: 2-3 short essays of 600-1,200 words on questions within the course.

Professor Lapenna is responsible for setting, marking and discussing the essays.

Reading List: Students are advised to buy: W. E. Butler, Soviet Law; I. Lapenna, Soviet Penal Policy. Other Books: A. P. Mendel, Essential Works of Marxism; I. Lapenna, State and Law: Soviet and Yugoslav Theory; A Denisov and M. Kirichenko, Soviet State Law; R. Sharlett, The New Soviet Constitution of 1977; I. Lapenna, Marxism and the Soviet Constitutions; Constitutions of the U.S.S.R. and Constitution of the SFR Yugoslavia (latest editions); H. J. Bermann, Soviet Criminal Law and Procedure; A. G. Chloros, Yugoslav Civil Law; A. K. R. Kiralfi, The Civil Code and the Code of Civil Procedures of the RSFSR.

Supplementary Reading List: D. D. Barry & others (Eds.), Soviet Law After Stalin Vol. I, II and III; J. N. Hazard, Communists and Their Law; Settling Disputes in Soviet Society.

Examination Arrangements: A three-hour written examination in the Summer Term, based on the full syllabus. The paper consists of four sections. A. Theory of State and Law (3 questions), B. Constitutional Law (3 questions), C. Criminal Law and Procedure (4 questions), D. Legal Aspects of Economic Relations (4 questions). Candidates are required to answer four questions, one from each of the four sections. One quarter of the marks are awarded for each of the four answers. Copies of previous years' papers are available.

LL5135

#### Women and the Law

Teacher Responsible: Jennifer Temkin, Room A459 (Co-ordinating Member of Staff). (Secretary, Mrs. S. Hunt, A304)

Course Intended Primarily for 2nd and 3rd year LLB.

Scope: The course looks at the position of women in society; discrimination and inequality; and the possibilities and limitations of legal intervention.

Syllabus: Specific topics: abortion; violence agains women; prostitution; pornography; women and employment – inequality at work; women and family – home and work; reproduction and sexuality property.

Pre-Requisites: None.

Teaching Arrangements: One two-hour seminar (LL128) held weekly. Seminars are conducted by Ms. Temkin, Mr. Nicol (office number A456), Mr. Murphy (office number A361).

Written Work: Two essays will be required.

Reading List: No one book covers the entire syllabus. Either materials or detailed reading lists are provided all topics dealt with.

Background reading: J. S. Mill, On the Subjection of Women; Susan Brownmiller, Against Our Will; Susan Griffin, Pornography and Silence. Hoggelt and Atkins, Women and the Law (not a course textbook); C. Cockburn, Brothers.

tramination Arrangements: Those taking the course have a choice of being assessed either by a three-hour elamination or on the basis of an essay on an approved to apply the policy of about 12,000 words in length in conjunction with the oral examination required by the London University regulations. Students opting for assessment by examination will be required to answer three questions, one at least from each of two sections. Students opting for assessment on the basis of an essay must notify the responsible teachers of their decision by the end of the Michaelmas Term.

LL5136

### Economic Analysis of Law

Itacher Responsible: Mr. W. D. Bishop, A503 Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.B. 2nd & 3rd year, BSc. (Econ.) 2nd & 3rd year:

Stope: An introduction to applications of elementary microeconomics to law.

Syllabus: Economic theories of legal topics such as:
||) Property Rights – allocation and transfer of rights,
collution control.

2) Torts – negligence, forseeability and risk, strict lability, 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 tourt, legal aid, the efficiency of the common law,

(5) Crime and Law Enforcement.

6) Racial and Sexual Discrimination.

1) Divorce and Alimony.

(8) Rent Control.

Pre-Requisites: None; but students would benefit from some knowledge of elementary microeconomics.

Teaching Arrangements:

ectures (LL127): 1 a week. lasses (LL127a): 1 a week.

Written Work: Students are encouraged but not required to write one short paper each term.

Reading List: Posner, Economic Analysis of Law (2nd edn.), Burrows & Veljanovski (Eds.), The Economic Approach to Law; Ackerman (Ed.), Economic Foundations of Property Law; Kronman & 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, International Review of Law and Economics, Yale Law Journal, Iniv. of Chicago Law Review.

Examination Arrangements: Three-hour formal exam, Summer Term, 12 questions, four to be attempted.

LL5137

# Legal and Social Change Since 1750 (Not available 1985-86)

Teacher Responsible: Professor W. R. Cornish, Room A455 (Secretary, Jane Heginbotham, A371)

Course Intended Primarily for L.L.B. Parts I and II and B.Sc. Econ Part II.

Scope: 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.

Syllabus: The relationship of legal and social change in England from 1750 to the present day. The history of the following will be considered.

1. Changes in methods of law-making, administration of the law and dispute adjudication. The influence of ideas and of interest groups upon such changes.

2. Reforms in one or more of the following areas of substantive law: (a) Land law: settlements, inheritance and land reform; conveyancing reform; tenancies; controls over land use and housing. (b) Commercial law: theories of contract and property; credit and its legal regulation; sale of goods and consumer protection. (c) The law governing the formation of capital; the legal control of market dominance and anticompetitive combination. (d) The legal regulation of labour. (e) The prevention of, and compensation for, accidents. (f) The legal foundations of systems of social welfare and education, public and private. (g) Family law: marriage and divorce; family property; children. (h) Criminal Law: its substance, enforcement, and penal consequences.

Pre-Requisites: The course assumes a basic knowledge of the political and economic history of modern Britain. Students who lack this background should obtain the preliminary reading guide for the course, which is available from Professor Cornish's secretary. This is sent to any student who has opted for the course before the summer vacation.

Teaching Arrangements: The course has two meetings, one for two hours (LL124), the other for one hour. The two-hour sessions last throughout the first two terms and continue into the Summer Term. These deal with the substantive topics selected for the year's study. What these will be is to some extent determined by the interests of the students. They are dealt with partly by lecture and partly by discussion of reading that is set in advance. The one-hour sessions (LL124a) deal with aspects of intellectual history and its influence upon law reform. They also involve a mixture of lecture and discussion. They finish in the middle of the second term.

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. Reading List: There is no one book which covers the whole scope. Students may get a useful introduction particularly to the development of the legal system from A. H. Manchester, Modern Legal History of England and Wales (Butterworths, 1980). Other reading will be given in the guides issued for each section of the course.

Examination Arrangements: A three-hour formal examination in the Summer Term is based on all the

material dealt with in the course during the year. Three questions have to be answered.

#### LL5138

# Introduction to the Anthropology of Law

Teacher Responsible: Dr. S. A. Roberts, Room A360 (Secretary, Jane Heginbotham, A371)

Course Intended Primarily for LL.B. 2nd or 3rd year students, B.Sc. Anthropology, Sociology, Course Unit. Scope: The aim of the course is to introduce students to the study of order and conflict in those small-scale societies which have traditionally been the concern of social anthropologists.

#### Syllabus:

- (i) The Problem of Order. An introduction to the development of research into primitive law; theories of order; normative systems; law in relation to political systems and kinship organisation.
- (2) Conflict. Forms of Conflict. Disputes: Institutions and processes.
- (3) Legal Change. The development of legal rules and legal systems.
- (4) *Pluralism*. Plural normative systems. The relationship of governmental institutions in small-scale societies to those of the state.
- (5) Special Topics. This year the special topics will be the three following:
- (a) Marriage the nature of marriage in preliterate societies; formation of marriage; prestations associated with marriage; termination of marriage. (b) Inheritance the nature of inheritance, rules about devolution; administration of estates. (c) Land tenure the kinds

administration of estates. (c) Land tenure – the kinds of interest in land recognised in small-scale societies; methods of transfer of such interests.

**Pre-Requisites:** No special background knowledge is required. The course is particularly appropriate for law students who wish to see their own legal ideas and institutions in a broader context and for anthropology or sociology students who have a special interest in conflict.

Teaching Arrangements: There is a lecture course with supporting classes as follows:

Lectures: LL122 25 Sessional

Classes: LL122a 24 Sessional (rooms to be announced).

The lectures cover the whole foregoing syllabus. The form the classes take is flexible; topics for discussion and recommended readings are announced weekly in advance in the lectures. Each student is encouraged to pursue individual interests within the framework of the syllabus and to prepare a short paper for class discussion in the Lent or Summer Term.

Written Work: As above.

**Reading List:** No one book matches the syllabus exactly, but students are advised to buy one of the following which cover a large part of it:

E. A. Hoebel, *The Law of Primitive Man* (Harvard, 1954); L. Pospisil, *Anthropology of Law* (Harper and Row, 1971); P. J. Bohannan (Ed.), *Law and Warfare* (University of Texas, 1967), (A set of readings).

Students may wish to look at S. A. Roberts, Order and Dispute: An Introduction to Legal Anthropology

(Penguin Books, 1979) in advance, to get the general flavour of the subject. A full reading list is provided at the beginning of the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus for the lecture course, but related to the particular interests pursued in that year. The paper contains some 12 or more questions, of which three have to be answered; the paper is not divided into sections. One third of the marks are awarded for each of the three answers. Assessment is entirely based on the formal examination. Copies of previous years papers are available.

#### LL5140

#### Land Development and Planning Law Teacher Responsible: Mr. Martin Loughlin, Room A355 (Secretary, A302)

Course Intended Primarily for LL.B. Parts I and II. Syllabus:

1. Urbanisation, planning and land development, Historial introduction: industrialisation, urbanisation and the emergence of the statutory codes relating to public health, housing and town planning. Land value question. Overview of contemporary legal framework and contemporary planning issues.

2. The Planning Framework. Intergovernmental relations in the planning system. The legal framework for forward planning: structure plans, local plans, unitary development plans and the status of supplementary planning guidance.

 Land Development and the Financing and Taxation of Development. The property development process.
 Legal concept of development. Sources and methods of financing development. Development land tax.

4. The Regulation of Development by Private Bodies. Applications for planning permission: procedures, outline planning permission, material considerations, conditions, agreements, appeals and call-in powers. Role of the courts. Enforcement of planning control. 5. Development by Public Bodies. Public sector landholdings. Land development functions of public bodies. Consent procedures for development by public bodies. Sales of public sector land. Compulsory compensation. Legal procedures for highway and trunk road development, electricity production, and the redevelopment of inner-city land.

 Environmental Degradation. Legal framework relating to noise, water and atmospheric pollution and the disposal of solid waste.

Teaching Arrangements: 20 lectures (LL113) Sessional.

Reading List: M. Grant, Urban Planning Law; D. Heap, An Outline of Planning Law; A. Telling, Planning Law and Procedure; P. McAuslan, Land, Law and Planning; M. Purdue, Cases and Materials on Planning Law; M. Grant, Planning Law; Handbook; N. Roberts, The Reform of Planning Law; K. Davies, Law of Compulsory Purchase and Compensation; J. Alder, Development Control; P. McAuslan, The Ideologies of Planning Law; D. Heap (Ed.), Encyclopaedia of Planning Law and Practice; H. J. Brown (Ed.), Encyclopaedia of Compulsory Purchase and Compensation; A. J. Harrison,

conomics and Land Use Planning; G. Hallett, Urban and Economics; P. Balchin & J. Kieve, Urban Land momics; J. B. Walker, Welfare Economics and Than Problems: A. Scott, Urban Land Nexus and the State; M. Dear and A. Scott (Eds.), Urbanisation and rhan Planning in Capitalist Society; P. Hall, Urban and Regional Planning; J. B. Cullingworth, Town and country Planning in Britain; D. McKay and A. Cox, The Politics of Urban Change; P. Saunders, Urban Politics; G. Cherry, The Politics of Town Planning; R. Davies & P. Hall (Eds.), Issues in Urban Society; R. Pahl. Whose City?; M. Ball, Housing Policy and conomic Power: A. Ravetz, Remaking Cities: J. Ratcliffe, Land Policy; J. Ratcliffe, An Introduction to Irban Land Administration; D. Massey and A. Tatalano, Capital and Land; O. Marriott, The Property Boom; P. Ambrose and B. Colenutt, The Property Machine; D. Cadman and L. Austin-Crowe, roperty Development: F. Schaffer, The New Town ory; D. Starkie, The Motorway Age; International ar Association, Planning Law for Industry; B. Wynne, Rationality and Ritual; R. Macrory (Ed.), nmercial Nuclear Power: Legal and Constitutional sues; P. Hall (Ed.), The Inner City in Context.

#### LL5170

#### Outlines of Modern Criminology

feacher Responsible: Professor Hall Williams, Room A504 (Secretary, Jane Heginbotham, A371)
Course Intended Primarily for LL.B. Part I and II (Half Ontion)

Scope: This course, which is a half unit course for the purpose of the LLB., lasts one term. It is suitable for general course students, and a limited number may be admitted on application to **Professor Hall Williams**. The course is highly selective and every effort is made to hold the reading requirements within reasonable limits. It provides an introduction to modern criminology.

Syllabus:

- I. The significance of criminal statistics.
- 2. Genetic and bio-chemical factors in crime.
- 3. Psychological explanations.
- 4. Psychoanalytical theories about Crime.
- The Sociological Approach to Deviance.

Pre-Requisites: None, but some familiarity with sociological or psychological literature would be an advantage. D. J. West, *Delinquency*, its Roots, Careers and Prospects (1982).

Teaching Arrangements: A weekly two-hour seminar and no class, in the Lent Term. Ms. Temkin and Professor Hall Williams each give seminars on subjects of interest to them. Seminars LL141 10 Lent Term. Written Work: Essays or past examination questions will be set from time to time.

Reading List: H. Prins, Criminal Behaviour (1973); H. Prins, Offenders, Deviants or Patients? (1980); M. D. Rutter, Maternal Deprivation Reassessed (1972); H. J. Eysenck, Crime and Personality (1977); I. Taylor, P. Walton & J. Young, The New Criminology (1973); A. K. Bottomley and C. Coleman, Understanding Crime Rates (1981); A. K. Bottomley, Criminology in Focus (1979); J. E. Hall Williams, Criminology and Criminal

Justice (1982); C. Smart, Women, Crime and Criminology (1976).

Examination Arrangements: There will be one twohour examination.

#### LL5171

# Sentencing and Treatment of Offenders

Teacher Responsible: Professor Hall Williams, Room A504 (Secretary, Jane Heginbotham, A371)

Course Intended Primarily for LL.B. Part I or II (Half Unit Option).

Scope: This course, which is a half unit course for the purpose of the LL.B. lasts one term. It provides an introduction to the study of sentencing theory and practice, including a discussion of the aims of punishment, and the information received by courts in the exercise of their sentencing function. It goes on to examine the various custodial and non-custodial measures available, and their effectiveness.

#### Syllabus:

- . Aims and Justifications of Punishment.
- Sentencing Function of the Courts.
- 3. Custodial Methods in Dealing with Adults.
- 4. Custodial Methods for Offenders under 21.
- 5. Non-custodial Methods.

**Pre-Requisites:** 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 really suitable for General Course students.

Teaching Arrangements: A weekly two-hour seminar and no class, in the Michaelmas Term. Professor Hall Williams presents an outline of the subject and distributes hand-outs during the first hour. The second hour is devoted to discussion. In the Summer Term the students meet Professor Hall Williams again for two meetings at which papers are presented which they have prepared in the intervening months. Copies of these papers are made available to other students. The choice of subjects is made after discussion with Professor Hall Williams at the end of the Michaelmas Term. Students may embark on joint projects, and some original research is encouraged. Lectures: LL140 10 Michaelmas Term.

Written Work: None except for the above papers.

Reading List: Will be given at the commencement of the course.

Examination Arrangements: There will be one two-hour examination.

## LL5172 LL5173

#### Social Security Law I and II

Teacher Responsible: Dr. Julian Fulbrook, Room A368 (Secretary, Colleen Etheridge, A502, Ext. 259) Course Intended Primarily for LL.B. – Parts I and II Scope: SS I aims to survey the basic legal theory of the subject. SS II is an advanced practical course on lawyering technique.

#### Syllabus:

(1) Social Security I: General Introduction to National Insurance and Supplementary Benefits Law. Terminology and specialist citations. Historical

perspectives: the Poor Law, the 1909 Royal Commission, the 1911 Act, the 1934 'double decker' system. The Beveridge structure. Contributions. Types of benefits, Social Security Appeal Tribunals. The Commissioners. Ministers Questions. National Insurance Unemployment Benefits. Sickness and Invalidity Benefits. Social Security and strikes.

(2) Social Security II: Interviewing. Audio Visual practice. Negotiating. The administrative process. Tribunal advocacy: cross-examination and final submissions. Tribunal hearing. Appellate work and counselling.

Pre-Requisites: SS I is a pre-requisite for SS II.

Teaching Arrangements: The course is taught partly by lectures (LL144 and LL145) and partly by seminars. Lectures are used to cover a lot of ground quickly, whereas the seminars are to 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, The Law of Social Security (Butterworths, 1982); Tony Lynes, Penguin Guide to Supplementary Benefits (4th edn., 1981); Julian Fulbrook, Law at Work: Social Security (1980); Social Security Acts 1975 and 1980; LAG Lawyer's Guide to S.B.; Julian Fulbrook, Administrative Justice and the Unemployed (1978).

#### **Examination Arrangements:**

(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.

#### LL5174

#### Law of Landlord and Tenant

Teacher Responsible: Mr. R. L. Nobles, Room A539 (Secretary, Colleen Etheridge, A502)

Course Option for Part I and II - LL.B. degree.

Scope: This course will examine the law of the landlord-tenant relationship from the specific perspective of housing and housing problems in this country. We shall ask not only what the law is but how successful it is in protecting those for whom it was passed, i.e. the effect of housing legislation on the quality, quantity and price (rental) of private sector accommodation. The role of the state in regulating the provision of private sector accommodation will be contrasted with its role as landlord in the public sector and the lack of state regulation of owner occupiers.

#### Syllabus:

(1) Rent Regulation: Fair rents are examined to see the extent to which they do, or should, reflect market values. A member of the Economics Department will conduct one class devoted to considering the impact of rent regulation on the supply of rented accommodation.

(2) Security of Tenure: Do the grounds for possession make tenants' security of tenure a matter of judicial discretion? Tenants' security will be compared with that given to owner/occupiers and council tenants.

(3) Categories of Property Subject to Control: The need for unregulated lettings and the problems of 'Evasion': holiday lets, student lets, board and attendance, residential landlords and the lease-license distinction.

(4) Repairs: Can the law guarantee minimum standards of amenity and repair in residential accommodation?

Pre-Requisites: Property I.

Teaching Arrangements: Seminars (LL146): (Michaelmas Term only).

Reading List: Martin Partington, Cases & Materials on Landlord & Tenant; Rent Act 1977; Housing Act 1980; David Hughes, "Public Sector Housing"; Steven Merritt, State Housing in Britain; David Hoath, Council Housing.

Further reading will be given during the course.

Examination Arrangements: Normal three-hour written examination paper.

#### LL5175

#### Health Care and the Law

Teacher Responsible: Joe Jacob, Room A469 (Secretary, Susan Hunt, A304)

Course Intended Primarily for LL.B. Parts I and II. Scope: The course is designed to apply, in a unified context, knowledge, techniques and approaches which students will have met elsewhere in the LL.B. The context is, of course, the health care system. Among the other courses from which themes are taken are Public Law, Law and the Social Sciences, Courts and Litigation and the Law of Torts. The course has two purposes. First, by applying themes from other courses, to show their interrelationship and the relationship between theory and practice. Second, by looking at the health care system, to understand it for its own sake and for the contribution law makes to it and as the working of an important profession and an important aspect of the welfare state.

Syllabus: Section (A) will be taught every year and selected topics from section (B) from year to year. Each topic in both sections will be taught with reference to the medical profession ethics and administrative issues as well as the relevant law.

Section (A)

- 1. The structure of the National Health Service including the legal system and accountability of the various bodies.
- 2. The ethical, disciplinary and legal organisation and control of medical staff.
- The complaints procedures including the relationship between professional, administrative and legal procedures.
- The ethical and legal rules relating to medical confidences and the proposals for their reform.
- 5. The meaning and significance of the concept "clinical freedom".
- The meaning and significance of the concept of "informed consent" to medical procedures. Section (B)
- 1. The arrangements for the family practitioner service.

Special issues relating to employment in the health errice including the appointment of staff and strike ction.

3. The provision of health care in the private sector and grelationship to the public sector including its control.
4. The provision of mental health services, the Mental Health Review Tribunals, and the current proposals for reform.

5 Medical research, including issues of consent, and in outline only the scheme of the Medicines Act 1968 relating to new medicines.

6. Special issues relating to children, including consent, the age of consent and the rights of parents.

1. Operation and significance of the medical and legal definitions of death.

 The legal and medical questions relating to enthanasia, including the hastening and delaying of death.

The ethical and legal questions relating to ransplants, including the operation of the Human fissue Act 1961.

10. Some aspects of the legal, medical and administrative questions raised by medical developments in abortion and fertility control.

Pre-Requisites: There are none beyond those for entry mothe Part I. Students with an interest in public law and torts and how they relate to other social sciences in the medical context will find the course particularly attractive. It is hoped that some non-law students from tg. Social Administration will attend.

Itaching Arrangements: This is a half-unit course (LL142) within the LL.B. The course will be taught in 1½ to 2 hour sessions once a week in the Lent Term. Lecturing will be kept to a minimum and there will be a large element of student involvement.

Reading List: There is no set text for this subject. The owing will be found useful: I. Kennedy, The inmasking of Medicine; E. Cassell, The Healer's Art; son & McCall Smith, Law and Medical Ethics; J. over, Causing Death and Saving Lives; I. Illich, imits to Medicine, Medical Nemisis: The xpropriation of Health; R. Yezzi, Medical Ethics: ninking about Unavoidable Questions; F. Cartwright, Social History of Medicine; Speller's, Law Relating Hospitals and Kindred Institutions (6th edn. J. ob); C. W. Martin, Law Relating to Medical ractice (2nd edn.); N. Leahy Taylor, The Doctor and te Law and Medical Malpractice; J. Leigh Taylor, octors and the Law; Klein, The Politics of the tional Health Service; L. Gostin, A Human indition Parts 1 and 2; L. Gostin & E. Rassaby, epresenting the Mentally Ill and Handicapped; E. ellegrino & D. Thomasma, A Philosophical Basis of edical Practice; H. W. Chaplin, Health Care in the nited Kingdom. Periodical literature will be drawn m, inter alia, the following journals: The British ledical Journal, The Hospital and Health Service Review, The Journal of Medical Ethics, The Journal of e Royal Society of Medicine, The Lancet and The

Other reading will include some Parliamentary Papers, publications of the DHSS, the British Medical Association (including the Handbook of Medical

Ethics) and the Annual Reports of the Medical Defence Union and other publications.

Additional reading may be recommended during the course.

**Examination Arrangements:** There is a two hour formal examination in the Summer Term based on the topics covered in the seminars. There will be a wide choice of questions giving students an opportunity to show the areas of the subject that have most strongly interested them. Students will be required to answer 2 or 3 questions. The number will be notified well in advance.

#### LL5176

#### Legal Services to the Community

Teacher Responsible: Professor Michael Zander, Room A457 (Secretary, Angela White, A303) Course Intended Primarily for LL.B. Parts I and II. Half unit option.

Scope: To consider in some detail the problems of providing legal services and of the legal profession.

Syllabus: The role of the private profession; the legal aid system; the public sector in legal services, especially law centres; costs, methods of paying for legal services, and controls on costs and fees; small claims; monopolies and restrictive practices; the unmet need for legal services, its nature and extent; the quality of legal services, negligence liability of lawyers, complaints, the role of disciplinary proceedings; management of the profession and external participation; alternatives to lawyers.

Pre-Requisites: None.

Teaching Arrangements: There is one two-hour session (LL143) per week in the Michaelmas Term. Students will be assigned reading for each succeeding week's session. The class consists of a seminar with discussion rather than a lecture.

Written Work: No written work is set, but students will be expected to come to each week's session prepared to discuss the topics assigned on the basis of the readings.

Reading List: The main text is Michael Zander, Legal Services for the Community together with the Report of the Royal Commission on Legal Services, 1979, Cmnd. 7648. In addition reading lists will be supplied with references to other sources.

Examination Arrangements: The examination is a short dissertation of 6,000 to 8,000 words on a topic selected by the student with advice from Professor Zander. The paper must be handed in by the last day of the Lent Term. The first draft should normally be written during the Christmas vacation and then discussed and re-written during the Lent Term.

#### LL5177

#### Race, Nationality and the Law

Teacher Responsible: Andrew Nicol, Room A456 (Secretary, Mrs. Jane Heginbotham, A371)

Course Intended Primarily for LL.B. students – 2nd or 3rd year.

Scope: The focus will be on immigration and nationality.

Syllabus:

- (a) Attitudes to aliens, race and religion early attempts to control immigration contemporaneous social and economic problems.
- (b) Concept of nationality consequences of citizenship effect of Empire and Commonwealth.
- (c) International obligations Conventions on Human Rights, Refugees, Stateless persons and Establishment. (d) Political and Economic background to Commonwealth immigration legislation of 1962-65, 1968 and 1971.
- (e) Current restrictions on entering and remaining in the U.K. including special provisions for EEC nationals. (f) Expulsions deportation and removal from the ILK
- (g) Administration of control by the Home Office and by other government agencies, the relevance of nationality and immigration status to social security and other state provided services or benefits.
- (h) Review of controls by Immigration Appeals authorities, by the courts, by Parliament.
- (i) Acquisition and Loss of British nationality. Except as they are relevant to these topics, race discrimination and the Race Relations Act 1976 will not be given detailed treatment.

Pre-Requisites: None.

Teaching Arrangements: The course (LL147) will be given in the Michaelmas Term. There will be  $10 \times 2$  hour seminars. Worksheets will be distributed for each seminar.

Reading List: Text Book: John Evans, Immigration Law (1983); Reference: MacDonald, Immigration Law and Practice (1983); MacDonald & Blake, The New Nationality Law (1982); Grant & Martin, Immigration Law and Practice (1982); Plender, International Migration Law (1972).

Introductory Reading: Ann Dummett, Citizenship and Nationality (Runneymede Trust 1976); Paul Foot, Immigration and Race in British Politics (1965); Garner, The Alien Invasion (1972); Garrard, The English and Immigration 1880-1914 (1973); Peter Fryer, Staying Power: The History of Black People in Britain (1984).

Examination Arrangements: Two-hour examination. Students may take in copies of the Immigration Act 1971, British Nationality Acts 1948 and 1981 and the current Immigration Rules.

LL5178

# Public Law and Economic Policy (This course will not be offered in 1985-86)

Course Intended Primarily for LL.B. Parts I and II. Scope: British Governments have been dominated since the last war by a perceived need to guarantee economic "success", and towards that end a variety of institutional structures and methods have been established or extended. Yet until the last few years public lawyers have had virtually nothing to say about these topics, to such an extent that economic policy has been pursued in a legal and constitutional void. There may be good reason for this – economic problems may not be susceptible to legal or constitutional analysis or control, – alternatively, this void may allow economic policy to be framed by a benign, questionably

competent and uncontrollable State. This course attempts to provide some resolution of the dichotomy above, and to do so by probing particular areas of economic policy.

Syllabus: Section (a) will be taught every year, and selected topics from sections (b) – (h) taught from year to year.

- (a) Introduction: The particular nature of constitutional problems and the economy; the tension between flexibility and accountability. Formal and informal methods of policy formulation and realisation. The characteristics of the possible accountability agencies and methods in the field (courts, Parliamentary Committees, the PCA, financial control, self-regulation, licensing bodies, etc). A brief history of governmental intervention in Britain, concentrating in particular on the experience of World War II and the White Paper on Employment Policy in 1944.
- (b) Governmental Regulation of the Market: The administration (though not the legal or economic detail) of anti-trust in relation to both mergers and competition, the problem of justiciability; licensing and approved self-regulation.
- (c) The Government as Market Actor: The economic and constitutional significance of Government contracts; the legal regime of contracting; contracting as a policy instrument and its control.
- (d) The Government as Monopolist: The aims and methods of nationalisation. The relationship between the NIs and the Government the accountability of the NIs to courts and Parliament. Consumers and equity shareholders and the NIs. The legal regime of employee/NI relationships. The legal regime of competition between the NIs and the private sector of industry.
- (e) The Government and Selective Intervention in the Market: The history of intervention; support schemes to individual industries. Intervention in the 1960s; the IRC. The 1970s; the Industry Acts 1972, 1975 and 1980; the NEB. The choice of intervention agency and the accountability of paragovernmental agencies. Disengagement. The legal problems of the public private firm and the tension between accountability to the representatives of the public, to employees and to shareholders. The legal problems of discretionary intervention.
- (f) The Government and Finance: The constitutional position of the central bank, with a comparison of foreign models. The Bank of England Act 1946; the relationships between the Bank and other bankers 'Moral suasion' and formal law. The Banking Act 1979 and its administration. Governmental relations with the Stock Market, the discount houses and the institutional investors. The PSBR and the National Loans Act 1968. The constitutional basis of monetary policy and the formulation, authority and policing of monetary targets.
- (g) Budgetary and Expenditure Policy: The constitutional basis of taxation, Parliament and the budgetary process. Judicial review of review decisions. The legal, constitutional and economic aspects of public expenditure. Formulation and control of same. Parliamentary Committees, the Exchequer and Audit Acts, the Comptroller and Auditor General.

(i) Europe: The influence of accession to the EEC on certain of the above topics, in particular (c), (d) and (e). The making and control of the Community Budget. Pre-Requisites: A wide range of material will be recommended, but very little of it will be technical and -emphatically - no prior knowledge of economics is required. An interest in modern politics and government - and better still, economic policy, will, however be a distinct advantage.

feaching Arrangements: 10,  $1\frac{1}{2}$ -hour sessions (LL149), Lent Term, evenings from 6.30-8.00 p.m. Reading List: Tivey, Nationalism in British Industries: Nationalism in the 1960s; Ganz, Government and Industry; Stevens & Yamey, The Restrictive Practices Courts; Daintith, The Economic Law of the United Kingdom; Turpin, Government Contracts; Young & Lowe, Intervention in the Mixed Economy; Chorley, (Parts of) Modern Banking Law; Robinson, Parliament and Public Expenditure.

Periodical literature will be drawn from, inter alia, the following journals: Journal of Business Law; Modern Law Review; British Tax Review; Common Market Law Review; Public Law; British Journal of Law and Society; Policital Studies; Government and Opposition; Parliamentary Affairs; The Parliamentarian and Public Administration. Plus numerous official and Parliamentary papers.

Examination Arrangements: The assessment method for this course will be a two-hour exam worth 40% and a long paper worth 60%.

LL5179

### Sociological Theory and the Idea of Law

Teacher Responsible: Mr. D. N. Schiff, Room A460 (Secretary, Pam Hodges, A369)

Course Intended Primarily for LL.B. Part I and II.
Scope: (1) To introduce sociological theory as attempts
to express knowledge about special phenomena.

- (2) To introduce and evaluate ideas about law not written by those who, as lawyers have an interest in the validation of the law in some form or other, but those who, external to the workings of the legal system, have proffered significantly different and often extreme news of law in the context of their theories of society as a whole.
- (3) To develop an understanding of what is meant by the social impact and the social context of law.
- (4) To allow students to specialize in an area of particular interest.
- This is a course in sociological theory and is not designed (i) as an applied social science course (the empirical findings of those who have studied the functioning of law will only be considered by the way) (ii) as an introduction to research methods.

  Syllabus:
- Introduction to sociological theory
- 2 Mechanical sociology and the idea of law
- 3. Social behaviour and the law
- 4. Social control and law
- 5. Social change and law
- 6. Law as an index of social change
- 7. Law and development
- 8. Law and symbolisation

- 9. The limits of law
- 10. Socialization and law

Teaching Arrangements: 4 weekly two-hour seminars (LL148) will be held in the Michaelmas Term, thereafter seminars will be arranged to allow students to present papers on their individual pieces of research. Suggested Reading: will be given at the beginning of the course. Some use will be made of R. Cotterrell, The Sociology of Law.

Background Reading: R. Aron, Main Currents in Sociological Thought I and II; P. Winch, The Idea of a Social Science; P. L. Berger & T. Luckman, The Social Construction of Reality.

Examination Arrangements: By dissertation of 6,000-8,000 words.

LL5199

## Essay on an Approved Legal Topic

The regulations for the LL.B. degree provide that where a student is taking the equivalent of three-and-a-half subjects he/she may make up the final half-subject by writing an essay on a legal topic approved by the School.

This may be done by either Second or Third Year students (subject only to the rule that no one may do more than 25% of their examination by way of essays). Any student thinking of doing the approved legal topic essay should discuss the matter with his/her tutor. The selection of an appropriate topic would be for the student in consultation with his or her tutor or, if the

student in consultation with his or her tutor or, if the tutor is not to be the supervisor for the essay, with the supervisor. Once they have settled on a topic it must be approved by the Chairman of the Part I and Part II LL.B. Board (currently **Professor J. E. Hall Williams).** 

There is no rule that the topic cannot be from an area covered by a subject being taken (or having been taken) as an ordinary examination subject. But in that case the supervisor and the Chairman of the Examiners will need to consider to what extent the subject is different from what would be done in the other course. Obviously it is not possible to do an essay on a subject which simply repeats material covered elsewhere.

The length of the essay should be 6,000 to 8,000 words (excluding footnotes). In the interests of the candidate a typescript is preferred. Footnotes may be placed at the end of the text or at the bottom of the page to which they relate. The latter is preferable. The essay should include a bibliography.

The supervisor will be available to provide some guidance but basically it is intended that the student should do his own research.

The essay should be handed in to the Examinations Office not later than 1st May.

LL6003

#### Law and Social Theory

Teacher Responsible: Mr. W. T. Murphy, Room A361 (Secretary, Pam Hodges, A369)

Course Intended Primarily for LL.M.

**Scope:** This course is designed to introduce students to the study of law through the perspective of modern social theory. Syllabus: The course consists of two unequal segments.

I. The Core Seminars

1. General Concepts and Problems of Method in Social Theory

- (a) Action and Order; agency and structure; "voluntarism" and "determinism"; "multidimensionality".
- (b) The problem of order and social integration, normative and interpretive paradigms.
- (c) The interpretive paradigm and the hermeneutical tradition; the "phenomenological" dimension.
- 2. Law, Social Integration and Domination
  (a) The problem of order and dominati
- (a) The problem of order and domination: the legitimation of authority.
- (b) Concepts of ideology and legal ideology. Theories of the subject and the legal subject.
- (c) Symbolism and ritual.
- (d) Coercion and violence.
- (e) Law and power.
- 3. Conflict and Dispute
- the nature, function and causes of conflict; the concept of conflict and the concept of dispute; law and dispute processing.
- 4. Law and Social Change
- the nature of social change; causes of social change;
  legal change, evolutionism and diffusionism.
  The Limits of Social Theory Perspectives on Law
- II Special Topic
  Each student will be required to study one of the special

Each student will be required to study *one* of the special topics prescribed in any given year.

Teaching Arrangements:

I. An initial "core" segment of 14 two-hour seminars (LL238) which all students will attend.

II. One special topic in law and social theory to be chosen from those on offer in a particular session. Teaching arrangements for each topic will depend on the numbers choosing it in any particular year.

The seminars will be conducted by Mr. Murphy, Dr. Roberts, Mr. Schiff, Mr. Cotterrell (QMC) and Mr. Nelken (UCL).

**Examination Arrangements:** 

I. The core segment is assessed by means of ONE three-hour examination. The marks obtained count for two-thirds of the composite mark for the course.

II. The special topic will be assessed by an essay of 5,000 words maximum. The marks obtained counts for one-third of the composite mark for the course.

LL6010

Principles of Civil Litigation

Teacher Responsible: Professor Michael Zander, Room A457 (Secretary, Angela White, A303) with Professor Sir Jack Jacob at University College.

Course Intended Primarily for LL.M. students.
Scope: 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.

Syllabus: The general principles and practice of civil litigation, including: the organization, jurisdiction and functions of the various Courts and Tribunals and of the legal profession. 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 reliefthe system and right of appeal and the procedure on appeal; the extent to which these procedures enable the courts to arrive at correct and reasonably speedy decisions both on facts and substantive law (knowledge of the law of evidence will not be required, except so far as it affects the general procedure). The organization and function of Tribunals (in outline only) and the general procedures adopted by Tribunals and arbitrators; comparisons will be made between those procedures and those adopted by the Courts. The social and economic effects and value of the present system of civil litigation; including some comparison with foreign systems.

Pre-Requisites: None.

Teaching Arrangements: There is one lecture per week (LL209) on a Monday at University College at 4.45 or 5 p.m. to 6 p.m. (however, there will be some lectures on Tuesdays at 6 p.m. to 7.30 p.m. at the London School of Economics when that time is not used for the seminar). In addition there are six to eight seminars on Problems in Civil Litigation (LL230). These take place on Tuesdays in the Michaelmas and Lent Terms from about the middle of November. The seminars are at the London School of Economics from 6 to 7.30 p.m. The group normally has between 40 and 60 students.

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. There is also a handout consisting of a set of lecture notes. 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. J. 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 Reform of Civil Procedural Law.

Examination Arrangements: 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.

LL6015

European Community Law

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. students and Diploma in International Law.

Scope: This course is concerned with selected areas of substantive EEC law. Students are required to take two special subjects from a list which can be found in the University of London Regulations for internal students. The following two special subjects are provided by arrangement between the School and King's College.

cellabus:

Community Law relating to Competition Professor Jacobs (K.C.).

The function of competition policy in the common market. The competition rules of the E.E.C. Treaty. The control of agreements and restrictive practices (art. 85 E.E.C.). Monopoly power and the abuse of a dominant position (art. 86 E.E.C.). Procedure of the Commission and jurisdiction of the Court of Justice. Enforcement of the E.E.C. competition rules in the national courts. Public undertakings (art. 90 E.E.C.). State aids (arts. 92-94 E.E.C.).

Social Policy Mr. Hartley.

Freedom of movement: employees, self-employed persons, providers and receivers of services; discrimination of grounds of nationality and residence; recognition of qualifications to practice a trade or profession; sex discrimination.

Pre-Requisites: Candidates offering the special subject Community Law relating to Competition may not offer Monopoly, Competition and the Law nor European Community Competition Law.

All candidates offering European Community Law 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.

Teaching Arrangements: Community Law relating to Competition. Taught at King's College by Professor Jacobs. Social Policy: Fifteen seminars (LL125), Lent and Summer Terms (beginning in mid-February) given by Mr. Hartley.

Reading List: 1. Community Law Relating to Competition: Barry E. Hawk, United States, Common Market & International Antitrust: A Comparative Guide, Part Two (1979); Bellamy & Child, Common Market Law of Competition; Barounos, Hall & James, E.E.C. Anti-trust Law: Commission of the European Communities, Reports on Competition Policy; 2. Social Policy: T. C. Hartley, E.E.C. Immigration Law; Derrick Wyatt & Alan Dashwood, The Substantive law of the E.E.C.; H. Smit & P. Herzog, The Law of the European Economic Community; B. Sundberg-Weitman, Discrimination on Grounds of Nationality: hilippa Watson, Social Security Law of the European munities; F. G. Jacobs (Ed.). European Law and Individual; G. Lyon-Caen, Droit Social rnational et Européen; Bernard Rudden & Derrick yatt, Basic Community Laws.

Students should buy Rudden & Wyatt.

Examination Arrangements: Normal three hour written examination paper. Unmarked copies of Rudden & Wyatt (or Sweet & Maxwell's European Community Treaties) may be taken into the examination.

Note: Social Policy (which starts in mid-February) may not be taught at the same time as Community Law relating to Competition. Students should make sure that there are no timetable clashes with other subjects.

LL6018

Comparative Family Law

Teacher Responsible: Ms. J. Temkin, Room A459 (Coordinating Member of Staff) (Secretary, Mrs. S. Hunt, A304)

Course Intended Primarily for LL.M. students.

**Scope:** The aim of the course is to examine from a comparative standpoint contemporary issues in family law.

Syllabus: The issues to be discussed will be selected from the following: aspects of capacity; domestic violence, matrimonal property, divorce, reallocation of property on divorce, maintenance on divorce, custody of children, unmarried cohabitation, illegitimacy, adoption, children in trouble with the law. Jurisdictions discussed will include: England, Canada, Australia, West Germany, Sweden, U.S.A., U.S.S.R.

Pre-Requisites: Some knowledge of English family law desirable though not essential.

Teaching Arrangements: One weekly seminar (LL212) lasting from  $1\frac{1}{2}$ -2 hours to be taken by Ms. Temkin in the Michaelmas Term Mr. Bradley (office number A462) in the Lent Term and Professor Lapenna (office number K300) in the Summer Term. Full materials or reading lists are provided and students are expected to be fully prepared beforehand so that topics may be discussed rather than formally taught.

Written Work: Two full length essays on set topics must be submitted (approximate length: 10 sides of A4)

**Reading List:** Sets of materials are provided in the Michaelmas Term and detailed reading lists in the Lent and Summer Terms.

General Reading: Foote, Levy & Sander, Cases and Materials on Family Law; M. A. Glendon, State, Law and Family; J. Eekelaar, Family Law and Social Policy; Glendon, The New Family and the New Property; O. Stone, Family Law.

Examination Arrangements: One three hour paper which is divided into three sections corresponding to the subjects covered by Ms. Temkin, Mr. Bradley and Professor Lapenna. Four questions must be answered, at least one from each section. There will be a choice of questions in each section and not more than one from the third section covering topics covered by Professor Lapenna.

LL6030

Economic Analysis of Law

Teacher Responsible: Mr. W. D. Bishop (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. degree.

**Scope:** First to introduce students to the economics of law and second to build from this to deal in depth with some important policy problems.

**Syllabus:** Economic theories of legal topics such as: (1) Property Rights – allocation and transfer of rights, pollution control.

(2) Torts - negligence, forseeability and risk, strict liability, products liability, medical malpractice, valuation of human life.

(3) Contract – consideration, frustration, mistake, specific performance, damages, fraud, penalty clauses, unilateral contracts, bargaining 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.

Pre-Requisites: None, but students would benefit from some knowledge of elementary microeconomics.

Teaching Arrangements: 1 Seminar (LL227) each week.

Students are advised to attend lectures in LL.B. (LL127, SG. LL5136) 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, International Review of Law & Economics, Yale Law, Journal, Univ. of Chicago Law Review.

**Examination Arrangements:** Three-hour formal exam in September, 10 questions, four to be attempted.

#### LL6031

# European Community Competition Law

Teacher Responsible: Mr. W. D. Bishop, Room A503 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. students.

Scope: EEC Competition Law with some attention to economic analysis.

Syllabus: The competition rules and practice of the EEC: Articles 85-90 of the Treaty of Rome, the implementing regulations and other relevant provisions. Price-fixing and market sharing agreement; boycotts and discrimination; exemptable forms of collaboration; abuse of dominant position; free movement of goods and industrial property rights. The relationship between Community and national anti-trust laws.

**Pre-Requisites:** Candidates will be expected to have or to acquire adequate knowledge of the institutions of the European Communities.

Teaching Arrangements: One seminar (LL208) (three hours) each week.

Written Work: None.

Reading List: Bellamy & Child, European Community Competition Law; Kerse, EEC Antitrust Procedure; Korah, Competition Law in Britain and the Common Market.

Examination Arrangements: Three hour formal exam, September. Eight questions, four to be attempted.

LL6032

# Monopoly, Competition and the Law

(This course will not be offered in 1985-86) Course Intended Primarily for LL.M. degree.

Scope: UK and EEC Competition law with some attention to economic analysis of decisions and policy problems.

#### Syllabus:

I. The restrictive trade practices legislation;

II. The monopolies and mergers legislation; III. The control of anit-competitive practices;

IV. The competition rules of the E.E.C.

I: Registration, enforcement and avoidance; the criteria of the public interest; the justiciability of the issues before the Restrictive Practices Court; analysis of selected decisions of the Court.

II: The Monopolies and Mergers Commission: single firm monopolies; control of mergers; non-collusive oligopoly; analysis of selected reports of the Commission

III: Investigations by Director-General of Fair Trading into anti-competitive practices and their reference to Monopolies and Mergers Commission.

IV: Articles 85 and 86 of the Rome Treaty, and Regulation 17; the rules relating to the free movement of goods; the relationship between Community and U.K. Law; contrast between Article 85(1) and the definition of agreements subject to registration under the U.K. law; respective advantages of administrative discretion and the more legalistic approach of the U.K. restrictive practices legislation.

Pre-Requisites: None.

Teaching Arrangements: One seminar (LL207) and one lecture each week.

Written Work: None required.

Reading List: J. Lever (Ed.), Chitty on Contracts; R. B. Stevens & B. S. Yamey, The Judicial Process & Economic Policy; A Study of Restrictive Practices Court (out of print); V. Korah, Competition Law in Britain & the Common Market (out of print).

Reports of the Registrar of Restrictive Trading Agreements Cmnd. 1603; 1273; 2296; 3188; 4303. Reports of the Office of Fair Trading.

Candidates may bring into the examination copies of any of the following:

Restrictive Trade Practices Acts 1976 & 1977; Fair Trading Act 1973; Resale Prices Act 1976; Restrictive Practices Court Act 1976; Sweet & Maxwell's European Community Treaties; Treaty establishing the European Community, Rome, 15 March 1957; Secondary legislation of the European Communities, Subject Edition, Vol. 4; Competition, H.M.S.O., 1973; Competition Law in the European Economic Community and in the European Coal & Steel Community (situated by 31 Dec. 1971). Further references will be given at the beginning of the course. Examination Arrangements: 3-hour formal exam, September. Eight questions, 4 to be attempted.

LL6033

#### International Business Transactions

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. students intending to offer this subject in the examinations. Other students may attend only with the prior permission of Mr. Hartley.

Scope: Legal problems relating to international business transactions by private firms (not state trading).

Syllabus: The following topics will be dealt with from the point of view of the law of Britain, the Commonwealth, the United States and the EEC:

Judicial jurisdiction in cases involving international business transactions, especially:

(a) jurisdiction over companies (the "doing business" test); (b) products liability; (c) branches and agents; (d) constitutional requirements in the U.S.A.; (e) choice-of-court clauses; (f) forum non conveniens; (g) lis alibit pendens; and (h) provisional remedies and procedure.

2. Enforcement of foreign judgements in commercial matters.

3. International arbitration.

4. Applicable law for international commercial contracts, especially the application of legislation dealing with: (a) boycotts and embargoes; (b) consumer protection; (c) labour law; and (d) exchange controls. The effect of international uniform-law conventions will also be considered.

5. Conflict of laws regarding agency.

6. Recognition of foreign governmental acts affecting property, especially financial assets.

7. The extra-territorial application of American antitrust laws and the reaction of other countries.

8. The extra-territorial application of EEC competition rules.

Pre-Requisites: A good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essential. This course is not suitable for non-lawyers.

#### Teaching Arrangements:

Seminars: (LL219) Sessional

Teachers: Mr. Hartley, Mr. I. G. F. Karsten (Room A362) and Professor Jacobs (King's College). Extensive case materials should be read before each seminar.

Reading List: (Students are not expected to buy any of these books): Georges R. Delaume, Transnational Contracts: Applicable Law and Settlement of Disputes; Dicey & Morris, The Conflict of Laws: Cheshire & North, Private International Law; Robert A. Leflar, American Conflicts Law; Russell J. Weintraub, Commentary on the Conflict of Laws; P. E. Nygh, Conflict of Laws in Australia; J.-G. Castel, Canadian Conflict of Laws; C. Schmitthoff (Ed.), International Commercial Arbitration; Douglas E. Rosenthal & William M. Knighton, National and nternational Commerce; C. Canenbley, Enforcing Anti-Trust Against Foreign Enterprises; Barry E. Hawk, United States, Common Market and International Anti-Trust; Boaz Barack, The Application of the Competition Rules of the E.E.C. to

Enterprises and Arrangement External to the Common Market.

Examination Arrangements: Normal three hour written examinations.

#### LL6048

#### Law of International Institutions

Teacher Responsible: Professor R. Higgins, Room A372 (Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for LL.M. and Diploma and International Law students.

**Scope:** 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.

Syllabus: International legal personality: the capacity to sue, treaty-making power, implied powers. The Secretariat: powers of the Secretary General, role of the international civil service, privileges and immunities. Membership, representation and credentials. Participation of non-members. Structure and voting of General Assembly of UN. Structure and voting of Security Council of UN. Functions and powers of major organs. Securing compliance with obligations: suspension, explusion, sanctions, UN peacekeeping and dispute settlement. Law making by international institutions. The Economic and Social Council: the Trusteeship Council; the legal concept of selfdetermination. The International Court of Justice: problems of use and jurisdiction; its role in dispute settlement; its advisory function. The International Labour Organization.

Pre-Requisites: Some knowledge of public international law.

Teaching Arrangements: Teaching is by seminar (LL213), given by Professor Higgins and Dr. P. Birnie, with  $1\frac{1}{2}$  hours per week being offered for 10 weeks in the Michaelmas and Lent Terms and for 6 weeks in the Summer Term. LL213.

Reading List: Schermers, International Institutional Law, 2 vols; Goodrich, Hambro & Simons, The Charter of the United Nations; Bowett, The Law of International Institutions; Higgins, The Development of International Law through the Political Organs of the United Nations; Rosenne, The Law and Practice of the International Court.

Required readings of extracts from books, of articles and cases are available in the syllabus issued and are assigned on a weekly basis.

Examination Arrangements: 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.

#### LL6049

#### Law of European Institutions

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. degree. Diploma in International Law.

Scope: The course is concerned with the law relating

to the institutions of the European Community and Comecon (constitutional and administrative law). Syllabus:

Part I: The European Communities

(Comparison will be made with other West European organisations, especially the Council of Europe).

- 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 II: Comparison with Integration in Eastern Europe.

Basic Concepts of Socialist Economic Integration and contrast with EEC - COMECON - International financial institutions - Production-Branch Organisations - Multi-national Enterprises -Association and Co-operation Agreements - Dispute Settlement - Harmonisation and Unification of Law -Comprehensive Programme for Socialist Economic Integration - Long-term Special-purpose co-operation arrangements - Relations with Third Countries, International Institutions, and the EEC.

Pre-Requisites: 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.

#### Teaching Arrangements:

#### The European Community

Lectures (LL214): twice weekly, Michaelmas and Lent Terms only. The lectures will be by Mr. Hartley. Seminars weekly at King's College by Professor

#### COMECON: (Summer Term)

Seminars at University College by Professor Butler. Materials will be provided.

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.

Examination Arrangements: Normal three-hour written examination paper. Unmarked copies of Rudden & Wyatt and Sweet & Maxwell's European Community Treaties may be taken into the examination.

# LL6052

### International Protection of Human Rights

Teacher Responsible: Professor R. Higgins, Room A372 (Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for LL.M. and Diploma in International Law students.

Scope: Introduction to the rapidly developing international law of human rights, both at a universal and regional level.

#### Syllabus:

Conceptual Issues: definitions of human rights; distinguishing features from international law generally; the individual and the state; the relevance of difference cultures, stages of development, ideologies; human rights as absolute or qualified 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

Various non-institutional methods for promoting human rights, including treaty making and the question of the incorporation of international rights into domestic law.

The European Convention on Human Rights: about half of the course is devoted to a study of the institutions of the European Convention and to case law on particular rights (drawing in large measure on European Convention case law). Among the rights examined through the case law are freedom of expression; access to courts; fair trial; freedom from torture; the right to life; the right to organize and associate; freedom of religion; and others.

Pre-Requisites: Some knowledge of public international law.

Teaching Arrangements: This course (LL226) is taught by 11 hour weekly seminars (10 in Michaelmas, 10 in Lent. 8 in Summer).

Reading List: All students should purchase Brownlie, Basic Documents on Human Rights, (3rd edn.) and Van Dijk and Van Hoof, Theory and Practice of the European Convention on Human Rights. Required readings of extracts from books, articles, journals, and cases are available in the syllabus issued, and are assigned on a weekly basis.

Examination Arrangements: 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.

#### International Economic Law

Teacher Responsible: Dr. D. A. Chaikin, Room A359 Secretary, Pam Hodges, A369)

Course Intended Primarily for LL.M. students at London University.

Scope: The aim of the course is to study in detail those aspects of public international law which are concerned ith the ownership of natural resources, the production and distribution of goods, invisible international ransactions, currency and finance, related services and he organisation of the entities in such activities. sudelly?

Fundamentals. The province, sources, history and ociology of international economic law.

The principles of international economic law. conomic sovereignty and the co-existence of sovereign and heterogenous economies. Extraterritorial effects of economic legislation. Immunities from economic sovereignty. Limitations of conomic sovereignty (including freedom of merce, freedom of land and air communications, reedom of inland navigation, freedom of access to the sea and maritime ports, and freedom of the seas). The roblem of international economic public policy.

III. The standards of international economic law. Function and types, including the minimum standard f international law, the most-favoured-nation andard, the standard of preferential treatment, the standard of reciprocal treatment, the standard of the open door and the standard of national treatment. The standards of international economic law on the level of nternational institutions, including the standard of omic good neighbourliness.

International economic transactions. General finciples. Treaties of friendship, commerce and navigation. Other economic agreements, including double-taxation agreements, development aid greements, and agreements for technological cooperation. Unilateral economic acts. International onomic torts, with special reference to the protection of foreign investments. The problem of an international conomic law of crime.

V. The law of economic warfare. Economic reprisals. Economic warfare, with special reference to the sition of enemy and neutral property in land and sea warfare. Economic war crimes. War indemnities. reparation and restitution. Collective economic

VI. Patterns of international economic organization. A. On the level of partly organized international society; the representation and protection of economic erests abroad, with special reference to relevant spects of diplomatic and consular relations. nternational adjudication of economic claims. onomic and financial unions (e.g. monetary unions, ustoms unions, free trade areas and common markets).

3. On higher levels of international integration: the omic framework of the United Nations. iversalist institutions (e.g. the Bretton Woods tutions and GATT). Regional institutions (e.g. the egional Economic Commissions of the United tions). Sectional institutions (e.g. international

LL6054 commodity agencies). Supra-national institutions (e.g. the European Communities).

Pre-Requisites: Knowledge of public international law

Teaching Arrangements: There is a seminar (LL218) of two hours duration each week, accompanied by classes as required. Seminar: Sessional.

Reading List: Recommended: K. W. Dam. The GATT. Law and International Economic Organisations; J. Gold, Legal and Institutional Aspects of the International Monetary System; J. Jackson, World Trade and the Law of GATT; A. Koul, The Legal Framework of UNCTAD in World Trade: O. de Rivero, New Economic Order and International Development Law; B. Tew, The Evolution of the International Monetary System; A. Yusuf, Legal Aspects of Trade Preferences for Developing States. Supplementary Reading List: G. Schwarzenberger, Frontiers of International Law (ch. 9): A. Rozenthal. The Charter of Economic Rights and Duties of States in the New International Economic Order; K. Hossain, Legal Aspects of the New International Economic Order; F. Atling von Geusau, The Lome Convention and a New International Economic Order; R. Kemper, The Tokyo Round: Results and Implications for Developing Countries; B. Gosovic, UNCTAD -Conflict and Compromise; J. Fawcett, Law and International Resource Conflicts: D. Shea. The Calvo Clause; N. Horn, Legal Problems of Codes of Conduct for Multinational Enterprises; G. P. Verbit, International Monetary Reform and the Developing Countries; G. Goodwin & J. Mayall, A New International Commodity Regime; A. Hazlewood, 'The End of the East African Community: What are the lessons for Regional Integration Schemes', in Journal of Common Market Studies, Vol. 18, No. 1. p. 40, (1979); U.N. Charter Chs IX and X (1945); Havana Charter (1948); Vienna Convention on the Law of Treaties (1969); U.N. Charter on Economic Rights and Duties of States (1974).

Examination Arrangements: There is a three-hour formal examination in September, based on the full syllabus. The paper contains 10 questions, of which 4 are to be answered. The paper counts for 100% of the assessment of the course.

#### LL6057

## The International Law of Natural Resources

Teacher Responsible: Professor R. Higgins, Room A372 (Secretary, Mrs. Susan Hunt, A304) Course Intended Primarily for LL.M.

Scope: 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

Syllabus: 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; codes of conduct for multinationals, 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; water - pollution, shared access; minerals; and others. Pre-Requisites: A solid grounding in public international law.

Teaching Arrangements: Teaching is by seminar (LL217), with 1\frac{1}{2} hours per week being offered for 10 weeks in the Michaelmas and Lent Terms; and for 6 weeks in the Summer Term.

Reading List: Schachter, Sharing the World's Resources; Hossain (Ed.), Legal Aspects of the New International Economic Order; Weston, Falk, & D'Amato, International Law and World Order; White, Nationalization of Foreign Property; Lillich, The Protection of Foreign Investments; Fawcett & Parry, International Law and Natural Resources; Daintith & Willoughby, United Kingdom Oil and Gas Law (1984).

Required readings of extracts from books, of articles and cases are available in the syllabus issued and are assigned on a weekly basis.

Examination Arrangements: 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.

Pre-Requisites: Some knowledge of basic concepts of International Law.

Teaching Arrangements: One seminar (LL216) each

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

Reading List: Brownlie, Principles of Public International Law (3rd edn. chs. 9-11) and Basic Documents in International Law (3rd edn.); Barston & Birnie, The Maritime Dimension (1980); E. D. Brown, The Legal Regime of Hydrospace; Churchill & Lowe. The Law of the Sea (1983); McDougal & Burke, The Public Order of the Oceans; Churchill, Simmonds & Welch, 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 (1983); Third U.N. Conference on the Law of the Sea, Documen Vols. I-XV; Law of the Sea Convention.

Periodicals include: The American Journal International Law; The British Yearbook International Law; The International and Comparative Law Quarterly; Ocean Development and

A comprehensive reading list to be issued

Examination Arrangements: 3 hour written examination in September, 9 questions 4 to be answered.

LL6061

### LL6060

#### International Law of the Sea

Teacher Responsible: Dr. P. W. Birnie, Room A270 (Secretary, Rosemary Maund, A304)

Course Intended Primarily for LL.M. degree also for: M.Sc. Sea-Use Law, Economics and Policy-Making, Diploma in International Law.

Scope: Resources and Uses of the Sea, and applicable international principles, customs and treaties. Syllabus:

- 1. Sources of the Law.
- 2. Historical Development of Principal Concepts.
- 3. The regime based on the 1958 Geneva Conventions on the Law of the Sea.
- (i) The Territorial Sea and Contiguous Zone.
- (ii) Continental Shelf.
- (iii) Fisheries.
- (iv) High seas, including Nationality of Ships.
- 4. Issues covered by the 1982 Law of the Sea Convention.
- (i) as (i)-(iv) above.
- (ii) International Straits and Archipelagoes.
- (iii) Deep Seabed and Ocean Floor beyond National Jurisdiction.
- (iv) Landlocked and Geographically Disadvantaged
- (v) Preservation of The Marine Environment.
- (vi) Marine Scientific Research.
- (vii) Settlement of Disputes in the 1982 U.N. Convention on the Law of the Sea.
- 5. Regional Developments.

International Law; Marine Policy.

participants.

#### Multinational (Transnational) Enterprises and the Law

Teacher Responsible: Mr. P. T. Muchlinski, Room L107 (Secretary, Mrs. Pam Hodges, A369)

Course Intended Primarily for LL.M. students. Scope: An interdisciplinary analysis of the legal control

of multinational business enterprises, both in national and international law.

- 1. Historical Introduction: Regulation of early international trading enterprises; the historical growth of the modern MNE; economic analysis of th evolution of the MNE.
- 2. Structure and Organisation of the MNE: The forms of international corporate organisation; the legal organisation of MNEs and the doctrine of incorporation; other types of international economic
- 3. The Problems created by the MNE: The political and economic impact of the MNE on home and host states and upon international relations; the regulation of the MNE: policies and problems involved.
- 4. The Role of Law in the Regulation of MNEs: The relationship between different juridictions and th MNE, the MNE as an object of international regulation.
- 5. Regulation by the Home County (with emphasis on UK and US law): The control of overseas subsidiaries the remission of overseas profits, the control of relocation and disinvestment from the home iurisdiction.

Regulation by the Host County

Specific issues: Restrictions on entry and ablishment, control of capital flows and transfer oricing, control through company law (disclosure, nergers, securities regulation), labour relations control disinvestment (covering threats by disinvestment by the company, and the threat of expropriation by the tate); technology transfer.

Differing National Approaches: Control of MNEs developed and developing countries (with individual ase studies from selected countries).

Regional Regulation: Regulation of MNEs by the ollowing organisations will be studied: EEC, ANCOM, ASEAN, OECD, CMEA.

International Regulation: The work of the UN, NCTAD, UNCITRAL. The World Bank vention for the Settlement of Investment Disputes. he ICC Court of Arbitration.

Pre-Requisites: Some knowledge of at least one of the wing subjects is preferred: Public International aw; Private International Law; Company/ nmercial Law.

leaching Arrangements: A one-and-a-half hour seekly seminar (LL233), (10 Michaelmas, 10 Lent and Summer Term respectively).

Reading List: Recommended Text: Wallace, The Legal control of Multinational Enterprise.

Further Reading: Tindall, Multinational Enterprises 1975); Hellmann, Transnational Control of Multinational Corporations (1977); Tugendhat, The fultinationals (1977); Brook & Remmers, The tralegy of Multinational Enterprise (1978); United ations, Multinational Corporations and World evelopment; Channon and Jalland, Multinational rategic Planning (1979); Hood and Young, The phomics of Multinational Enterprise (1979): obinson, Multinationals and Political Control 1983); Tricker, Corporate Government (1984); Hadden, The Control of Corporate Groups (1983). A full reading list will be supplied at the beginning of

e course.

Examination Arrangements: There will be a formal ree-hour paper in September after the end of the

# LL6075

# Industrial and Intellectual Property

leacher Responsible: Professor W. R. Cornish, Room A455 (Secretary, Jane Heginbotham, A371) Course Intended Primarily for LL.M.

Scope: The course provides a review of the major lopics in this rapidly developing field: patents, apyright, confidential information, industrial designs, trade marks and names.

lents: History and economic purpose. British and opean patent systems: infringements; validity; wnership; assignments and licences; compulsory nsing and Crown Use; international arrangements.

fidential Information: Scope of present law; tion to patents and copyright.

yright: History and objectives; types of copyright; ngement; ownership and transactions; copyright in cial circumstances.

Industrial Designs: Artistic copyright; registered

Trade Marks and Names: Protection at common law: passing off, injurious falsehood. Trade marks registration: relation to common law protection: entitlement to register and objections to registered marks: dealings in marks infringement. Relation to consumer protection law.

EEC Law: the impact of free movement and competition rules of the Common Market on intellectual property rights; integration and harmonisation of intellectual property.

Pre-Requisites: No previous knowledge of the subject is required, nor is a scientific background needed for the treatment of patent law.

Teaching Arrangements: The main teaching is by lectures (LL220) given throughout the three terms. From the second half of the second 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

Reading List: The main textbook is W. R. Cornish. Intellectual Property; Patents, Copyright Trade Marks and Allied Rights (Sweet & Maxwell, 1981). Other reading is recommended in a guide issued at the beginning of the course and in further detailed lists of cases and materials. Case materials will also be made

Examination Arrangements: One three-hour formal examination, in which four questions must be answered. Students are entitled to take into the examination unmarked copies of the Patents Act 1977, Copyright Act 1956, Design Copyright Act 1968, Trade Marks Act 1938 and either the Treaty of Rome or Sweet & Maxwell's European Community Treaties.

LL6076

#### Company Law

Teacher Responsible: Professor Lord Wedderburn, Room A301 Ext. 390 (Secretary, Rosemary Maund,

Course Intended Primarily for LL.M. students.

Scope: The object of the course is to examine the operation of British Company law (winding-up only in outline) in greater depth than can be attained in a firstdegree course.

Syllabus: 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

Pre-Requisites: A good knowledge of legal techniques. preferably in a common law system. But most LL.M. students who have a close knowledge of any system of commercial or company law should be able to study this course.

Teaching Arrangements: One inter-collegiate seminar (LL203) is held weekly of  $1\frac{1}{2}$  hours (normally Thursday 5.30 p.m.) 10 in Michaelmas, 10 in Lent; 6 to 8 in Summer. Discussions in smaller classes are arranged ad hoc for LSE students which are sometimes attended by other graduate students studying company law at a higher level (e.g. M.Phil. or Ph.D.)

Reading List: L.C.B. Gower Modern Company Law (and Supplement) plus any company law statutes later in date. (Considerable further reading will be recommended in seminars.) A useful work is Butterworth's Company Law Handbook. Students who have no previous knowledge of English Company Law are recommended to read Northey & Leigh, Company Law or Boyle & Birds, Company Law.

Examination Arrangements: There is a three-hour written paper, taken in the period August-September. Normally it is in two parts, and students are asked to answer questions, in both parts. Answers are required to a certain number of questions; and failure to answer that number of questions may lead to failure in the subject even if the answers offered are above the pass level. Students are allowed to take into the examination an unmarked copy of specified statutory materials.

LL6085

#### Law of Restitution

Teacher Responsible: Professor W. R. Cornish, Room A455 (Secretary, Jane Heginbotham, A371)
Course Intended Primarily for LL.M.

Note: This course will not be taught at LSE in the current session. An equivalent course is available at University College.

**Scope:** The course considers in detail the various elements that could properly constitute a law of restitution and the general case for such a classification of rights.

Syllabus: 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.

Pre-Requisites: 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. Teaching Arrangements: The course has a weekly meeting (LL206) 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 textbook is R. L. A. Goff and G. H. Jones, Law and Restitution (2nd edn., Sweet & Maxwell, 1978). Further material will be found in the Course guide issued at the beginning of the course.

**Examination Arrangements:** A three-hour formal examination in which both essay and problem questions will be set. Four questions must be answered,

LL6100

#### The Law of Business Taxation

Teacher Responsible: Mrs. J. A. Freedman, Room A540 (Secretary, Mrs. D. Murphy, A302)

Course Intended Primarily for LL.M. degree.

Scope: The Course examines the principles governing United Kingdom taxation of business enterprises; sole traders, partnerships and companies. The object is to study these aspects of taxation in more depth than is generally possible in a first degree course.

1. Introduction to UK taxation of income and capital gains: general principles of taxation, history, structure, administration, principles governing application of tax legislation by courts, approach of UK courts and legislative to tax avoidance, form and substance.

Income Tax: background examination of the definition, ascertainment and computation of this tax generally. Detailed study of income tax on income arising from businesses (Schedule D, Cases I and II).
 Capital Gains Tax: background examination of the definition, ascertainment and computation of this tax generally. Detailed study of special provisions relating to business assets.

4. Partnership Taxation.

5. Corporation Tax: on income and capital gains; the computation system; distributions; close companies; groups and consortia; company reorganisations (amalgamations, reconstructions, demergers).

 The Foreign Element: Residence of partnership and companies, place of trade, Schedule D, Case V in relation to business profits, double tax relief (in outline), transfer-pricing.

7. Anti-avoidance Legislation: specific legislation relating to consumers profits and companies. The approach of the courts and legislature to avoidance in business transactions.

8. Capital Transfer Tax applicable to businesses (in outline only).

9. Value Added Tax (in outline only).

10. Corporation Tax Policy Integration, incidence, inflation proposals for reform.

Note: Emphasis on topics within the above syllabus will vary from year to year depending upon such factors as recent developments. Topics not central to the course may not be covered each year.

Pre-Requisites: There is no requirement that students should have studied Tax Law previously. However, students with no previous knowledge of taxation and those unfamiliar with UK legal concepts may need to do some background reading. The course examines legal principles not methods of computation. Thus no special knowledge of mathematics is required.

Teaching Arrangements: LL205, 30 Sessional (weekly). In addition to the seminars some classes may be arranged during the Summer Term to meet demand. Reading List: Students are advised to obtain a copy of the main text book: Butterworth's, U.K. Tax Handbook.

It is essential for each student to have a copy of Butterworth's Yellow Tax Handbook. The edition current on 1 January of the year in which the examination is held may be taken into the examination room.

During the course, students will be required to consult Simon's *Tax Cases* and the *Tax Cases* series of reports as well as the more commonly used series of *Law Reports*.

### Further Reading and Reference:

Whiteman & Wheatcroft, Income Tax; Bramwell, Taxation of Companies; Whiteman & Wheatcroft, Capital Gains Tax; Lawton, Goldberg & Fraser, The Law of Partnership Taxation.

Kay & King, The British Tax System; Meade Report on The Structure and Reform of Direct Taxation; H. H. Munroe, Intolerable Inquisition? Reflections on the Law of Tax; Report of the Royal Commission on the Taxation of Profits and Income (1955, Cmnd. 9474); Report of the Committee on Taxation of Trading Profits (1951, Cmnd. 8189); Corporation Tax (1982, Cmnd. 8456); Ashton, Anti-Avoidance Legislation: Sumption Taxation of Overseas Income and Gains. The British Tax Review (Periodical).

Inland Revenue Consultative Documents and Explanatory Leaflets.

It is important to ensure that the latest edition of each of these books is used.

Further reading will be recommended during the course.

Examination Arrangements: The course is marked 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. Candidates are required to answer four questions (this is a change from previous practice). The paper is normally divided into two parts; one part essays and the other problems. Candidates will normally be required to answer a minimum number of questions from each part.

LL6101

#### The Law of Personal Taxation

Teacher Responsible: Mrs. R. G. Schuz, Room A358 (Secretary, Mrs. Rosemary Maund, A304) Course Intended Primarily for LL.M.

Scope: The course aims to introduce students to the principles governing United Kingdom taxation of moome, capital gains and capital transfers of individuals, trusts and estates.

Syllabus:

I. Introduction to UK taxation of income, capital gains and capital transfers: general principles of taxation, history, structure, administration, principles governing application of tax legislation by courts, tax avoidance. I Income Tax – income: The definition, ascertainment and computation of income for tax purposes (excluding Cases I and II of Schedule D and Case V in relation to business profits) and the deductions and allowances which may be set against income. Detailed study of income tax on income arising from employment Schedule E), annual payments and interest (Schedule D, Case III).

3. Income Tax – individuals: The rules for applying the tax on income to individuals, the reliefs accorded to individuals (double tax in outline only), and the tax treatment of married women.

4. Income Tax – trusts: The rules for applying the tax on income to income from trusts and estates. The provisions relating to the tax on income in respect of pensions and pension contribution schemes (in outline only).

5. The foreign element: The rules as to domicile, residence and ordinary residence of individuals and trustees for tax purposes. Double tax relief (in outline only).

 Capital Gains Tax: The definition, ascertainment and computation of chargeable gains and losses for Capital Gains Tax and the rules for applying Capital Gains Tax to individuals, trusts and estates.

7. Capital Transfer Tax: An outline of the principles of Capital Transfer Tax as it affects individuals, estates and trusts, and including the definition and computation of chargeable transfers.

**Pre-Requisites:** No previous knowledge of taxation is assumed. As students are not required to carry out tax computation, mathematical skills are not necessary.

**Teaching Arrangements:** Teaching is by seminar (LL204), held weekly – Sessional. In addition some classes will be held during the Summer Term which will be devoted to the discussion of problem questions previously prepared by students.

All seminars and classes will be conducted by Mrs. Schuz.

Reading List: Students are advised to obtain a copy of one of the main textbooks:

Butterworths, U.K. Tax Guide (Published by Butterworths); Pinson, Revenue Law (Published by Sweet & Maxwell).

It is essential for each student to have a copy of Butterworth's *Yellow Tax Handbook*. The edition current on 1 January of the year in which the examination is held may be taken into the examination room.

During the course, students will be required to consult Simon's *Tax Cases* and the Tax Case series of reports as well as the more commonly used series of Law Reports.

Further Reading and Reference: Whiteman & Wheatcroft, Income Tax; Whiteman & Wheatcroft, Capital Gains Tax; Simons, Personal Income Taxation; Kay & King, The British Tax System; Meade Report on the Structure of Reform of Direct Taxation; H. H. Munroe, Intolerable Inquisition? Reflections on the Law of Tax; Report of the Royal Commission on the Taxation of Profits and Income (1955, Cmnd. 9474); Taxation of Husband and Wife, (Green Paper, 1983, Cmnd. 8093); Ashton, Anti-Avoidance Legislation; Sumption Taxation of Overseas Income and Gains. The British Tax Review (Periodical). Inland Revenue Consultative Documents and Explanatory Leaflets. It is important to ensure that the latest editions of these books is used.

Further reading will be recommended during the

**Examination Arrangements:** The course is marked 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. The paper contains eight questions of which each candidate is required to answer three questions. One third of the marks is awarded for each question.

Examination Arrangements: There is a three-hour formal examination in September based on the syllabus above. The paper normally contains 8 questions of which four are to be attempted.

#### LL6111

#### Individual Employment Law

Teacher Responsible: Mr. R. C. Simpson, Room A461 (Secretary, Rosemary Maund, A304)

Course Intended Primarily for LL.M. degree.

Scope: The main aim of the course is to provide a detailed analysis of the law as it affects the relationship between each individual worker and his or her employer in Britain. Because of its common law base, this has relevance for other common law systems. International influences on British law are part of the course as are social security rights insofar as they are related to employment.

Syllabus: The nature of the individual employment relationship: sources of rules and the significance of contract. The contract of employment: employees contrasted with the self-employed and other special groups; formation of the contract, variation of its terms: continuity of employment; express and implied terms: incorporation of collective terms, pay guarantee pay and maternity rights; hours of work time off work and holidays. Freedom of association and the right to work. Sex discrimination and equal pay; racial discrimination. Discipline; termination of employment - dismissal; rights on dismissal - unfair dismissal, redundancy. National insurance and supplementary benefits. The international perspective. Pre-Requisites: Knowledge of at least one system of labour law or industrial relations an advantage but it is NOT essential.

Teaching Arrangements: A weekly seminar (LL225) is held throughout the year. LL225 - 25 Sessional.

The seminars will cover each topic of the syllabus above in detail. Detailed reading for the seminars is handed out one week in advance. The seminars are usually conducted on the basis of general discussion. Students are advised to write an essay during both the Christmas and the Easter vacations.

Written Work: See above.

Reading List: The following is an essential purchase: Hepple and O'Higgins, Employment Law.

Students should also purchase either Butterworth's, Employment Law Handbook or Sweet & Maxwell's, Labour Relations Statutes and Materials. Subject to confirmation by the examiners, candidates are allowed to take an unannotated copy of one of them into the

Other important works which should be purchased if possible: Davies & Freedland, Labour Law Text and Materials: Kahn Freund, Labour and the Law; Bain & Lewis (Eds.), Labour Law in Britain.

Supplementary Reading List: Lewis & Simpson, Striking a Balance? Employment Law after the 1980 Act: Elias, Napier & Wallington, Labour Law Cases and Materials; Freedland, The Contract of Employment; Rideout, Principles of Labour Law; Grunfeld, The Law of Redundancy; Anderman, The Law of Unfair Dismissal.

# LL6110 Law of Management and Labour Relations

Teacher Responsible: Professor Lord Wedderburn, Room A301, Ext. 390 (Secretary, Rosemary Maund,

Course Intended Primarily for LL.M., Law Dept., and for M.Sc. students in Industrial Relations wit adequate background knowledge. (LL.M. students should consider the advantages in studying this course together with LL225 Individual Employment Law).

Scope: This course examines British legal problem 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

Syllabus: (in outline) Management and recognition of unions; disclosure of information. Workers' rights and trade unions. Employers' associations. The role of state agencies. Collective bargaining and the law: Legal enforceability: "extension" procedures and collective agreements. Structure of corporate enterprise Management and boards of directors; control and duties, "Industrial Democracy". Industrial discipline and industrial conflict: strikes, lockouts, etc. The closed shop and dismissal. Job-control; discrimination industrial action and discipline of workers. The place of statutory and other legal regulation in industr relations. Law and the labour market: training, incomes policy and job subsidies.

Pre-Requisites: This course is suitable primarily for students who have already studied British Labour Law or British industrial relations. Other graduate law students who have some knowledge of similar system of law or labour relations may, however, find the course attractive provided they are willing to catch up or background reading before, or early in, the Michaelmas Term. Students who have no knowledge of either English law or British industrial relations will find this course demanding. Students who have inadequate up to-date knowledge of British labour law should attend lectures in Labour Law, Course LL115 in th Michaelmas Term.

Teaching Arrangements: There is normally one 1 hour seminar (LL224) 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 will be asked to make a written presentation.

Reading List: Students should buy and read either O. Kahn-Freund Labour and the Law or P. Davies and M. Freedland Labour Law Text and Materials; and either Butterworth's Employment Law Handbook of Sweet and Maxwell's Labour Relations Statutes and Materials and Supplement (plus any labour lav statutes later in date than those source books). Other books: L. C. B. Gower, Modern Company Law.

W. Wedderburn, The Worker and the Law; The "Donovan Report" on Trade Unions and Employers' Associations (Cmnd. 3623); Wedderburn, Lewis and Clark, Labour Law and Industrial Relations (1983): Herman, Corporate Power, Corporate Control: Wedderburn and Murphy (Eds.), Labour Law and the Community (1983); A. Fox, History and Heritage: The Social Origins of British Industrial Relations (1985). Other sources will be recommended in the seminar

Examination Arrangements: There is a three-hour written paper, taken in the period August-September. Normally this is in two parts and students are asked 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.

#### LL6112

#### Labour Law

Teacher Responsible: Mr. R. C. Simpson, Room A461 Secretary, Rosemary Maund, A304)

Course Intended Primarily for M.Sc. (Industrial Relations and Personnel Management).

Scope: The aim of the course is to examine the role of he law in British industrial relations. It is concentrated nmarily on collective labour relations between trade nions and employers but includes some aspects of the ndividual labour relationship between each worker and s or her employer. Some reference is made to the role f the law in other systems of industrial relations.

Syllabus: The historical development of labour law. rade unions organisational rights: legal status of trade ons: the individual right to organise and right to ociate - the closed shop; time off work for union ctivities. Internal management of trade unions: mission and expulsion; union democracy; union olitical activities; inter-union relations. Collective rgaining and the law: union recognition; legal status collective agreements; disclosure of information; fair wages"; wages councils. Industrial democracy and worker participation. Legal regulation of strikes and other forms of industrial conflict; picketing; individual workers' rights; civil liabilities for organising industrial action. Aspects of individual employment hts: pay; discrimination on grounds of sex and race; ir dismissal; redundancy.

Pre-Requisites: While any previous knowledge and/or erience of the law in industrial relations is an wantage it is NOT essential.

leaching Arrangements:

Lectures: LL162 - Elements of Labour Law 20 Michaelmas and Lent Terms.

Seminars: Id115 - Labour Law

The lecture course is intended for students on a wide nge of courses, none of which require any prior legal mowledge. It covers all the above syllabus and also ome other apsects of individual employment law. udents with some previous knowledge or experience particular may find it helpful to attend the more letailed lectures given under the heading LL115 Labour Law 40 Michaelmas and Lent Terms, but attendance at these lectures is not an essential part of the course.

The seminars will cover each topic of the course in detail. They form the core of the teaching of the course. Some joint sessions may be held with the Seminars LL222 Law of Management and Labour Relations. which are for postgraduate law students.

Written Work: There is no written work required during the course as such, but Labour Law is one of the subjects from which essay titles may be chosen as part of the M.Sc. Industrial Relations and Personnel Management course work requirements in the first two terms. Students will normally be required to present seminar papers during the course.

Reading List: Students are advised to purchase the following: Bain & Lewis (Eds.), Labour Law in Britain; Kahn-Freund, Labour and the Law.

If possible, they should purchase, and if not they should consult regularly: Davies & Freedland, Labour Law, Text and Materials.

Supplementary Reading List: Lewis & Simpson. Striking a Balance? Employment Law after the 1980 Act; Elias, Napier & Wallington, Labour Law, Cases and Materials; Hepple & O'Higgins, Employment Law; Wedderburn, The Worker and the Law; Rideout, Principles of Labour Law; Grunfeld, Modern Trade Union Law; Kidner, Trade Union Law; Bain (Ed.). Industrial Relations in Britain; Brown (Ed.), The Changing Contours of Industrial Relations; Clegg, The Changing System of Industrial Relations in Great Britain. The "Donovan" Report of the Royal Commission on Trade Unions and Employers' Associations.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the syllabus above. The paper contains 10-12 questions of which three are to be answered.

#### LL6120

## Comparative Criminal Law and Procedure

Teacher Responsible: Professor L. H. Leigh, Room A541 (Secretary, Mrs. S. Hunt. A304)

Course Intended Primarily for LL.M. and may be taken by Diploma in Criminal Justice students with permission.

Scope: The aim of the course is to discuss problems in the criminal process via comparative law.

Syllabus: For the year 1985/86 it is expected that the following matters will be stressed: Theory of mens rea: Mistake; Necessity and duress; Parties to crime: problems of drink and drugs; Strict liability: Group liability; Mentally disordered offenders; murder, manslaughter, mercy killing; Self-defence, Sexual offences including rape; Violence in sport; Theft; Fraudulent trading; Fraud; Pre-trial criminal procedure; Comparative criminal procedure at trial; Plea bargaining; Double jeopardy; Committal proceedings.

Pre-Requisites: The only pre-requisite is admission to the LL.M. programme. The course is, however, not suitable for Diploma students who have no background

Teaching Arrangements: This course is taught by 30 11 hour seminars (LL210) in Michaelmas, Lent and Summer Terms. Seminars are held at the Institute of Advanced Legal Studies.

Written Work: Students are not required to submit written work. It is however desirable that we do so and students are encouraged to prepare papers for seminar discussion. Verbal participation in seminars is obviously essential.

Reading List: The following is a minimal reading list – for a detailed list please see the annual handout for the course. Books marked with an asterisk should be purchased. The basic books are: G. L. Williams Textbook of Criminal Law (1983)\*; J. C. Smith, The Law of Theft (5th edn., 1984); L. H. Leigh, The Control of Commercial Fraud (1982); A. V. Sheehan, Criminal Procedure in Scotland and France (1976); J. Langbein, Comparative Criminal Procedures: Germany (1977); A. S. Goldstein, The Passive Judiciary (1981); L. H. Leigh & J. E. Hall Williams, Denmark, Sweden and The Netherlands (1982); C. Hampton, Criminal Procedure (3rd edn., 1982)\*; M. Zander, The Police and Criminal Evidence Act 1984 (1985).

**Examination Arrangements:** This course is examined by a three hour paper in late August or early September. Ten questions are normally set of which four must be answered.

hour, leaving time for discussion in the last half hour. In the Lent Term 3 seminars will be given by Mr. Freeman (Kings College) on Psychological Theories and 6 seminars will be given by another teacher on Sociological Influences. In the Summer Term Professor Hall Williams will resume charge of the seminars and there will be an opportunity for students to present papers: see below (written work).

Lectures: LL221 - 27 lectures Sessional beginning 12

Written Work: Students will be encouraged in the second half of the course to prepare and present papers to the seminar. Copies of these papers will be supplied to the other students.

Reading List: J. E. Hall Williams, Criminology and Criminal Justice (1983); R. Hood & R. Sparks, Key Issues in Criminology, 1970; E. H. Sutherland & D. R. Cressey, Criminology (10th edn., 1978); D. J. West, Delinquency, its Roots, Careers and Prospects (1982); Taylor, Walton & Young, The New Criminology (1973).

Supplementary Reading List: will be given during the course.

Examination Arrangements: There will be one threehour examination which will count for 100 per cent of the marks.

LL6122

# LL6126

LL6121

Theoretical Criminology

Teacher Responsible: Professor Hall Williams, Room A504 (Secretary, Jane Heginbotham, A371)

Course Intended Primarily for LL.M., also available for Diploma in Criminal Justice.

Scope: This course is based on the previous Criminology course expanded to deal only with the theory of criminology leaving out the methods part and the specific crimes, which are translated to the new course on Applied Criminology. It is suitable for students taking the Diploma in Criminal Justice.

Syllabus: The origin and development of crime studies: the classical and positivist schools of criminology, and their relation to modern criminology. The contribution of anthropological studies to the explanation of crime. Genetic and other biological influences (including twin studies, chromosome studies). Psychoanaltyical explanations of criminal behaviour. Psychological theories and criminal behaviour. Mental illness, subnormality, psychopathy and crime. Sociological influences: family 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.

Pre-Requisites: Since this is a postgraduate course, an LL.B. or its equivalent.

Teaching Arrangements: A weekly seminar lasting one and a half hours in the Michaelmas, Lent and Summer Terms. In the Michaelmas Term Professor Hall Williams will present an outline of the subject in the first

Applied Criminology

Teacher Responsible: Professor Hall Williams, Room A504 (who will act as Co-ordinator of the course) (Secretary, Jane Heginbotham, A371)

Course Intended Primarily for LL.M.

**Scope:** This course is on an inter-collegiate basis, dealing with research methods in criminology and reviewing the research which has been done on specific crimes. It is hoped to devote five seminars to research methods and the rest will be contributed by different teachers in the University of London.

Syllabus:

1. Research Methods in Criminology: Hypothesis development. Data Collection. Sampling and survey techniques. Data analysis. The use of computers in criminological research. Limitations and constraints.

2. The Criminology of Specific Offences: The types of offence, offenders and victims, including: Homicide, Violent crime (including street crime). Crimes of Dishonesty (including shoplifting). Crimes of Damage to Property (including arson and vandalism). Sexual crime (including rape, incest and offences against children). Occupational and business crime. Political crime. Organised crime. Road traffic offences. Alcohol and drug abuse in relation to crime.

3. *The Prevention of Crime:* The police and prevention. Neighbourhood controls. Public attitudes and values. Individual protection.

**Pre-Requisites:** Since this is a post-graduate course, an LL.B. or its equivalent.

Teaching Arrangements: A weekly seminar lasting one and a half hours in the Michaelmas, Lent and Summer Terms. The usual pattern is a lecture followed by discussion but this may vary, and there is scope for presentation of papers by students. The five methods

seminars will be given by invited teachers from other departments and Home Office research staff. The 'specific crimes' seminars will be given by different teachers according to their particular research interests. The teachers are drawn from the law faculties of King's College, University College, Queen Mary College, and LSE. All seminars will be held at the Institute of Advanced Legal Studies.

Lectures: LL222 - 25 Seminars Sessional. Thursday 1630-1800 IALS begin 14 Oct.

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: will be supplied at the commencement of the course.

Examination Arrangements: There will be one three hour examination which will count for 100 per cent of the marks.

LL6124

Sentencing and the Penal Process

Teacher Responsible: Dr. S. Saeed (University College London) will act as co-ordinator. At LSE, questions may be addressed to Professor Hall Williams, Room A504 (Secretary, Jane Heginbotham, A371)

Course Intended Primarily for LL.M., also available for Diploma in Criminal Justice.

Scope: This course is taught on an inter-collegiate basis, and held at the Institute of Advanced Legal Studies, Russell Square. The sentencing part reviews the aims of punishment, the work of sentencers, and the information they receive in reports. There follows a review of the penal process including custodial measures such as prison and non-custodial measures available in England and Wales. Where possible comparative references are made but this is primarily a course on the English penal system.

Syllabus:

1. Sentencing. The aims of punishment for crime. The information for the sentencing court (including police antecedents reports, social inquiry reports and medical reports). Psychiatric evidence. Disparities in sentencing, the research findings. Remedies and techniques for improving the sentencing process. Training sentencers. Alternative sentencing structures. Selected issues in sentencing, including: life and long sentences; recidivism and the dangerous offender; exemplary sentences and deterrence; the mentally-disordered offender; the petty inadquate offender.

2. The Penal Process. History of the English prisons. Aims of the modern prison system. Organisation of prisons. The pressures on the prison system. Problems concerning accommodation, staff (including recruitment and training), classification of prisoners, and security. Employment of prisoners and pay or earnings. Education and training of prisoners. Welfare and leisure activities. Release procedures, including remission and parole. Prison disciplinary proceedings, the rights of prisoners and their protection under English law and the European Convention on Human Rights. The "Justice" model and the "Treatment" model. Evaluation of the effectiveness of prison. The provisions concerning the custody of young adult offenders.

3. Non-Custodial Measures. Probation, including both "traditional" probation and new developments involving the probation and after-care service. Community service orders. Other alternatives to prison: The suspended sentence. The fine. Absolute and conditional discharges. Bind-overs. Restitution and compensation. "Diversion" schemes. Voluntary hostels and after-care schemes.

4. Crime Prevention. The police and public attitudes towards crime. The relation of research to criminal policy.

Pre-Requisites: Since this is a post-graduate course, an LL.B. or its equivalent.

Teaching Arrangements: A weekly seminar lasting one and a half hours, which usually takes the form of a lecture by the teacher concerned followed by discussion, though the pattern may vary. Individual teachers drawn from the law faculties of the University of London will each contribute according to their fields of interest and research. Seminars: LL223 26 Sessional, Wednesdays 16.30–18.00 IALS, begin Oct. 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: R. Cross, The English Sentencing System (3rd edn. 1975); N. Walker, Sentencing in a Rational Society, 1969; Nigel Walker, Sentencing Theory. Law and Practice, 1985; A. Ashworth, Sentencing and Penal Policy, 1983; D. A. Thomas, Principles of Sentencing (2nd edn., 1979); R. Cross, Punishment, Prison and the Public, 1971; Baldwin & Bottomley, Criminal Justice, Selected Readings, 1970; J. E. Hall Williams, The English Penal System in Transition, 1970; Changing Prisons, 1975; Criminology and Criminal Justice, 1982; Home Office, Prisons and the Prisoner, H.M.S.O., 1977; N. Tutt (Ed.), Alternative Strategies for Coping with Crime, 1978; S. Stanley and M. Baginsky, Alternatives to Custody, 1984; The Sentence of the Court, H.M.S.O.; Powers of Criminal Courts Act, 1973; Annual Reports of the Prison Department, Home Office; Annual Reports of the Parole Board, Home Office; Home Office Research Unit Publications; Reports of the Advisory Council on the Penal System; House of Commons, Home Affairs Committee, Fourth Report,

Supplementary Reading List: will be given during the course.

**Examination Arrangements:** There will be one three-hour examination which will count for 100 per cent of the marks.

LL6126

Theoretical Criminology
See LL6121

LL6140

Carriage of Goods By Sea

Teacher Responsible: Professor A. L. Diamond, Room A501 (Secretary, Colleen Etheridge, A502) Course Intended Primarily for LL.M.

**Scope:** The law of carriage of goods by sea under bills of lading or charter-parties.

Syllabus: Historical development of liability of carrier by sea. Commercial practice. Voyage and time charterparties. 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 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 charterparties and bills of lading.

**Pre-Requisites:** A knowledge of the law of contract is essential, of tort useful.

**Teaching Arrangements:** There is a weekly seminar (LL236) of one-and-a-half hours duration (10 Michaelmas, 10 Lent and 6 in the Summer Term).

Reading List: The recommended text is Payne and Ivamy, Carriage of Goods by Sea (12 edn., 1985).

Other Books: Carver, Carriage by Sea (British Shipping Law, 2 Vols., 13 edn., 1982); Scrutton, Charterparties and Bills of Lading (18th edn., 1974); Lowndes and Rudolf, The Law of General Average and

the York-Antwerp Rules (British Shipping Laws, Vol. 7, 10th edn., 1975).

A full reading list will be distributed.

Examination Arrangements: 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.

#### LL6142

#### Marine Insurance

Teachers Responsible: Professor A. L. Diamond, Room A501 (Secretary, Colleen Etheridge, A502) and Mr. P. T. Muchlinski, Room L107 (Secretary, Mrs. Pam Hodges, A369)

Course Intended Primarily for LL.M. students.

Scope: A detailed analysis of the law of marine insurance, including its historical evolution and commercial context.

#### Syllabus:

- 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

Pre-Requisites: A general knowledge of the law of contract is essential.

Teaching Arrangements: There is a weekly seminar (LL234) of one-and-a-half hours duration (10 Michaelmas, 10 Lent and 6 in the Summer Term respectively).

Reading List: The recommended text is Ivamy, Marine Insurance (3rd edn. and supplement).

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.

Examination Arrangements: There will be a three-hour formal examination in the September following the course.

#### LL6150

#### Comparative Constitutional Law I

Teachers Responsible: Professor L. H. Leigh, Room A541 (Secretary, Mrs. S. Hunt, A304) and Mr. P. Creighton, King's College, London.

Course Intended Primarily for LL.M. students, but may also be taken by M.Sc. students.

Scope: The aim of the course is to discuss problems of comparative federalism with special reference to the constitutions of the United States of America, Canada and Australia.

#### Syllabus:

- I. General principles of federalism and the constitutional structures of the United States, Canada, and Australia (in outline). The influence of the imperal structure and the American example in the case of Canada and Australia.
- II. Government institutions and the federal principle. First and second chambers. Parliamentary and congressional government and the representation and rights of states and provinces. The federal executive and regional representation. The influence of conventions of the constitution.
- III. The judicial structure of the federal principle: the United States contrasted with Canada and Australia. Arguments for and against the several judicial systems. IV. The doctrine of the separation of powers: the United States and Australia contrasted with Canada; definition of powers; delegation of legislative powers. V. General principles governing the allocation of legislative powers. Doctrine of implied immunity of instrumentalities. Doctrine of inconsistency. The

judicial function is constitutional cases: advisory opinions, political questions.

- VI. The regulation of trade and commerce. Freedom of trade within the three federal systems; the effect of other specific powers in the regulation of trade and commerce.
- VII. Finance. The allocation of taxing powers. The spending power of the federal governments; intergovernmental grants; the machinery of fiscal allocation in the three systems.
- VIII. External affairs: the power to enter into and implement external obligations. Relations between the states and provinces and foreign governments, and between the federal government and foreign governments.
- IX. Aspects of constitutional protection of fundamental rights and the rights of minorities. The effect of a Bill of rights on federal-state relationships. Pre-Requisites: The course is most suitable for students who have previously studied a federal constitution. Teaching Arrangements: This course is taught by  $30\frac{1}{2}$  seminars (LL200) in Michaelmas, Lent and Summer Terms. Seminars are held at the Institute of Advanced Legal Studies.

Written Work: Students are not required to submit written work. It is however desirable that they do so and students are encouraged to prepare papers for seminar discussion. Verbal participation in seminars is obviously essential.

Reading List: The following represents a minimum list. Further reading is assigned on the reading lists prepared for seminars. Reference may be made to this which is distributed as a course handout. L. Tribe, American Constitutional Law (1978); P. W. Hogg, Canadian Constitutional Law: Canada Act 1982 annotated; D. Lumb & K. Ryan, The Constitution of Australia; W. A. Wynes, Legislative, Executive and Judicial Powers in Australia; G. Sawer, Modern Federalism; G. Gunther, Constitutional Law, Cases and Materials (10 edn. 1980 and Supp.); D. V. Smiley, Canada in Question: Federalism in the Eighties (1980).

Examination Arrangements: This course is examined by a three hour paper in late August or early September. Ten questions are normally set of which four must be answered.

#### LL6151

# Comparative Constitutional Law II

Teachers Responsible: Mr. L. A. Wolf-Phillips, Room K208 (Secretary, Miss E. Schnadhorst, K206), Professor J. S. Read (SOAS), and Dr. Peter Slinn (SOAS).

Course Intended Primarily for LL.M. students, but may also be taken by M.Sc. and M.A. (Area Studies) students.

Scope: A comparative and thematic approach to the constitutional laws of Commonwealth countries other than the United Kingdom, Australia, Canada, India and Malaysia.

Syllabus: I. The constitutional structure of the Commonwealth and status within it; full members, special membership, associated states. Consultation and cooperation within the Commonwealth. The

Commonwealth Secretariat. The classification of dependent territories (within the Commonwealth) and constitutional structure of government therein; powers of the Crown, the United Kingdom Parliament, Governors and colonial legislatures; constitutional evolution; the attainment of internal self-government. The attainment of independence.

II. Constitutional developments in independent Commonwealth states; problems of constitutional evolution, including divided societies, and the place of elements of traditional government in modern constitutions. The concept of autochthony. Constitutionalism and constitutional breakdowns, including the role of the courts. Military government. III. Comparative constitutional structure of Commonwealth states. The executive. Cabinet government. Presidential systems. The legislature: structure and powers; minority representation; the role of second chambers; electoral systems. Relations between the executive and the legislature. Single party systems. Procedures for constitutional amendment, Safeguards against the abuse of power; constitutional guarantees and prohibitions; Bills of Rights; constitutional safeguards, including Ombudsmen. Constitutional provisions for the protection of the judiciary, the public service, and the police, and for safeguarding the electoral system, the process of prosecution, and the auditing of public accounts. The courts and the scope and exercise of powers of judicial review of the constitutionality of legislative and executive action. Emergency powers. Federal constitutions and experiments in the Commonwealth. Regional associations or Communities. The problems of very small territories. Associated status.

**Pre-Requisites:** The course is suitable for lawyers who have a background in constitutional law, and for political science graduates with some background or interest in comparative political institutions.

**Teaching Arrangements:** The course is taught by weekly lecture-seminars (LL201) (Mondays) and fortnightly seminars (alternate Wednesdays) on a sessional basis; that is, a total of 45 seminars of  $1\frac{1}{2}$  hours each. All seminars are held at the Institute of Advanced Legal Studies.

Written Work: Students are not required to submit written work, but are encouraged to prepare papers for the Wednesday seminar meetings. Verbal participation in the seminar proceedings by all students is considered by the teachers to be an important part of the learning process. A 'mock examination' will be held during the session.

Reading List: Readings for each seminar topic will be distributed during the session, and the following represents a minimum list of introductory readings to important parts of the course: Sir William Dale, The Modern Commonwealth; S. A. de Smith, The New Commonwealth and its Constitutions; B. O. Nwabueze, Constitutionalism in the Emergent Sates; Presidentialism in Commonwealth Africa; Judicialism in Commonwealth Africa; D. O. Judd and P. E. Slinn, The Evolution of the Modern Commonwealth, 1902–1980; A. Mazrui, The Anglo-American Commonwealth; B. Benedict, Problems of Smaller

Territories: S. A. de Smith, Microstates and Micronesia: Sir Kenneth Wheare. Federal Government; G. Sawer, Modern Federalism: L. Wolf-Phillips, Comparative Constitutions; Constitutional Legitimacy: A Study of the Doctrine of Necessity, A. P. Blaustein and G. Flanz, Constitutions of the Countries of the World (Library call-mark K3157 A3.B64) is a multi volume work which is constantly updated; it is the most authoritative and comprehensive reference source as to world constitutional texts together with chronological introductions and bibliographies for each country.

Examination Arrangements: This course is examined by a three-hour paper in late August or early

#### LL6156

#### Public Interest Law

Teachers Responsible: Dr. Carol Harlow, Room A463 and Mr. Richard Rawlings, Room A356 (Secretaries, Jane Heginbotham, A371 and Susan Hunt, A304) Course Intended Primarily for LL.M.

Scope: The emphasis is on the use of litigation and 'public advocacy' (e.g. lobbying by representation) to advance the cause of interest groups and/or 'the public interest'. We focus in particular on the procedures and institutions, both legal and political, by which access to the decision-making process may be achieved. Materials from social and political science will be used. Syllabus:

#### A. Legal Action and the Administrative Process

- (a) Introductory: students will be expected to have an understanding of the main methods of recourse to courts, including Order 53 procedure, and the remedies available.
- (b) facilitating legal action:
- (i) legal aid and advice
- (ii) the law centre movement:
- (iii) para-legal advice (e.g. Citizens' Advice Bureaux);
- (iv) tribunal representation and advocacy.
- (c) substitutes for individual action:
- (i) the class and representative actions:
- (ii) the relator action (see below) and local authority actions:
- (iii) test case strategy (with particular reference to welfare law and prisoners' rights).

#### B. Access to the Political Systems

- (a) The constituency MP: grievances and interest representation (with special reference to immigration and social assistance).
- (b) The central government department; grievances and interest representation.

#### C. Access to Official Information

- (a) Parliamentary techniques (questions, Select Committees, debates etc.).
- (b) The ombudsman as 'a window on administration'. (c) Litigation: discovery of documents, public interest
- immunity and contempt of court. (d) 'Freedom of Information' legislation, Data Protection and the Official Secrets Acts.

# D. Public Advocacy

(a) The office of Attorney-General and other public interest representation.

- (b) Semi-autonomous agencies; extended case studies will be made of institutions such as:
- (i) The Commission for Racial Equality
- (ii) The Equal Opportunities Commission
- (iii) The Supplementary Benefits Commission and the Social Security Advisory Committee.
- (iv) United Kingdom Immigrants Advisory Service.

#### E. Interest Groups

- Composition of activities; case studies will be made of areas of activity such as:
- (i) environmental protection:
- (ii) immigration control:
- (iii) welfare and housing:
- (iv) civil liberties and the legal process.

#### F. Extra-Judicial Redress of Grievance

Comparison will be made of the following complaints systems, with special reference to negotiation, conciliation and interest representation; adversarial and inquisitorial procedure; and stimulation of administrative grievance procedure.

- (a) Ombudsman techniques
- (i) the Parliamentary Commissioner for Administration.
- (ii) The Commission for Local Administration.
- (iii) The Health Service Commissioner.
- (b) The Police complaints system
- (c) Complaints about:
- (i) the legal process;
- (ii) the nationalised industries;
- (iii) the National Health Service.

Pre-Requisites: Some knowledge of a common law system of administrative law will be helpful but not essential.

Teaching Arrangements: There will be 30 two-hour seminars meeting weekly (time and place to be arranged) and the subject will be examined by a 3-hour examination at the end of the year. There will be the opportunity to contribute papers and to develop research interests through the year.

Reading List: The proposed course book will be Harlow & Rawlings, Law and Administration (1984). Much of the reading will be from the extensive periodical and pamphlet literature. More detailed reading lists on specific topics will be issued from time to time. A study guide is filed in the LSE library.

#### LL6176

# Soviet, East European and Mongolian Law

Teachers Responsible: Jointly Professor I. Lapenna, L.S.E. Room K300 (Secretary, Mrs. Pam Hodges, A369) and Professor W. E. Butler (U.C.).

#### Course Intended Primarily for LL.M.

Scope: The aim of the course is to provide students with a wider and deeper knowledge of the so-called "socialist" legal systems of the U.S.S.R., East-European countries and Mongolia.

Syllabus: General introduction for all students: history; source materials: Marxist and Leninist theories of State and law; concept of ownership; constitutional framework; role of the Communist Party; judicial system; the legal profession; system.

- History of Marxist Legal Thought,
- Theories on Legal History.
- Criminal Law and Procedure,
- Constitutional and Administrative Law,
- Economic Law,
- Labour Law, Family Law,
- Natural Resources and Environment Law,
- Collective Farm (Kolkhoz) Law,
- Criminology and Correctional Labour Law,
- Socialist and Economic Integration,
- Soviet and East European Attitudes oward Public International Law.
- The special subjects available will be announced at the beginning of the academic year. The emphasis as between Soviet and East European or Mongolian law

in each option is at the discretion of the teachers. Pre-Requisites: Knowledge of Russian or East European languages is not required, but students are expected to familiarise themselves with some technical legal terms in these languages.

Teaching Arrangements: One seminar (LL211) of 11 hours per week, Sessional (Professor Lapenna or Professor Butler)

Written Work: 3 essays of about 3,000 words each, one relating to the general introduction, and two others to questions dealt with in the two chosen options. Professor Lapenna and Professor Butler are responsible for setting, marking and discussing the essays in their respective parts of the course.

Reading List: (a) Bibliography: W. E. Butler (Ed.), Russian and Soviet Law: Writings on Soviet Law and Soviet International Law: P. S. Romashkin (Ed.), Literature on Soviet Law.

Special subjects: A study of two of the following (b) Books: H. Babb (trans), Soviet Legal Philosophy; D. D. Barry & Ors. (Ed.), Soviet Law After Stalin, Vol. I-III; W. E. Butler, Soviet Law; H. J. Berman, Justice in the U.S.S.R.; O. Bihari, Socialist Representative Institutions; M. Cain & A. Hunt, Marx and Engels on Law; K. Grzybowski, Soviet Legal Institutions; J. N. Hazard, Communists and their Law; M. Jaworskyj, Soviet Political Thought: An Anthology; H. Kelsen, The Communist Theory of Law; I. Kovacs, New Elements in the Evolution of Socialist Constitutions: 1. Lapenna, State and Law: Soviet and Yugoslav Theory; Marxism and the Soviet Constitutions; Soviet Penal

(c) Casebooks: J. N. Hazard & Others (Eds.), The Soviet Legal System; Z. Zile, Ideas and Forces in Soviet Legal History.

(d) Journals and periodicals: Law in Eastern Europe, Osteuropa Recht, Review of Socialist Law, Soviet Law and Government, Soviet Statutes and Decisions.

Supplementary Reading List: Further reading will be assigned for students taking options (a) to (1).

Examination Arrangements: A three hour written examination in September based on the general introduction and the two options chosen by students. The paper consists of one section (four questions) related to the General Introduction of the course (Section A), and as many other sections (two questions in each) as there are options among (b) and (l) above, which have been taught during the academic year. Candidates are required to answer four questions: two from Section A (General) and one each from two of the remaining sections. One quarter of the marks are awarded for each of the four answers. Copies of previous years papers are available.

# PHILOSOPHY, LOGIC AND SCIENTIFIC METHOD

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

#### Lectures and Seminars

Semina Number	r		Study Guide Number
Ph100	Introduction to Scientific Method Dr. P. Urbach and Dr. D. Ruben	25/MLS	Ph5210; Ph6200; Ph6208
Ph102	Scientific Method Dr. P. Urbach	10/M	Ph5230; Ph6200
Ph103	Social Philosophy Dr. D. Ruben	40/MLS	Ph5250; Ph6250
Ph104	Methodology of the Social Sciences Dr. P. Urbach	10/L	Ph5230; Ph6208
Ph105	Philosophy of Economics Mr. K. Klappholz, Dr. P. Urbach and Dr. M. Perlman	16/LS	Ph5320; Ph6208
Ph106	History of Modern Philosophy: Bacon to Hume Dr. D. Ruben, Dr. C. Howson and Professor J. Watkins	25/MLS	Ph5300; Ph6204
Ph107	Kant Professor J. Watkins	8/M	Ph5300; Ph6204; Ph6205
Ph109	The Rise of Modern Science Dr. J. Worrall	25/MLS	Ph5240; Ph6207
Ph112	Introduction to Logic Dr. J. Worrall	25/MLS	Ph5200
Ph113	Philosophy of the Social Sciences Dr. D. Ruben	10/M	Ph6208
Ph114	Introduction to Mathematical Logic Dr. C. Howson	25/MLS	Ph5201; Ph5220; Ph6201; Ph6203
Ph115	Mathematical Logic: Incompleteness and Undecidability Dr. C. Howson	20/ML	Ph5221; Ph5222; Ph6202

Lecture/ Seminar Number			Study Guide Number
Ph116	Philosophy of Mathematics Dr. J. Worrall	10/M	Ph5220; Ph5315; Ph6201; Ph6203; Ph6206
Ph117	Problems of Metaphysics Professor J. Watkins	20/ML	Ph5310
Ph118	Theories of Probability Dr. C. Howson	25/MLS	Ph5223; Ph6200; Ph6210
Ph120	Philosophy and Scientific Method — Seminar Professor J. Watkins and others	30/MLS	Ph6200
Ph122	Scientific Method — Seminar Professor J. Watkins	20/ML	Ph6200
Ph123	History and Philosophy of Science and Mathematics — Seminar Dr. J. Worrall and Dr. H. Fields	20/MLS	Ph6207
Ph124	Philosophy of the Social Sciences — Seminar Dr. P. Urbach and Dr. M. Perlman	20/ML	Ph5320; Ph6208
Ph128	Philosophy of Mathematics — Seminar Dr. J. Worrall	10/ML	Ph5220; Ph5315; Ph6206
Ph129	Social Philosophy — Seminar Dr. D. Ruben	25/MLS	Ph6250
Ph130	Problems of Metaphysics — Seminar Professor J. Watkins	16/ML	Ph5310

# Study Guides

Ph5200

Introduction to Logic Teacher Responsible: Dr. John Worrall, Room A211

(Secretary, A214) Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.Sc. c.u. main fields Soc. Psych., Soc.; M.Sc. Logic and Sci. Meth.; M.Sc. Soc. Phil.; Dip. Logic and Sci. Meth.; Dip. Soc. Phil.

Scope: The aim of the course is to teach the student to recognise and formulate correct arguments or inferences from given assumptions.

Syllabus: A: The importance and scope of clear, deductive reasoning. The main problem of logic: which inferences or deductions are 'correct' or valid? The related problems of which sets of assumptions are consistent and of which sentences are logically true ('true in all possible worlds'). Truth-functional logic: a restricted system in which many intuitive inferences can be formally expressed and a decision about their validity arrived at via a finite decision procedure.

B: First-order predicate logic: a system in which the overwhelming majority of inferences both from ordinary discourse and from mathematics and science are adequately representable; rules of proof for firstorder logic and proofs of validity; the method of interpretation: invalidity of inference, consistency and independence; first-order logical truth and falsity. Firstorder logic with equality.

C: Informal arguments: how formal logic helps in the analysis of these; articulating 'hidden assumptions' and detecting fallacies. A brief account of some problems in the foundations of logic including the 'paradoxes' of set theory and of truth. Logic and the foundations of mathematics: the power and limitations of the axiomatic method; completeness, incompleteness and

Pre-Requisites: None. Prospective students should not be afraid of symbolic reasoning but no formal mathematical background is presupposed.

Teaching Arrangements: There will be 25 lectures (Ph112) (Sessional) and weekly classes (Ph112a). Problem sheets will be handed out in the lectures and students will be expected to complete the exercises and discuss them in the class.

Reading List: Patrick Shaw, Logic and its Limits. (This is a useful introductory book but does not begin to cover the syllabus). There are various text books, which do cover sections A and B of the syllabus. The most helpful of which is: P. Suppes, Introduction to Logic. Background Reading: R. Smullyan, What's the Name of this Book?; E. Nagel & J. R. Newman, Gödel's Proof.

A full set of lecture notes will be distributed.

Examination Arrangements: The examination paper will contain about 12 questions arranged in three sections corresponding to the three parts of the syllabus. Section A: truth-functional logic. Section B: first order predicate logic. Section C: general questions on the foundations and applications of logic. Candidates are required to answer five questions, AT LEAST ONE question from each section and no more than two from Section A.

Introduction to Mathematical Logic

Teacher Responsible: Dr. C. Howson, Room A209 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II: B.Sc. c.u. main fields Maths., Stats., Comp., Act. Sci. Maths, and Phil.; M.Sc. Logic and Sci. Method; M.Sc. Soc. Phil.; Dip. Logic and Sci. Method; Dip. Soc. Phil. Syllabus: Propositional logic (the theory of negation, 'and', 'or', 'if . then' and truth-functions generally), Predicate languages of first order. Axiomatisation of first-order validity. Interpretations and models. Pre-Requisites: None.

Teaching Arrangements: One one-hour lecture (Ph114), Introduction to Mathematical Logic, per week during the Michaelmas and Lent Terms and for the first five weeks of the Summer Term, combined with one one-hour class (Ph114a) per week during the Michaelmas and Lent Terms. Exercises will be regularly distributed and worked through in the classes. Reading List: A complete set of lecture notes will be distributed. For auxiliary reading E. Mendelson, Introduction to Mathematical Logic. Chapters 1 and 2 will be useful.

Examination Arrangements: One three-hour paper of ten questions, of which four must be completed correctly to obtain full marks. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

### Ph5210

Ph5201

#### Introduction to Scientific Method

Teacher Responsible: Dr. P. Urbach, Room A208 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part I B.Sc. Course Unit 500/5210 B.Sc. (Econ.) Part II (for students not specialising in Philosophy).

Scope: A study of the general features of scientific reasoning both in the physical and human sciences. The aim of the course is to consider the problems of evaluating claims that certain conclusions (that the earth moves, that light consists of photons, that smoking causes cancer, that environmental factors are the main determinants of IO scores, etc. etc.) are scientifically justified.

Syllabus: I: A general introduction to scientific reasoning and its importance. A basic introduction to valid deductive reasoning: drawing consequences from

II. The structure of fundamental scientific theories, Principles governing the confirmation of a scientific theory: some fallacies of theory testing.

III. Can we explain human action in the same way in which we explain natural events? Prediction and selfprediction. Are social wholes reducible to the individuals who compose them? Can large scale social phenomena be explained in terms of individuals?

Pre-Requisites: None. In particular, the treatments of logic, of the scientific examples and of statistics and probability are elementary and self-contained.

Teaching Arrangements: There is one lecture course (Ph100) consisting of 15 lectures on sections I and II

Dr. Urbach) and 10 lectures on section III of the wilabus (Dr. Ruben) and an associated series of classes (Ph100a).

Written Work: Question-sheets will be handed out at the lectures; students will be expected to prepare written answers and discuss their answers in class. There will also be the opportunity for more general discussion in class.

Reading List: No one book covers the whole syllabus. Detailed notes will be distributed to cover various sections of the course.

Recommended Further Reading List: S. Campbell, Flaws and Fallacies in Statistical Thinking; M. Gardner, Fads and Fallacies in the Name of Science; I. Hacking, The Logic of Statistical Inference; D. Huff, How to Lie with Statistics; P. Kitcher, Abusing Science; C. G. Hempel, Philosophy of Natural Science; T.S. Kuhn, The Structure of Scientific Revolutions; I. Lakatos, 'The Methodology of Scientific Research Programmes' (Philosophical Papers, Vol. I); K. R. pper, Conjectures and Refutations; J. Randi, Flim Flam; John O'Neill (Ed.), Modes of Individualism and Collectivism; Michael Lesnoff, The Structure of Social Science: Anthony Flew, Thinking About Social Thinking; Roger Trigg, Understanding Social Science. Examination Arrangements: Assessment for both Part and Part II candidates is entirely based on a threeur formal examination in the Summer Term.

# Ph5220 Ph6021

Teacher Responsible: Dr. C. Howson, Room A209 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II Philosophy; B.Sc. c.u. main field Chem. and Phil; M.Sc. Logic and Sci. Method; M.Sc. Soc. Phil.; Dip. Logic, and Sci. Method; Dip. Soc. Phil.

Syllabus: Propositional logic (the theory of negation, 'and', 'or', 'if .. then' and truth-functions generally). Predicate languages of first order. Axiomatisation of first-order validity. Interpretations and models. Pre-Requisites: None.

Teaching Arrangements: One one-hour lecture (Ph114), Introduction to Mathematical Logic, per week during the Michaelmas and Lent Terms and for the first five weeks of the Summer Term, combined with me one-hour class (Ph114a) per week during the Michaelmas and Lent Terms. Exercises will be regularly distributed and worked through in the classes. The lecture course Ph116 and the Seminar Ph128 are

Reading List: A complete set of lecture notes will be distributed. For auxiliary reading E. Mendelson, Introduction to Mathematical Logic. Chapters 1 and 2 will be useful.

Examination Arrangements: One three-hour paper of about ten questions, of which four must be completed obtain full marks. Copies of previous examination papers are available from the cupboards in the corridor utside Room A214.

# Ph5221 Ph6202

Mathematical Logic

Teacher Responsible: Dr. C. Howson, Room A209 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II Philosophy; M.Sc. Logic and Sci. Method; Dip. Logic and Sci. Method.

Syllabus: The Completeness Theorem for first order logic. Proofs of Gödel's Incompleteness Theorems. Church's Theorem, Tarski's Theorem. Arithmetisation. The notion of a computable function from sequences of natural numbers into natural numbers and various equivalent characterisations. Elements of recursive function theory.

Pre-Requisites: The student will be expected to have a knowledge of predicate calculus up to the standard of an introductory course.

Teaching Arrangements: One two-hour lecture (Ph115) per week during the Michaelmas and Lent Terms, combined with one one-hour class (Ph115a) during these Terms. Exercises will be distributed regularly and worked through in class.

Reading List: A complete set of lecture notes will be distributed.

Supplementary Reading List: E. Mendelson, Introduction to Mathematical Logic; Bell & Machover, A Course in Mathematical Logic Chs. 6, 7; S. C. Kleene, Introduction to Metamathematics; Boolos & Jeffrey, Computability and Logic. Other good modern texts are many, some of which will be referred to during the course.

Examination Arrangements: One three-hour paper of about ten questions, of which four must be correctly completed to obtain full marks. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

#### Ph5222

#### Incompleteness and Undecidability

Teacher Responsible: Dr. C. Howson, Room A209 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main fields Maths., Stats., Comp., Act. Sci., Maths, and Phil., Maths, and Chem.

Syllabus: The Completeness Theorem for first order Logic. Proofs of Gödel's Incompleteness Theorems, Church's Theorem, Tarski's Theorem. The Completeness Theorem for first order logic. Arithmetisation. The notion of a computable function from sequences of natural numbers into natural numbers and various equivalent characterisations. Elements of recursive function theory.

Pre-Requisites: The student will be expected to have a knowledge of predicate calculus up to the standard of an introductory course.

Teaching Arrangements: One two-hour lecture (Ph115) per week during the Michaelmas and Lent Terms, combined with one one-hour class (Ph115a) during these Terms. Exercises will be distributed regularly and worked through in class.

Reading List: A complete set of lecture notes will be distributed.

Supplementary Reading List: E. Mendelson, Introduction to Mathematical Logic; Bell & Machover, A Course in Mathematical Logic Chs 6, 7; S. C. Kleene, Introduction to Methamathematics; Boolos & Jeffrey, Computability and Logic. Other good modern texts are many, some of which will be referred to during the course.

Examination Arrangements: One three-hour paper of about ten questions, of which four must be correctly completed to obtain full marks. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

> Ph5223 Ph6210

#### Theories of Probability

Teacher Responsible: Dr. C. Howson, Room A209 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main field Maths. and Phil.; M.Sc.; Dip. Logic and Sci. Meth.

Syllabus: The Probability Calculus and elementary distribution theory. The early "classical", theory of Probability. Theories of objective probability: the frequency theory of von Mises; the propensity theory of Popper; other theories. Theories of inductive probability: the logical theory of Keynes and Carnap, the Bayes-Laplace theory; the theories of personal probability of Ramsey, de Finetti and Savage.

Pre-Requisites: None, but elementary calculus would be helpful.

Teaching Arrangements: There is a lecture course of 25 lectures (Ph118). A weekly class (Ph118a) is attached to this lecture course.

Recommended Reading: A set of lecture notes will be distributed. Reference to parts of each of the following will be necessary, and other reading will be suggested during the course.

Reading List: W. Feller, An Introduction to Probability Theory and its Applications, Vol. I; P. S. Laplace, A Philosophical Essay on Probabilities; J. M. Keynes, A Treatise on Probability; R. von Mises; Probability, Statistics and Truth; H. Jeffreys, Theory of Probability; R. Carnap, Logical Foundations of Probability: K. R. Popper, Logic of Scientific Discovery; H. E Kyburg and H. Smokler, Studies in Subjective Probability (2nd edn.).

Examination Arrangements: Assessment is entirely based on a three-hour formal examination in the Summer Term.

Ph5230

#### Scientific Method

Teacher Responsible: Dr. P. Urbach, Room A208 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.), Special Subject Philosophy, or Philosophy and Economics and B.Sc. c.u. main field Philosophy and Mathematics, and Philosophy and Chemistry. It is normally taken in the second year of study. The course is also available as an outside option to students whose main subject is not one of those mentioned. However these students must have already passed the course in Introduction to Scientific Method.

Scope: The course covers theories of scientific explanation and of scientific inference and also examines various philosophical problems arising in the social sciences.

Syllabus: Various accounts of the nature and structure of deterministic and statistical scientific explanation are considered and assessed. Some theories of scientific confirmation will be dealt with, special emphasis being given to probabilistic theories of induction. This will involve some elementary probability theory. Some of the philosophical questions arising in the social sciences which the course covers are: To what extent can scientific predictions be made of social events? Is the human brain a purely physical structure? Do social explanations have a peculiar structure?

Teaching Arrangements: There are two lecture courses and an accompanying class for each. Lectures (Ph102) Scientific Method (Dr. P. Urbach) 10 Michaelmas Term. (Ph104) Methodology of the Social Sciences (Dr. P. Urbach) 10 Lent Term. Classes: 20 Michaelmas and Lent Terms. (Ph102a) and (Ph104a (Dr. P. Urbach). Students would also find it helpful t attend lecture course Ph118 Theories of Probability. Reading List: No one book covers the entire syllabus Detailed lecture notes will be distributed. The following books will constitute essential reading: W. Salmor Statistical Explanation and Statistical Relevance (Chs. 1 and 2); C. Hempel, Aspects of Scientific Explanation (Chs. 9-12). Other books which are recommended are: E. Nagel, The Structure of Science; M. Apter, The Computer Simulation of Behaviour; P. Horwich, Probability and Evidence.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus for all of the lecture courses. To obtain ful marks, four questions must be answered. The paper is divided into two sections one being concerned with the physical sciences and the other with the social sciences. Students should answer at least one question from each part. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5240

# The Rise of Modern Science, Copernicus to Newton

Teacher Responsible: Dr. J. Worrall, Room A211 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main fields Maths and Phil., Phil. and Chem.: M.Sc. Logic and Sci. Meth.; Dip. Logic and Sci. Meth. Scope: The main object of this course is to trace the development of Mechanics and Astronomy from the early Renaissance to the beginning of the 18t Century; or equivalently, from Ptolemy to Newton. It is highly selective history, the selection being carried out in terms of philosophical relevance. In the case of certain scientists, like Kepler and Newton, a modern simplified account of their theories is given before looking into the historical origins of these theories and the way they gradually evolved. Superfluous technicalities are avoided, but some mathematics is needed for the latter part of the course. The required mathematical machinery will be developed within the

course, which is therefore relatively self-contained. For Types of ethical theories: consequentialism and 1985-86 only, there will also be a detailed study of the development of theories of light from Newton to the mid-19th Century.

Syllabus: (1) The Scientific Revolution which started with Copernicus and culminated with Galileo, Kepler, Descartes and Newton.

(2) A brief account of the discovery of the Calculus. 3) The philosophical aftermath of the emergence of Newtonian science, in particular Kant's Mach's and Poincaré's respective appraisals of Newtonian dynamics.

(4) The early 19th Century revolution in optics, when the Newtonian, corpuscular theory was replaced by the wave theory.

Pre-Requisites: Mathematics 'O' Level and some acquaintance with the Calculus would help towards an understanding of the course, but are not absolutely

Teaching Arrangements: 25 lectures (Ph109) and a weekly class (Ph109a) during the Michaelmas and Lent

Written Work: Students are given a list of possible topics and will be expected to present a minimum of two class papers per term.

Reading List: G. Holton & D. H. D. Roller, Foundations of Modern Physical Science; C. Howson (Ed.), Method and Appraisal in the Physical Sciences; B. Cohen, The Birth of a New Physics; T. S. Kuhn, The Copernican Revolution; A. I. Sabra, Theories of Light from Descartes to Newton; S. Westfall, Never at Rest; R. Palter (Ed.), The Annus Mirabilis of Sir Isaac Newton, 1666; A. Koyre, Newtonian Studies: From the Closed World to the Infinite Universe; E. A. Burtt, The Metaphysical Foundations of Modern Physical Science; A. Einstein & L. Infeld, The Evolution of Physics; H. Butterfield, The Origins of Modern Science; M. Caspar, Kepler; A. Koestler, The Sleepwalkers; S. Toulmin & J. Goodfield, The Fabric the Heavens: The Architecture of Matter: The Discovery of Time; C. Boyer, The Concept of the Calculus; S. Drake (Ed.), Discoveries and Opinions of lileo; Galileo, Dialogue Concerning the Two Chief World Systems; E. Meyerson, Identity and Reality; O. Toeplitz, The Calculus; G. Cantor, Optics after

Examination Arrangements: Three-hour formal examination in the Summer Term. About fifteen questions of which three should be answered. Copies of previous examination papers are available from the apboards in the corridor outside Room A214.

> Ph5250 Ph6250

Social Philosophy

Teacher Responsible: Dr. D. Ruben, Room A212 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u.; Dip. Soc. Phil.; M.Sc. Soc. Phil.

Scope: The main areas of normative philosophy, viz., ethics or moral philosophy and political philosophy. Syllabus: The foundations of ethics: naturalism and non-naturalism. Ethical relativism. Ethical egoism. deontology. Theories of the good. Morality and personal ideals.

Political principles and private morality. Positive and negative liberty. Justice as fairness and justice as merit. Natural and human rights. Representative and participatory democracy. Political obligation and civil disobedience.

What is law? Naturalism and positivism as theories of law. Legal reasoning and decision making. The limits of justified coercion: paternalism, moralism, and liberalism.

Pre-Requisites: None.

Teaching Arrangements: There is a lecture course of 40 lectures (Ph103) that covers moral and political philosophy and which is taught twice weekly for 20 weeks in the Michaelmas and Lent Terms. A weekly class (Ph103a) is attached to this lecture course, with a separate weekly seminar (Ph129) for M.Sc. Social Philosophy students.

Reading List: For Ph103: Aristotle, Nichomachean Ethics: Kant, Fundamental Principles of Metaphysics of Morals; J. S. Mill, Utilitarianism; J. S. Mill, On Liberty; William Frankena, Ethics; Philippa Foot (Ed.), Theories of Ethics; Joel Feinberg (Ed.), Moral Concepts; Joel Feinberg, Social Philosophy; A. Quinton (Ed.), Political Philosophy; P. Laslett et al (Eds.), Philosophy, Politics and Society, Series 1-5; R. B. Brandt, A Theory of the Good and the Right; A. Donagan, The Theory of Morality; G. Harmen, The Nature of Morality; F. Feldman, Introductory Ethics; D. Lyons, Forms and Limits of Utilitarianism; Smart & Williams, Utilitarianism: For and Against; J. L. Mackie, Ethics; T. Nagel, The Possibility of Altruism; S. Scheffler, The Rejection of Consequentialism; B. Williams, Moral Luck; D. H. Regan, Utilitarianism and Co-operation; J. Rawls, A Theory of Justice; N. Daniels (Ed.), Reading Rawls; B. Barry, Political Argument; R. Nozick, Anarchy, State and Utopia; J. Paul (Ed.), Reading Nozick; P. Pettit, Judging Justice; P. Singer, Democracy and Disobedience; W. M. Nelson, On Justifying Democracy; K. Graham (Ed.), Contemporary Political Philosophy; Martin Golding, Philosophy of Law; R. Dworkin (Ed.), Philosophy of Law; R. Dworkin, Taking Rights Seriously; H. L. A. Hart, The Concept of Law; N. MacCormick, Legal Reasoning and Legal Theory; J. Raz, The Concept of a Legal System; J. Raz, The Authority of Law; J. W. Harris, Law and Legal Science.

Examination Arrangements: Assessment is entirely based on a three-hour formal exam in the Summer Term. Three questions must be answered in all.

Ph5300

# History of Modern Philosophy: Bacon to Kant

Teacher Responsible: Professor J. Watkins, Room A286 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II Philosophy, B.Sc. Course Unit.

Scope: A critical historical review and an introduction to some of the main problems of philosophy.

Syllabus: The philosophers discussed are: Bacon, Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant. The main problems raised by these philosophers concern, for example: the question of a method for advancing science; theories of knowledge (scepticism. rationalism, empiricism); theories about reality (dualism, idealism, monism); 'proofs' of the existence of God; the mind-body problem; free-will and determinism.

Pre-Requisites: None.

Teaching Arrangements: Lectures: Ph106, History of Modern Philosophy, Bacon to Hume (Dr Howson, Professor Watkins and Dr. Ruben); 11 hour lectures. MLS Sessional. For second-year students.

Ph107 Kant (Professor Watkins) 8 MT. For third year students

Classes: Ph106a Dr. Martin (Room A212) Sessional. Ph107a Dr. Martin (Room A212) M.T.

Written Work: Students are required to attend the class and to give papers based on a critical reading of texts. Reading List: Students are advised to buy all, or most. of the following: Bacon, Novum Organum; Descartes, Philosophical Writings edited by E. Anscombe and P. Geach. (Or an edition edited by E. Haldane and G. Ross); Spinoza, Ethics; Locke, Essay Concerning Human Understanding (Ed. Pringle-Pattison); Leibniz, Selections (Ed. P. P. Wiener); Berkeley, The Principles of Human Knowledge; Hume, Treatise of Human Nature, Book I, (Ed. Selby-Bigge); Kant, Prolegomena. Supplementary Reading List: Richard H. Popkin, The History of Scepticism from Erasmus to Spinoza; E. A. Burtt, The Metaphysical Foundations of Modern Science; M. Mandelbaum, Philosophy, Science and Sense Perception; Bertrand Russell, The Philosophy of Leibniz; A. Koyre, From the Closed World to the Infinite Universe: P. Urbach, "Francis Bacon as a Precursor to Popper", British Journal for the Philosophy of Science, June 1982. (Available from the Philosophy Department.); S. Korner, Kant.

Examination Arrangements: Assessment is based entirely on a three-hour formal examination in the Summer Term. The examination paper consists of one question on each of the eight philosophers, of which three are to be answered. Each question is split into two (occasionally three) alternatives, only one of which may be selected. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5310

**Epistemology and Metaphysics** 

Teacher Responsible: Professor J. Watkins, Room A286 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main fields Maths. and Phil., Phil. and Chem.; Dip. Logic and Sci. Meth.; Dip. Soc. Phil.; M.Sc. Logic and Sci. Meth.; M.Sc. Soc. Phil.

Scope: The course deals with questions about some of the most fundamental philosophical issues, such as the notion of truth, the mind-body problem, the problem of freedom and determinism, the autonomy of ethics and the existence of God.

Teaching Arrangements for Ph117:

Lectures: Ph117 Problems of Metaphysics (Professor Watkins) 20 Michaelmas and Lent Terms.

Syllabus for Ph117: Is a theory of human freedom or automony possible within a strictly naturalistic framework?

Incompatibility with some allegedly naturalistic theories of mind: behaviourism, epiphenomenalism parallelism, and the identity-hypothesis. The simulation argument for epiphenomenalism. The evolutionar argument for interactionism. What conceptions of freedom are compatible with determinism? Does determinism belong with naturalism.

An approach to the idea of self-determinisation via the idea of biological autonomy and the Spinoza-Kant idea of rational autonomy. Creativity and the partia transcendence of local circumstances. Freedom and morality. Death.

Reading List for Ph117: C. V. Borst (Ed.). The Mind Brain Identity Theory; C. D. Broad, The Mind and its Place in Nature (Chs. I-III); Keith Campbell, Body and Mind; Richard Dawkins, The Selfish Gene; Daniel C Dennet, Brainstorms; Konrad Lorentz, Evolution and the Modification of Behaviour; Wilder Penfield, The Mystery of the Mind; Karl R. Popper, Objective Knowledge (Chs. 6 and 7); The Open Universe; Hilan Putnam, Philosophical Papers, Vol. 2 (Chs. 16-20) Gilbert Ryle, The Concept of Mind; John B. Watson Behaviorism.

Other Courses:

Seminars: Ph130 Problems of Metaphysics (Professor

Written Work: At least one paper per term to be presented at the Problems of Metaphysics Seminar (Ph130).

Examination Arrangements: Three-hour forma examinations in the Summer Term; about fifteen questions in all, the student being required to answer three questions. (The paper will not be divided into tw sections in 1986.) Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

> Ph5315 Ph6206

Philosophy of Mathematics

Teacher Responsible: Dr. John Worrall, Room A211 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main fields Maths., Stats., Comp., Act. Sci., Maths. and Phil., Phil. and Chem.; M.Sc. Logic and Sci. Method; M.Sc. Soc. Phil.; Dip. Logic and Sci. Meth.; Dip. Soc. Phil.

Scope: A study of the main philosophical problems arising from mathematics; principally the ontological problem - what is the status of mathematical objects?; and the epistemological problem - what is the status of mathematical knowledge?

Syllabus: Platonism (or realism) vs constructivism. Early 'logicist' views. J. S. Mill's empiricism and some of its more recent descendants. Kant's idea of mathematics as synthetic a priori. The three great 20th century foundational schools; logicism (Frege and Russell), intuitionism (Brouwer), formalism (Hilbert). Some more specific problems arising from the foundational schools: the relationship between logic and set theory, the epistemological impact of Gödel's incompleteness theorem and of the independence results in set theory; the epistemological status of logic rivals to classical logic. Some problems concerning the growth of mathematical knowledge: 'proofs and refutations'.

Pre-Requisites: Students should have strong mathematical backgrounds. Knowledge of set theory is atremely helpful but not essential.

Teaching Arrangements: There is a main lecture sequence of 10 lectures (Ph116) (Michaelmas Term) and a series of seminars (Ph128) in the Lent Term, at which students will be expected to present papers. Students should attend the lectures in their second year and the seminars in the third.

Written Work: Students are expected to write papers for the seminar and to develop a project out of this. The project must be handed in in May of the third year. Reading List: No book covers the syllabus. The nearest to a textbook is: S. Körner, Philosophy of Mathematics. Students will also need to consult: A. Fraenkel, Y. Bar-Hillel & A. Levy, Foundations of Set Theory; H. Putnam & P. Benacerraf (Eds.), Philosophy of Mathematics - Selected Readings; S. Haak, Deviant Logic; I. Lakatos, Proofs and Refutations.

Further Reading List: G. Polya, Mathematics and Plausible Reasoning; Mathematical Discovery; I. Lakatos (Ed.), Problems in the Philosophy of Mathematics; J. Hintikka (Ed.), Philosophy of Mathematics; J. van Heijenoort (Ed.), From Frege to Gödel; I. Lakatos, Mathematics, Science and Epistemology (Philosophical Papers Vol. 2): G. Frege, The Foundations of Arithmetic: The Basic Laws of Arithmetic; M. Dummett, Frege; Elements of Intuitionism; H. Putnam, Mathematics, Method and Matter (Philosophical Papers Vol. 1).

Examination Arrangements: There is a three-hour formal examination in the Summer Term of which four uestions must be answered. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5320

Philosophy of Economics

Teacher Responsible: Dr. M. Perlman, (Economics Department) Room S675 (Secretary, S683)

Course Intended Primarily for Part II students reading for the B.Sc. (Econ.) degree, Special Subject XX, Philosophy and Economics, as well as others interested in the methodological and philosophical aspects of

Scope: The course deals with the topics indicated in the Syllabus below, as well as with more general methodological issues, such as the question of the unity of method between economics and the natural sciences, the role of assumptions, predictions and the possibility of "crucial" experiments in economics. Some topics not mentioned in the Syllabus are discussed in the Philosophy of the Social Sciences Seminar.

Syllabus: A philosophical examination of the idea of rational choice, both individual and collective. The historical development of theories of individual

rationality. Rationality and uncertainty. Welfare Economics. Classical utilitarianism and the social interest. Individual rights and distributive justice.

Pre-Requisites: Students are expected to have taken, or to be taking Introduction to Scientific Method: Social Science, or its equivalent elsewhere, as well as Economic Principles or its equivalent elsewhere.

Teaching Arrangements:

Lectures: Ph105, Philosophy of Economics (Mr. Klappholz, Dr. Perlman, Dr. Urbach).

Lent and Summer Terms.

Seminars: Ph124 Philosophy of the Social Sciences (Dr. Perlman, Dr. Urbach)

Michaelmas and Lent Terms.

Students reading for a degree at the LSE take the Lecture Course in their 2nd year and attend the Seminar in their 3rd year. Students who spend only one vear at the LSE attend both the Seminar and the Lecture Course. The Seminar is also attended by graduate students. In the Seminar students are provided with a list of topics, accompanied by bibliographical suggestions.

Written Work: Written work is done mainly in conjunction with the Seminar. Students are expected to present at least two papers in the course of one series of Seminars. Topics for the paper may be chosen from the lists provided or suggested by the student.

Reading List: L. C. Robbins, The Nature and Significance of Economic Science; H. A. Simon, Models of Man; J. Rawls, A Theory of Justice; R. D. Luce & H. Raiffa, Games and Decisions; R. Nozick, Anarchy, the State, and Utopia; J. Elster, Ulysses and the Syrens; Ward Edwards & Amos Tversky (Eds.), Decision-Making; John C. Harsanyi, Rational Behaviour and Bargaining Equilibrium in Games and Social Situations; F. Hahn & M. Hollis (Eds.), Philosophy and Economic Theory; A. Rosenberg, Micro-Economics Laws; M. Blaug, The Methodology of Economics.

Additional reading suggestions, particularly of articles, may be made in the lectures and the Seminar.

Examination Arrangements: There is a three-hour formal examination at the end of the 3rd year for degree students. This examination may also be taken by oneyear Full Course students. Candidates are required to answer 3 out of about 10 questions, one of which allows the candidate to write on a topic of his or her own choice from within the subject matter covered by the entire teaching. This question carries 50% of the marks. The assessment for the course is based wholly on the results obtained in this examination. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214 in the Philosophy Department.

Ph5398

Course Intended Primarily for B.Sc. (Econ.) Part II Philosophy; B.Sc. c.u. main field Maths. and Phil., Chem. and Phil.

Scope: The essay may be on any topic falling within the scope of the philosophy courses for the special subject of Philosophy.

Selection of Topic: Candidates should have the subject of their essay approved by their tutor.

Arrangements for Supervision: The essay should reflect the candidates' own views. This means that, while they may discuss its contents in a general way with their tutor, and may of course present it at seminars, they should not submit a draft to their tutor. Examination Arrangements: Essays must be submitted by May 15. They should be 5,000-7,000 words, and should be typewritten.

Ph5399

#### Essay

Course Intended Primarily for B.Sc. (Econ.) Part II Philosophy; B.Sc. c.u. main field Chem. and Phil. Scope: The essay may be on any topic falling within the scope of the philosophy courses for the special subject of Philosophy.

Examination Arrangements: There is a three-hour formal examination in the Summer Term.

Ph6200

#### Advanced Scientific Method

Teacher Responsible: Professor J. Watkins, Room A286 (Secretary, A214)

Course Intended Primarily for M.Sc. Logic and Scientific Method, M.Sc. Social Philosophy.

Scope: Live issues in contemporary philosophy of science.

Syllabus: The aim of science and the nature of scientific progress. Comparing the depth, unit and predictive power of rival scientific theories. The questions of verisimilitude and of simplicity. The problem of the empirical basis. Theories of confirmation; Goodman's and Hempel's "paradoxes". The Duhem-Quine problem. "Kuhn-loss" and the incommensurability

Anti-depth philosophies of science. Ramsey-sentences. Conventionalism, Instrumentalism; Operationalism; Machism.

Probabilistic theories and statistical explanations. Scientific reductions.

The interrelations between the history and the philosophy of science. The methodology of scientific research programmes.

Pre-Requisites: Some familiarity with the philosophy of science or with a scientific discipline.

Teaching Arrangements: Lectures: Ph100

Introduction to Scientific Method (this course may be useful, especially for those who have not studied the subject before). Ph102 Scientific Method (Dr. Urbach) 10 Michaelmas Term. Ph118 Theories of Probability (Dr. Howson) 25 Sessional.

Seminars: Ph120 Philosophy and Scientific Method (all members of the department). Ph122 Scientific Method (Professor Watkins) 20 Michaelmas and Lent Terms. Reading List: Rudolf Carnap, Logical Foundations of Probability, Chapters I to III and Appendix: Pierre Duhem, The Aim and Structure of Physical Theory; Carl G. Hempel, Aspects of Scientific Explanation; T. S. Kuhn, The Structure of Scientific Revolutions; Imre Lakatos, Philosophical Papers, Vol. I; Henri Poincare, Science and Hypothesis; Karl R. Popper, The Logic of

Scientific Discovery; Conjectures and Refutations: Objective Knowledge; W. V. O. Quine, From a Logical Point of View; Wesley C. Salmon, Statistical Explanation and Statistical Relevance; John Watkins, Science and Scepticisim.

Supplementary Reading List: Percy W. Bridgman, The Logic of Modern Physics; Jerzy Giedymin, Science and Convention; Clark Glymour, Theory and Evidence; Nelson Goodman Fact, Fiction and Forecast; Risto Hilpinen, Rules of Acceptance and Inductive Logic; Jaakko Hintikka, Logic, Language Games and Information; Richard von Mises, Probability, Statistics and Truth; Ernest Nagel, The Structure of Science, Chapter 11; Israel Scheffler, The Anatomy of Inquiry, pp. 203f; Moritz Schlick, Philosophical Papers, Vol. II, Chapter 10.

Examination Arrangements: Assessment is based entirely on a three-hour formal examination near the end of the Summer Term. The examination paper merely lists a wide variety of topics and requires candidates to write essays on three of them. It is left to the candidate to set himself or herself a good question within a chosen topic. Because the paper is of this form, a rather higher standard than otherwise is expected. Copies of previous examination papers are available from the cupboards in the corridor outside room A214.

Ph6201

Logic See Ph5220

Ph6202

Mathematical Logic See Ph5221

Ph6203

#### Advanced Mathematical Logic

Teacher Responsible: Dr. J. L. Bell, Room S467 (Secretary, S464)

Course Intended Primarily for Dip. Logic and Sci. Method; M.Sc. Logic and Sci. Method.

Scope: This course comprises one undergraduate course: Sets and Models SM127 (q.v.) and on graduate course Axiomatic Set Theory SM128. The first of these courses is designed to provide an introduction to (axiomatic) set theory and the model theory of first-order languages. The second gives an account of formal set theory up to Gödel's proof of the relative consistency of the axiom of choice and the generalized continuum hypothesis.

Syllabus: (i) Sets and Models. Axiomatic approach to set theory. Sets and classes. Well-orderings. Cardinals and Ordinals. The axiom of choice and Zorn's lemma, First-order languages and their models. Completeness, compactness and Lowenheim-Skolem theorems.

(ii) Axiomatic Set Theory. Axiomatic development of Zermelo-Fraenkel set theory. Definitions by transfinit induction. Reflection principles. Constructible sets. Consistency of the axiom of choice and the generalized continuum hypothesis.

Pre-Requisites: Acquaintance with predicate calculus, Selections (Ed. P. P. Wiener); Berkeley, The Principles as provided by the course Ph114: Introduction to Mathematical Logic.

Teaching Arrangements: (i) Sets and Models (SM127): 20 lectures on set theory in first term, 20 on model theory in second term. (Full lecture notes provided). 20 roblem classes over the two terms.

Axiomatic Set Theory (SM128); 10 lectures in the cond term, 15 in the third term. The lecture course Ph116 is also relevant.

Classes: SM127a.

Reading List: J. Bell & Machover, A Course in Mathematical Logic: J. Bridge, Beginning Model Theory; K. Kuratowski & A. Mostowski, Set Theory; E. Mendelson, Introduction to Mathematical Logic; P. Cohen, Set Theory and the Continuum Hypothesis; F. Drake, Set Theory.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus for the two courses. The paper contains ten questions (five on set theory, five on model theory). Full marks may be obtained on five questions. Copies of previous examination papers are available from the upboards in the corridor outside Room A214 in the Philosophy Department.

Ph6204

# History of the Philosophy of Science

Teacher Responsible: Professor J. Watkins, Room A286 (Secretary, A214)

Course Intended Primarily for M.Sc. Logic and Scientific Method, M.Sc. Social Philosophy.

Scope: A critical review of philosophy of science from the early seventeenth to the late nineteenth century. Syllabus: The philosophers discussed are: Bacon, Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant. The main problems raised by these philosophers concern: the question of a method for advancing science; theories about the status of scientific and mathematical knowledge (scepticism, inductivism, apriorism, conventionalism, instrumentalism); theories about reality (dualism, phenomenalism, transcedental idealism, monism); the mind-body problem. Causality and determinism.

Pre-Requisites: None, but some knowledge of the venteenth century scientific revolution is desirable. Teaching Arrangements:

Lectures: Ph106 History of Modern Philosophy: Bacon to Hume (Dr. Howson, Professor Watkins and Dr. Ruben)

Ph107 Kant (Professor Watkins)

Class: Ph106a History of Modern Philosophy: Bacon to Kant (Dr. Martin, Room A212).

Written Work: Students are required to attend the seminar and class and to give papers based on a critical reading of texts.

Reading List: It is important for a student to own a copy of the main works of each philosopher he or she ntends to study closely. The main works include: Bacon, Novum Organum; Descartes, Philosophical

Writings edited by E. Anscombe & P. Geach. (Or an edition edited by E. Haldane & G. Ross); Spinoza, Ethics; Locke, Essay Concerning Human Inderstanding (Ed. Pringle-Pattison); Leibniz,

of Human Knowledge; Hume, Treatise of Human Nature, Book I, (Ed. Selby-Bigge); Kant, Prolegomena. Supplementary Reading List: Richard H. Popkin, The History of Scepticism from Erasmus to Spinoza; E. A. Burtt, The Metaphysical Foundations of Modern Science; M. Mandelbaum, Philosophy, Science and Sense Perception; Bertrand Russell, The Philosophy of Leibniz; A. Koyre, From the Closed World to the Infinite Universe; P. Urbach, "Francis Bacon as a Precursor to Popper", British Journal for the Philosophy of Science, June 1982. (Available from the Philosophy Department.); J. Giedymin, Science and Convention; P. F. Strawson, The Bounds of Sense. Examination Arrangements: Assessment is based entirely on a three-hour formal examination near the end of the Summer Term. The examination paper merely lists the names of philosophers within the syllabus and requires candidates to write essays on three of them. It is left to the candidates to set themselves good questions, and they should begin each essay by stating clearly the question they are addressing. Because the examination has this form, a higher standard is expected than would otherwise be the case. Guidance on the selection of suitable topics for these essays and supervision in studying them will, of course, be available from Tutors. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph6205

#### Metaphysics and Epistemology (Not available 1985-86)

Teacher Responsible: Dr. E. G. Zahar, Room A210 (Secretary, A214)

Course Intended Primarily for M.Sc. in Logic and Scientific Method, M.Sc. in Social Philosophy.

Scope: Metaphysical problems generated by developments in the history of science and mathematics (especially where these seem to conflict with entrenched ideas of common sense). Open problems in the theory of knowledge.

Syllabus: There is no rigid syllabus but the following will illustrate what kinds of topics are admissible: Platonism in mathematics; the status of Euclidean geometry; the question of synthetic a priori truth; the Tarksian theory of truth; the nature of time; the tenability of the analytic/synthetic distinction; the foundations of probability; alternative interpretations of the probability calculus; the role of metaphysics within science; scientific realism versus positivism, conventionalism, etc; the nature of scientific laws; the question of determinism in the light of modern physics; theories of the mind-body relationship; the question of human freedom in the light of natural science; the quest for certainty and the challenge of scepticism.

Pre-Requisites: Some knowledge of the history of philosophy and or sciences and/or mathematics.

Teaching Arrangements:

Lectures: as for Ph5310; Ph5300 is also recommended. Ph108 and Ph110 are also relevant.

Seminars: Ph123 History and Philosophy of Science and Mathematics (Dr. Worrall and Dr. Zahar).

Ph125 Metaphysics and Epistemology (Dr. Zahar and Dr. Fields).

Ph131 Logic and Metaphysics (Dr. Currie).

Examination Arrangements: Assessment is based entirely on a three-hour formal examination near the end of the Summer Term. The examination paper lists a variety of topics and requires the candidates to write essays on three of these. Candidates should begin their answers by clearly specifying the question they are addressing.

Ph6206

# Philosophy of Mathematics See Ph5315

Ph6207

#### Growth of Modern Science

Teacher Responsible: Dr. J. Worrall, Room A211 (Secretary, A214)

Course Intended Primarily for M.Sc. in Logic and Scientific Method.

Scope: The main object of this course is to trace the development of Mechanics and Astronomy from the early Renaissance to the beginning of the 18th Century; or, equivalently, from Ptolemy to Newton. It is highly selective history, the selection being carried out in terms of philosophical relevance. In the case of certain scientists like Kepler and Newton a modern simplified account of their theories is given before looking into the historical origins of these theories and the way they gradually evolved. Superfluous technicalities are avoided, some mathematics is needed for the latter part of the course. The required mathematical machinery will be developed within the course, which is therefore relatively self-contained. For 1985-86 only, there will also be a detailed study of the development of theories of light from Newton to the mid-19th Century.

Syllabus: (1) The Scientific Revolution which started with Copernicus and culminated with Galileo, Kepler, Descartes and Newton.

(2) A brief account of the discovery of the Calculus. (3) The philosophical aftermath of the emergence of Newtonian science, in particular Kant's Mach's and Poincaré's respective appraisals of Newtonian dynamics.

(4) The early 19th Century revolution in optics, when the Newtonian, corpuscular theory was replaced by the

Pre-Requisites: Mathematics 'O' Level and some acquaintance with the Calculus would help towards an understanding of the course, but are not absolutely

Teaching Arrangements: Twenty-five lectures (Ph109) and a weekly class (Ph109a) during the Michaelmas and Lent Terms, and the seminar Ph123.

Written Work: Students are given a list of possible topics and will be expected to present a minimum of two class papers per term.

Reading List: G. Holton & D. H. D. Roller, Foundations of Modern Physical Science; C. Howson (Ed.), Method and Appraisal in the Physical Sciences; I. B. Cohen, The Birth of a New Physics; T. S. Kuhn The Copernican Revolution; S. Westfall, Never at Rest: A. I. Sabra, Theories of Light from Descartes to Newton; R. Palter (Ed.), The Annus Mirabilis of Sir Isaac Newton, 1666; A. Koyre, Newtonian Studies. From the Closed World to the Infinite Universe; E. A. Burtt, The Metaphysical Foundations of Modern Physical Science; A. Einstein & L. Infeld, The Evolution of Physics; H. Butterfield, The Origins of Modern Science; M. Caspar, Kepler; A. Koestler, The Sleepwalkers; S. Toulmin & J. Goodfield, The Fabric of the Heavens; The Architecture of Matter; The Discovery of Time; C. Boyer, The Concept of the Calculus; S. Drake (Ed.), Discoveries and Opinions of Galileo; Galileo, Dialogue Concerning the Two Chief World Systems; E. Meyerson, Identity and Reality; O. Toeplitz, The Calculus; G. Cantor, Optics after Newton.

Examination Arrangements: Three-hour formal examination in the Summer Term, About fifteen questions of which three should be answered. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph6208

#### Philosophy of the Social Sciences

Teacher Responsible: Dr. P. Urbach, Room A208 (Secretary, A214)

Course Intended Primarily for M.Sc. in Logic and Scientific Method, M.Sc. in Social Philosophy.

Scope: Methodological problems arising in the social

Syllabus: Is there a unit of method between the social sciences and the natural sciences? Self-fulfilling and self-defeating predictions; value-freedom. The problem of interpersonal comparisons. Historicism, holism, and methodological individualism. The rationalityassumption (the Minimax rule, maximising expected utility, satisficing, etc.). Historical explanation. Functional explanation. The alleged need for unrealistic but predictively fruitful assumptions in economics. The scientific status of psychological theories (e.g. Psycho-analysis). The innateness hypothesis in linguistics. Other topics, determined by the interests of students, are also dealt with in the context of the seminar (Ph124).

Pre-Requisites: None.

Teaching Arrangements: Primarily the Philosophy of the Social Sciences, Seminar (Ph124), Michaelmas and Lent Terms, given in alternate years by Dr. Urbach (Room A208) and Dr. Perlman (Room S675) and by Dr. Ruben (Room A212) and Mr. Klappholz (Room S88) (1986-87). Students must attend this. There are also the following lecture courses (the first two ought to be attended, the others are optional): Ph113 Philosophy of the Social Sciences 10 Michaelmas Term Dr. Ruben; Ph104 Methodology of the Social Sciences, 10 Lent Term, Dr. Urbach; Ph105 Philosophy of Economics, 16 Lent and Summer Terms, Mr. Klappholz, Dr. Perlman, Dr. Urbach; Phil00 Introduction to Scientific Method, 25 Sessional, Dr. Urbach and Dr. Ruben. Dr Ruben gives 10 lectures on the Philosophy of Social Sciences starting half way through the Lent Term.

Written Work: Students are required to attend the Seminar and to give papers at it.

Reading List: L. C. Robbins, The Nature and Significance of Economic Science; Milton Friedman, Essays in Positive Economics, Chap. 1; R. G. Collingwood, The Idea of History: F. A. Havek, The Counter-Revolution of Science; K. R. Popper, The Poverty of Historicism; H. A. Simon, Models of Man; C. Harsanvi, Rational Behaviour and Bargaining Equilibrium; T. C. Schelling, The Strategy of Conflict; N. Chomsky, Cartesian Linguistics.

Supplementary Reading List: Some useful anthologies: May Brodbeck (Ed.), Readings in the Philosophy of the Social Sciences; R. Borger and F. Cioffi (Eds.). Explanation in the Behavioural Sciences; W. A. Robson (Ed.), Man and the Social Sciences; Edwards and Tversky (Eds.), Decision Making; Patrick Gardiner (Ed.), Theories of History; F. Hahn and M. Hollis (Eds.), Philosophy and Economic Theory.

Examination Arrangements: Assessment is entirely based on a three-hour formal examination near the end

of the Summer Term. The examination paper merely lists a wide variety of topics and requires candidates to write essays on three of them. It is left to the candidate to set himself a good question, and he should begin each essay by stating clearly the question to which he will address himself. Because the examination takes this form, a higher standard is demanded than would otherwise be the case. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph6210

Theories of Probability See Ph5223

Ph6250

Social Philosophy See Ph5250

# **POPULATION STUDIES**

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

#### Lectures and Seminars

Lecture/ Seminar Number			Study Guide Number
Pn100	Population, Economy and Society Dr. C. Wilson	24/MLS	Pn7100
Pn101	Demographic Description and Analysis Mr. C. M. Langford and Professor J. N. Hobcraft	20/ML	Pn7120
Pn102	The Population History of England (Not available 1985–86) Professor E. A. Wrigley	24/MLS	Pn7121; Pn8102
Pn103	The Demographic Transition and the Western World Today Dr. C. Wilson	24/LS	Pn7122; Pn8102
Pn104	Third World Demography Mr. T. Dyson	24/MLS	Pn7123; Pn8102
Pn105	Migration Mr. M. J. Murphy and Mr. T. Dyson	24/MLS	Pn7124; Pn8102
Pn106	Family Composition in Developed and Developing Countries Mr. M. J. Murphy and Mr. T. Dyson	24/MLS	Pn7125; Pn8102
Pn107	Mathematical and Statistical Demography Mr. M. J. Murphy	13/LS	Pn7126
Pn108	Applied Population Analysis Professor J. Hoberaft	15/ML	Pn7127
Pn150	Social and Economic Demography Mr. C. M. Langford	10/M	Pn8102
Pn151	The Analysis of Fertility and Mortality Mr. C. M. Langford and Professor J. N. Hoberaft	20/M	Pn8100; Pn8110
Pn152	Population Dynamics and Projections Professor Brass	15/LS	Pn8100
Pn153	The Collection of Demographic Data Mr. T. Dyson	10/M	Pn8101; Pn8110
Pn154	Demographic Sampling and Survey Design Mr. M. J. Murphy	5/L	Pn8101
Pn155	Indirect Demographic Estimation Professor Brass	10/L	Pn8100; Pn8110; Pn8101

Lecture/ Seminar Number			Study Guide Number
Pn156	The Analysis of Demographic Event Histories Professor J. Hoberaft	10/L	Pn8100; Pn8101; Pn8110
Pn157	Evaluation of Family Planning Programmes Mr. T. Dyson	5/S	Pn8101
Pn158	Sources and Techniques of Historical Demography Dr. C. Wilson	5/S	Pn8101
Pn159	Computing for Demographers — Class Dr. C. Wilson	10/L	Pn159
Pn160	Social Demography — Graduate Class Mr. C. M. Langford	15/S	Pn8102
Pn161	Fertility and Mortality in their Socio-Economic Context — Seminar Mr. C. M. Langford	19/ML	Pn8102; Pn8110

# Study Guides

Pn159

Computing for Demographers

Teacher Responsible: Chris Wilson, Room A326 (Secretary, A337)

Course Intended Primarily for M.Sc. Demography. Scope: The course is a practical introduction to computing for statistical and demographic analysis. It does not presume any prior familiarity with computers. It includes: the use of computers in general; input and output of data; operating systems and editors; the use of interactive statistical packages and the interpretation of results; and the use of programs for indirect demographic estimation. For half of the course, students will be undertaking practical projects, and the other half will be concerned with discussion and interpretation.

Teaching Arrangements: Pn159 10 Lent Term.

Pn7100

Population, Economy and Society

Teacher Responsible: Chris Wilson, Room A326 (Secretary, Mrs. Doreen Castle, A339)

Course Intended Primarily for B.Sc. (Econ.) Part I and Course Unit. The paper assumes no previous knowledge of the subject. It is one of the Group VI papers in Part I of the B.Sc. (Econ.) and is a suitable general introduction to population studies. It can also be taken as an outside option in Part II of the B.Sc. (Econ.) or as a Course Unit option (in any year).

Scope: The paper deals with the inter-relationship between the demographic characteristics of a society (its fertility, mortality and nuptiality) and the economic and social context within which the characteristics develop and are maintained. It concentrates especially on the contrasts between traditional and industrialised

Syllabus: Topics covered include: general models of population behaviour in pre-industrial societies; the relationship between population size and available resources; the nature and relative importance of economic, social and biological influences on population growth rates; the special character of preindustrial western Europe; pre-industrial familial forms and functions; the disappearance of old patterns in the course of industrialisation; the demographic transition; the changing balance of social and individual control of fertility; characteristics of the modern family; the interpretation of fertility fluctuations in the recent past. Teaching Arrangements: Pn100 24 Sessional. Pn100a 24 Sessional

Written Work: One substantial essay is required from each member of a class in each of the first two terms. Essay topics are chosen from a list handed out in class, and the essays are marked by the class teacher.

Reading List: Two reading lists are handed out at the beginning of the course, one dealing with books (about 30 items) and the other with articles (about 50 items). Most of the articles are available in xerox form in the offprint collection and such items are asterisked on the reading list. The following are among the more important items on the book reading list:

M. Anderson, Approaches to the History of the Western Family 1500-1914; R. Easterlin, Birth and Fortune; D. V. Glass & D. E. C. Eversley (Eds.). Population in History; G. Hawthorn, The Sociology of Fertility; W. H. McNeill, Plagues and Peoples; E. A. Wrigley, Population and History.

Examination Arrangements: There will be a three-hour written examination in the Summer Term in which candidates will be expected to answer four questions selecting within a paper consisting of about 15

Pn7120

Demographic Description and Analysis Teacher Responsible: Chris Langford, Room A341 (Secretary, Doreen Castle, A339)

Course Intended Primarily for B.Sc. (Econ.) Part II and Course Unit. This paper assumes no previous knowledge of the subject. It is a compulsory paper for students taking the special subject in Population Studies in Part II of the B.Sc. (Econ.), but may also be taken as an outside option both by Part II nonspecialists and by Course Unit students. When taken as part of Part II Population Studies it is a second year paper. Non-specialists, however, may take it in either the second or third years. The course is not highly mathematical or statistical and students with nonmathematical backgrounds should not be at a disadvantage.

Scope: 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.

Syllabus: Sources of information about populations; current and cohort methods of description and analysis; the construction of lifetables; measurement of fertility, mortality and nuptiality; the determinants of age structure and the intrinsic growth rate; survey data; the interpretation of demograhic statistics; tests of consistency and reliability.

Teaching Arrangements: Pn101 20 Michaelmas and Lent Terms. Pn101a 20 Michaelmas and Lent Terms. Written Work: A number of practical exercises involving either a number of computations or the interpretation of data will be set during the course and discussed in classes. In addition, at least one essay 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.

Examination Arrangements: There will be one threehour examination in the Summer Term. The examinatoin is in three sections. Section 1 involves answering a computational question, section 2 deals with questions of data interpretation and section 3 is composed of essay questions dealing with concepts and techniques discussed in the course. Students answer one question from section 1, one from section 2 and two from section 3.

Pn7121

The Population History of England (Not available 1985-86)

Teacher Responsible: Professor Tony Wrigley, Room A342 (Secretary, Mrs. Doreen Castle, A339)

Course Intended Primarily for B.Sc. (Econ.) Part II. The paper forms part of the special subject in pulation Studies in Part II of the B.Sc. (Econ.), but may also be taken as an outside option by Part II nonmedialists. It may be taken in either the second or third wear. When taken as an outside option by a nonpecialist it is an advantage to have taken Demographic Description and Analysis (or to be taking it in the same ssion), but this is not a pre-requisite.

Scope: The paper covers English population history principally between the mid-sixteenth and the midnineteenth centuries. It covers both population history n a narrow sense (population size, population growth ate, fertility, nuptiality, mortality, etc.), and also oader issues about the links between economic, social and demographic variables.

Syllabus: Topics covered include: the sources available and their use; recent advances in techniques of analysis; English family structure and marriage behaviour; secular and short-term demographic trends and their relationship to economic and social change n early modern England; demographic crises; urbanisation; migration patterns; the institution of service; the significance of the industrial revolution and is impact on fertility; theories and models of the lationship between demographic, economic and cial change in England between c.1550 and c.1850. Teaching Arrangements: Pn102 24 Sessional, Pn102a

Written Work: One substantial essay is required from each member of a class in each of the two first terms. Essay topics are chosen from a list handed out in class, and the essays are marked by the class teacher.

Reading List: Two reading lists are handed out at the beginning of the course, one dealing with books (about 40 items), and the other with articles (about 70 items). The following are among the more important items on the book reading list:

A. B. Appleby, Famine in Tudor and Stuart England; D. Chambers, Population, Economy and Society in Pre-Industrial England; M. W. Flinn, British Population Growth 1700-1850; D.V. Glass & D. F. C. veresley (Eds.), Population in History; H. J. labakkuk, Population Growth and Economic Development since 1750; A. S. Kussmaul, Servants in Husbandry in Early Modern England; P. Laslett, Family Life and Illicit Love in Earlier Generations; D. Levine, Family Formation in an Age of Nascent Capitalism; T. R. Malthus, Essay on Population; T. McKeown, The Modern Rise of Population; E. A. Wrigley & R. S. Schofield, The Population History of England 1541-1871.

Examination Arrangements: There will be a three-hour written examination in the Summer Term in which candidates will be expected to answer four questions, electing within a paper consisting of about 15 Pn7122

The Demographic Transition and The Western World Today

Teacher Responsible: Chris Wilson, Room A326 (Secretary, Doreen Castle, A339)

Course Intended Primarily for B.Sc. (Econ.) Part II and Course Unit. The paper forms part of the special subject in Population Studies in Part II of the B.Sc. (Econ.), but may also be taken as an outside option both by Part II non-specialists and by Course Unit students. When taken as part of the Population Studies Part II it is a second year paper, but non-specialists may take it in either second or third years. The course assumes a basic familiarity with demographic terminology and measures and thus it it advantageous for non-specialists to have taken either course Pn100, Population, Economy and Society or course Pn101, Demographic Description and Analysis. However, this is not compulsory.

Scope: This paper deals with the demographic history of Western societies over the last two 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.

Syllabus: The nature of pre-transitional Western societies; the acceleration of growth in the 18th century; the mechanism of growth and the social and economic changes which accompanied it. The course and characteristics of falling mortality; the control of fertility within marriage; fertility control as innovation or diffusion. The degree of homogeneity with the Western experience; the special case of France. The limits to mortality decline; the consequences of changes for age structure, dependency and social service provision. Post-transitional fertility behaviour; changes in the form and function of marriage; the modern determinants of fertility, mortality and nuptiality; patterns of internal and international migration; changes in household size and composition.

Teaching Arrangements: Pn103 24 Lent and Summer Terms. Pn103a 18 Sessional.

Written Work: A number of 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.

Examination Arrangements: There will be one threehour examination in the Summer Term. This will require the answering of four essay questions drawn from a list of about 15 questions.

Pn7123

Third World Demography

Teacher Responsible: Tim Dyson, Room A327 (Secretary, A337)

Course Intended Primarily for B.Sc. (Econ.) Part II and Course Unit; M.Sc. Demography.

Scope: The general aim of the course is to give students

an overview of both the causes and consequences of population trends in developing countries. As such the course is interdisciplinary in scope, and is expected to have relevance for social scientists concerned with a wide variety of Third World issues.

Syllabus: The course covers the size, distribution and growth of the populations of the main developing regions and countries; data sources; 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; the extent and explanation of the recent slow-down in Third World mortality improvement; 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, breastfeeding patterns, the status of women, income levels and distribution. Additionally, the course will cover topics such as the influence of climate: patterns and trends in migration and urbanization in developing countries; the populations of India and China; hunter-gatherer demography; the development of family planning programs, and an assessment of the efficiency of population programs. Finally, the course attempts to put Third World experience in perspective: in what way does developing country experience relate to that of the historical demographic development of the west?

Pre-Requisites: The paper is part of a special subject in Population Studies in Part II of the B.Sc. (Econ.), but may also be taken as an outside option by nonspecialists in Part II and by Course Unit students. When taken as part of Population Studies Part II it is a third year paper but otherwise it may be taken in either the second or third year.

Teaching Arrangements: Pn104 24 Sessional. Pn104a 24 Sessional.

Reading List: Certain readings have direct relevance for most aspects of the course. In particular: the journal, Population and Development Review (PDR) published quarterly since 1975 by the Population Council, New York; R. H. Cassen, 'Population and Development: A Survey' in World Development, Vol. 4, Nos. 10-11, Pergamon Press, Oxford; R. H. Cassen, India: Population, Economy, Society, Macmillan Press, London, 1978; R. A. Easterlin (Ed.), Population and Economic Change in Developing Countries, University of Chicago Press, London, 1980; R. G. Ridker (Ed.), Population and Development, The Search for Selective Interventions, The John Hopkins Press, Baltimore and London, 1976; P. Reining & I. Tinker (Eds.), Population: Dynamics, Ethics and Policy, A Science Compendium, 1975; United Nations, The Determinants and Consequences of Population Change, U.N. New York and United States National Academy of Sciences, Rapid Population Growth, Consequences and Policy Implications, Baltimore, 1971. It should not be necessary to buy any of the above. A possible, reasonably priced purchase however is, R. Woods, Theoretical Population Geography, Longman, London, 1982.

Supplementary Reading List: A supplementary reading list is available upon request from the secretary in Room A337.

Examination Arrangements: Examinations will be by a three-hour formal examination in the Summer Term. Students will be expected to undertake four questions.

#### Pn7124

#### Migration

Teacher Responsible: Mr. M. Murphy, Room A328 (Secretary, A337)

Course Intended Primarily for both the B.Sc. (Econ.) Part II and Course Unit, When taken as part of Population Studies Part II it is a third year paper, but when taken by Part II non-specialists as an outside option or by Course Unit students it may be taken in either the second or third year. The approach is essentially inter-disciplinary and may be of particular relevance to those with interests in human geography and anthropology. Although not a highly technica course, students will be expected to have sufficient mathematical background to deal with elementary algebraic and arithmetical operations.

Scope: This course is concerned with movement patterns of human populations. At the end of the course, students should be able to:

(i) Describe the main movements throughout history, current major trends and future prospects;

(ii) Evaluate the main social and economic theories which have been put forward to explain migration; (iii) Critically assess and use demographic methods and models for measuring, analysing and forecasting migration, especially in those circumstances where data may be deficient.

Syllabus: Sources of data on gross and net flows of migration. The measurement of migration in countries with well-developed and poorly-developed data collection systems. The importance of size of areal unit on the interpretation of migration data. The influence of migration on the demographic characteristics of the population in areas of in-migration and of out-

Main migration movements throughout history with particular attention to world movements up to the 5th century A.D., migration in pre-industrial Europe, and international migration and urbanization in the 19th century. Main patterns of internal and international movement in Third World countries. Effects of migration on urban growth and on villages, Attempts to specify 'laws of migration' incorporating the importance of distance, 'push' and 'pull' factors, intervening obstacles and cost benefit approaches (Ravenstein, Lee, Bogue, etc.), in the light of the observed social and economic correlates of migration. The key role of the labour market is determining longdistance migration patterns, and the corresponding role of housing in short-distance migration; migration in relation to the individual and family life cycle. Incorporation of migration into formal models of the demographic process and their use for forecasting regional population.

Teaching Arrangements:

Lectures: Pn105 Migration 24 Sessional. Classes: Pn105a 24 Sessional.

Work Requirements: Students will be expected to do the reading associated with classes, and also to prepare verbal presentations of these for classes. In addition five numerical exercises arising from the quantitative part of the course and five essays will be set. In each case the appropriate lecturer will be responsible for the

Reading List: The following books are relevant in addition to chapters in the mainline demographic works such as: Shryock, Seigel and Stockwell, The Methods and Materials of Demography; R. Woods, Population Analysis in Geography; D. J. Bogue, Principles of Demography; H. R. Jones, A Population Geography, Harper and Row, 1981; J. Hobcraft & P. Rees. Regional Demographic Development, Croom Helm, 1980; G. J. Demko, H. M. Rose & G. A. Schnell. Population Geography: a Reader, McGraw Hill, 1970; White & R. Woods, The Geographical Impact of Migration, Longman, 1980; J. Connell, B. Das Gupta, R. Laishley & M. Lipton, Migration from Rural Areas: the Evidence from Village Studies, Oxford University Press, Delhi, 1976.

Examination Arrangements: Examinations will be by bree-hour formal examination in the Summer Term. welve questions will be set of which students will be xpected to undertake four: one of the questions chosen ll require some calculation.

#### Pn7125

## Family Composition in Developed and **Developing Countries**

Teacher Responsible: Mr. M. Murphy, Room A328 Secretary, A337)

Course Intended Primarily for B.Sc. (Econ.) Part II. Course Unit and M.Sc. Demography. The course is both part of the Part II B.Sc. (Econ.) special subject in Population Studies and a Course Unit option. When taken as part of the Population Studies Part II it is a third year paper but Course Unit candidates and Part Il candidates taking it as an outside option may take in either the second or third year. The approach is essentially inter-disciplinary and may be of particular elevance to those with interests in quantitative social cience especially sociology, social history and

Scope: This course is concerned with the family as it is influenced by, and itself influences, population size and structure. At the end of the course students should be able to:

describe the main forms of family organisation found both developing and developed countries; and their nteraction with aspects of social structure such as old age support, marriage payments, marital breakdown and illegitimacy

understand how certain forms of family, household and kinship organisation affect fertility (through nechanisms such as age at marriage, acceptance of ontraception, etc.), mortality (female status of the derly) and migration (benefits of kin for facilitating nigration, the extended family as inhibitory factor) understand the main quantitative methods of easuring family and household structure arising from

both microlevel (social surveys, etc.) and macrolevel (published census tables, etc.) data

Syllabus: The universality of the family. Family structures under conditions of high, transitional and low fertility and mortality. The myth of large historical family size. Development of family structures in prehistory, the case of Dobe !Kung. The family in historical Europe: the Western European marriage pattern. The family in industrialised society: the breakdown of traditional kinship patterns? Household structure: sharing with kin and non-relatives. The process of household formation - what influences and what inhibits it: the special role of housing. Theories of the family: economic approaches, the costs of childrearing, the special role of female paid employment in determining family formation patterns. The emerging importance of divorce and extra-marital fertility and their implications. The family in developing countries: agricultural systems, kinship patterns, marriage patterns, female status and population growth. Factors influencing family structure in developing countries (fertility), mortality, marriage, coresidence with kin, household migration, inheritance patterns, and inclusion of non-family members. Family structure as a factor in the implementation of family planning programs - the 'Myth of Population Control'. The economic value of children in third world countries: information from time budget studies. Sex preference for children. Aging and family support. Changing marriage patterns.

Measuring the family. Problems with the use of census and administrative data, especially for kinship analysis. The role of longitudinal data and the construction and interpretation of life cycle measures for the individual and for the family. Life table methods applied to family transitions, especially formation and dissolution. Forecasting households and familes. Differing perspectives on the family from the viewpoint of member and wider society.

Pre-Requisites: Although not a highly technical course, students will be expected to have sufficient background to deal with elementary arithmetical operations and the interpretation of statistical data.

#### Teaching Arrangements:

Lectures: Pn106 24 Sessional. Classes: Pn106a 24 Sessional.

Work Requirements: Students will be expected to do the reading associated with the classes and also to prepare verbal presentations of these for classes. In addition, numerical exercises arising from the quantitative part of the course and essays will be set.

Reading List: No single book covers even a substantial fraction of this course, and much of the literature is in the form of articles given on a longer reading list. The following list of books covers many aspects of the course: P. Laslett (Ed.) assisted by R. Wall, Household and Family in Past Time, Cambridge U.P., 1972; Organisation for Economic Co-operation and Development, Child and Family: Demographic Developments in the OECD Countries, 1979; R. Andorka, Determinants of Fertility in Advanced Societies, Methuen, 1978; C. Young, The Family Life Cycle, Australian National University, 1978; M. Nag (Ed.), Population and Social Organisation, Mouton,

1975: M. Anderson (Ed.), Sociology of the Family (2nd edn.), Penguin, 1980; Central Policy Review Staff and Central Statistical Office, People and their Families, HMSO, 1980; R. Fox, Kinship and Marriage, Penguin, 1967; Papers of the World Population Conference, Bucharest 1974, The Population Debate: Dimensions and Perspective, Volume II, United Nations, 1975; The Family: British Society for Population Studies Conference 1983, Office of Population Censuses and Surveys, 1983; J. Goody, Production and Reproduction, Cambridge U.P., 1976. Examination Arrangements: Examinations will be by a three-hour formal examination in the Summer Term (except for M.Sc. Demography students who should consult the corresponding guide for Social and Economic Demography). Twelve questions will be set of which students will be expected to undertake four.

Pn7126

Statistical Demography

Teacher Responsible: Mr. M. Murphy, Room A328 (Secretary, A337)

Course Intended Primarily for B.Sc. (Econ.) Part II special subject in Population Studies. It may be taken in either the second or third year and is also available to suitable non-specialists in Part II and Course Unit candidates. The course requires no formal prior demographic training but it does assume a reasonable degree of mathematical competence covering matrix algebra (including eigenvalue theory) and calculus. In general EMM or EST would be sufficient. (It should also be noted that a degree of literacy is also useful.) The course is likely to be of particular interest to students who wish to adopt a more analytical approach to demography than, for example, Pn101, especially those with main interests in actuarial science, statistics and associated subjects.

Scope: This course is concerned with the ways in which mathematical and statistical techniques may be used to examine how a population evolves in size and structure. At the end of the course, students should be able to:

(i) Formulate population dynamics in terms of systems of mathematical equations and use them in real life situations such as population projections.

(ii) Recognise and analyse the inherently stochastic nature of population processes and the implications of this for interpreting demographic variables such as observed birth intervals.

(iii) Examine how the key features of social and economic theories of the detailed process of fertility, mortality, nuptiality, reproductivity and migration may be formulated as mathematical models in order to illuminate the most important aspects of these phenomena.

Syllabus: 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. 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. Multi-state analysis for regional 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 Arrangements:

Lectures: Pn107 13 Lent and Summer Terms. Classes: Pn107a 13 Lent and Summer Terms.

Mr. M. Murphy (A328) will take all lectures and classes for this course.

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. Keyfitz is more comprehensive, but rather expensive, Pollard is available in paperback.

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 & Johnson, Survival Models and Data Analysis, J. Wiley (1980). Examination Arrangements: Examination is by a single three-hour examination in the Summer Term. Four questions are to be answered: one out of three in Section A, which is an essay or note-type question and three out of nine in Section B, which are generally mathematical in nature.

Pn7127

**Applied Population Analysis** 

Teacher Responsible: Professor John Hobcraft, Room A340 (Secretary, Doreen Castle, A339)

Course Intended Primarily for B.Sc. (Econ.) Part II and Course Unit. This paper is compulsory for students taking the special subject Population Studies in Part II of the B.Sc. (Econ.). But it may also be taken as an outside option both by Part II non-specialists and by Course Unit students. The paper assumes that students have taken (or are concurrently taking) Demographic Description and Analysis (Pn7120).

Scope: This course explores the use of basic demographic concepts and techniques in social, economic and medical planning and research. Some emphasis will be given to applications in local and central government planning. During the course, students will gain experience in the analysis and interpretation of information from some major sources of population statistics such as censuses, vital registration, the OPCS Longitudinal Study, the GB General Household Survey, Census Small Area Statistics and the World Fertility Survey. The course will include an introduction to one or more relevant

computer packages. A further aim is to convey research strategy.

Syllabus: The course will cover a number of topics, which will vary from year to year, but are chosen to Justrate the use of a wide range of demographic procedures, including the life table, standardisation and population projections. The applications will also use a range of major sources of population statistics. Examples of topics to be covered, which convey the nature of the course are: the use of population projections at the national level, including studies of geing, provision of places in higher education and the momentum of population growth in developing ountries; the application of regional and local projections in planning housing, schooling etc.; manpower planning; household and family structure and composition; the implications of recent rising equency of divorce; assessing the impact of contraception and abortion on fertility; the use of survey data in assessing family planning programmes; omen's participation in the labour force; the impact breastfeeding on fertility and infant mortality; qualities in health in the U.K. and developing ountries; inputs to planning of primary health care; cupational mortality; unemployment and mortality; oridation of water supplies and cancer mortality. Teaching Arrangements: The course consists of three components. The first and major component is a twour session (Pn108) each week for the Michaelmas and first half of the Lent terms, which will consist of a variety of presentations, often beginning with a short troductory lecture or a presentation by a student, ollowed by in-depth class discussion of the relevant opic. Students will be expected to make considerable use of major statistical sources. The second component will consist of 15 one-hour practicals (Pn108a) on one more relevant computer packages, again in the Michaelmas and first half of the Lent terms. The third imponent involves the student undertaking a short esearch project under supervision, to be completed and submitted by the second week of the Summer term. Written Work: Approximately two essays and five impulsory practical exercises involving data terpretation and analysis will be required of each ident. These practical exercises and essays will rovide some of the basis for the class discussions. In ddition, as indicated above, each student will be juired to undertake a short piece of social research. register of suitable topics for research will be available. Written reports based on the research are spected, and should be of approximately 3-5,000 words in length.

Reading List: A reading list will be circulated at the start of the course. Additional readings will be provided in the class sessions.

Examination Arrangements: There will be one three-hour examination in the Summer Term which will account for 75% of the overall mark for the course. The remaining 25% of assessment will be on the basis of the student's research project. The examination will consist of two sections. Section I involves answering two questions on data interpretation or analysis and section 2 involves answering two essay questions dealing with the concepts, techniques and topics discussed in the course.

Pn8100

Analytic Demography

Teacher Responsible: Professor John Hobcraft, Room A340 (Secretary, Doreen Castle, A339)

Course Intended Primarily for M.Sc. in Demography. The paper is compulsory.

Scope: The paper deals principally with demographic techniques and concepts. The treatment is both theoretical and quantitative with the aim of providing students with a sound basis in the main techniques of demographic analysis and an understanding of the inter-relationships between demographic processes. It draws on the teaching provided in a number of courses. Syllabus: The syllabus of this paper can best be summarised by reference to the component courses. Pn151, The Analysis of Fertility and Mortality, deals with measures of marital and overall fertility, nuptiality and replacement; intermediate fertility variables and models of fertility; the construction and interpretation of life tables and other measures of mortality; logit life tables and the concepts of stationary and stable populations. In the course Pn152, Population Dynamics and Projections, the following topics are dealt with: population growth theory; stable and semistable populations; relations between demographic processes and the age structure; the nature and patterns of variation in fertility, mortality and nuptiality. The course Pn155, Indirect Demograhic Estimation introduces techniques for estimating demographic parameters from unconventional or limited data sources with particular attention to mortality and fertility. Course Pn156, The Analysis of Demographic Event Histories covers frameworks and procedures of analysis for event history data, particularly those emanating from retrospective demographic surveys.

Teaching Arrangements: The teaching arrangements for this paper vary from course to course. However, the usual format is for there to be a number of lectures with the associated classes given over to practical examples. The hours of lectures associated with each course is presented below, along with the term in which they occur.

Lectures: Pn151 The Analysis of Fertility and Mortality 20 Michaelmas Term.

Pn152 Population Dynamics and Projections 15 Lent and Summer Terms.

Pn155 Indirect Demographic Estimation 10 Lent Term

Pn156 The Analysis of Demographic Event Histories 10 Lent Term.

Classes: Pn151a 20 Michaelmas Term.

Pn155a 15 Lent and Summer Terms.

Pn156a 10 Lent Term.

Written Work: This again varies between courses. In general, however, students will be expected to undertake computational exercises at regular intervals throughout each course. Given the mainly technical nature of the course, there are few essay requirements, although an occasional essay may be required.

Reading List: Reading lists will be handed out for each course.

Examination Arrangements: There will be one threehour examination in June. The examination is in three sections. Section 1 will comprise a basic question of a

mainly computational nature on the material covered in course Pn151, i.e. on fertility or mortality analysis. Section 2 will entail students answering 2 questions, again of a primarily computational type drawn in the main from the courses Pn155 on indirect estimation or Pn156 on demographic event histories. Questions based on material covered in course Pn151 may also be included. Section 3 requires students to answer an essay question. There will be a list of approximately four questions dealing with the inter-relationships between demographic processes, drawing mainly on course Pn152 on population dynamics.

Pn8101

Applied Demography

Teacher Responsible: Tim Dyson, Room A327 (Secretary, A337)

Course Intended Primarily for M.Sc. Demography. Scope: The paper covers four subject areas of practical concern to working demographers, especially those involved with the 'dirty' - but vitally important - jobs of gathering and evaluating demographic data.

(i) The Collection of Demographic Data (ii) Demographic Sampling and Survey Design

(iii) Evaluation of Family Planning Programmes and (iv) Sources and Techniques of Historical

Demography. Syllabus: The contents of the four constituent elements are as follows:

(i) The Collection of Demographic Data

The historical development of demographic statistics. The stages involved in planning a census. The content of census and survey schedules. Basic response errors. The structure of census organisations. Vital registration. Types of demographic sample survey. The World Fertility Survey programme.

(ii) Demographic Sampling and Survey Design Basic principles of statistical sampling and their application to demographic surveys. Different types of demographic sample survey design. Questionnaire and schedule design.

(iii) Evaluation of Family Planning Programmes

The aims of programmes; the concept of evaluation; 'internal' methods of evaluation - cost/benefit, acceptor data, coupon systems. Evaluation of programmes' demographic impact: standardization, fertility trend analysis, couple years of protection, births averted, multiple areal regression and path analysis, contraceptive prevalence surveys. Case studies.

(iv) Sources and Techniques of Historical Demography The nature of historical source material: problems of coverage and bias. Opportunities and problems presented by the data. Aggregative and nominal techniques of tabulation and analysis.

Pre-Requisites: The paper is primarily designed for students taking the M.Sc. in Demography. For these students it is compulsory, and constitutes their second paper (out of a total of three).

Teaching Arrangements: Teaching consists of 25 onehour lectures and approximately 20 allied classes spread throughout the Michaelmas, Lent and Summer

Terms. These lectures and classes are distributed by course as follows:

Lectures:

Pn153 The Collection of Demographic Data 10 Michaelmas Term

Pn154 Demographic Sampling and Survey Design 5 Lent Term

Pn155 Indirect Demographic Estimation 10 Lent Term Pn156 The Analysis of Demographic Event Histories 10 Lent Term

Pn157 Evaluation of Family Planning Programmes 5 Summer Term

Pn158 Sources and Techniques of Historical Demography 5 Summer Term

Classes:

Pn151a 10 Michaelmas Term Pn153a 10 Michaelmas Term

Pn154a 3 Lent Term

Pn155a 15 Lent and Summer Terms

Pn156a 10 Lent Term

Pn157a 3 Summer Term

Pn158a 3 Summer Term

Written Work: Students will be expected to do the bulk of the reading associated with lectures and classes. They will be required to undertake several class practicals. Finally, each student will be responsible for approximately two class presentations.

Reading List: There is a separate reading list for each course. However, the following readings are particularly central:

Pn153 H. S. Shryock & J. S. Siegel, The Methods and Materials of Demography (condensed version), especially chapters 2, 3 and 24.

Pn154 C. A. Moser & G. Kalton, Survey Methods in Social Investigation, Heinemann, London - chapters 4, 5, 6, 7 and 13.

Pn157 A. I. Hermalin & C. Chandrasekaran, 'Overview', in Chandrasekaran & Hermalin (Eds.), Measuring the Effect of Family Planning on Fertility, Ordina Editions, Dolhain, Belgium, 1975.

Pn158 E, A. Wrigley (Ed.), An Introduction to English Historical Demography.

Supplementary Reading List: Reading lists specific to each of the courses constituting this paper are available upon request from the secretary in Room A337.

Examination Arrangements: The paper is examined by a three-hour formal examination in the Summer Term. Candidates are required to answer four questions (one of which is compulsory).

Pn8102

Social and Economic Demography Teacher Responsible: Mr. C. M. Langford, Room

A341 (Secretary, A337)

Course Intended Primarily for M.Sc. Demography. Scope: The course is intended (i) to give students a grasp of the main demographic changes there have been in the West during the past 150 years and in other countries more recently, and of the causes and implications of these changes, and (ii) a more detailed understanding of ONE of the following topics:

(a) Third World Demography, (b) The Demographic Transition and the Western World Today, (c) The

Population History of England, (d) Family Composition in Developed and Developing Countries, and (e) Migration.

Availability: This paper is a compulsory part of the M.Sc. in Demography.

Syllabus: Core part of the course. The socio-economic context and its relationship to the fertility, mortality and nuptiality characteristics of populations; contrasts between traditional and modern societies. Models of the inter-relationships between demographic, social and economic variables.

Options

a) Third World Demography

Source of data and approached to them. Distribution and growth of population in developing countries and their demographic characteristics. Causes and concomitants of fertility differentials and trends: mortality, nuptiality, contraception, breast-feeding, education, economic motivation, urbanization, status women. The mortality decline: nutrition and health. Demographic-economic interrelations: fertility, mortality, age structure, income level and distribution, social capital provision. Family planning programmes. Explanations of fertility decline.

#### (b) The Demographic Transition and the Western World Today

The acceleration of population growth in the eighteenth and nineteenth centuries, the mechanism of growth and the changes in economy and society which accompanied it. The course and characteristics of falling mortality. The control of fertility within marriage; fertility control as diffusion or innovation; revisions made necessary by micro-level studies. The degree of homogeneity within European experience; the special case of France. The limits of mortality decline. Post-transition fertility behaviour; changes in the form and function of marriage. The modern determinants of short and long-term trends in fertility, nuptiality and mortality; age structure, dependency and social service

c) The Population History of England

Available sources and their exploitation. The phasing f growth; relative importance of fertility, mortality and net migration changes in determining growth rates. Secular and short-term economic and demographic rends. English family structure and marriage behaviour. Fertility and mortality in the industrial revolution; family and kin during the period of rapid arban and industrial growth; the cities, public health and mortality. The decay of the traditional system of ocial regulation of fertility; the control of fertility within marriage; the special features of the demographic transition in England.

# d) Family Composition in Developed and Developing

Demographic description and analytic techniques for e study of families and households. The nature of mograhic constraints upon family composition tures sensitive to change in demographic arameters; interplay of cultural, social and economic ctors in influencing family composition. Distinctions between the conjugal family, and the household. The hanging balance of dependants during the life cycle of the individual and the family; production and consumption over the life cycle; redistribution of resources within families and kin groups; questions of inheritance and treatment of the aged. Household projections. Special attention will be paid to the patterns found in contemporary societies, both developing and developed.

(e) Migration

The relevance of areal perspective in demography. Integration of migration into models of population dynamics. Measurement problems both theoretical and empirical; gross and net flows; migration as a function of the size of the unit area studies. The influence of migration on the demographic characteristics of a population and vice-versa. Models of migration 'push' and 'pull' factors; migration flows and individual and family life cycles; the economic and social correlates of migration; social and geographical mobility. Continuity of patterns in periods of rapid economic and social change; migration and the breakdown of traditional attitudes; internal migration and the city with special attention to the history of migration in Britain and in contemporary Third World countries.

Teaching Arrangements: Core part of the course (i) Pn150 Social and Economic Demography: There

are 10 lectures and 5 classes (all taken by Mr Langford) in the Michaelmas Term.

The main object of the classes will be to promote discussion of matters arising from the lectures and associated reading.

(ii) Pn160 Social Demography (Graduate Class): 15 one-and-a-half hour meetings in the Summer Term on topics arising from Pn150 (taken by Mr. Langford). Students will be required to present at least one paper at this class.

(iii) Pn161 Fertility and Mortality in Their Socio-Economic Context (Seminar): 19 one-and-a-half hour meetings in the Michaelmas and Lent Terms (arranged by Mr. Langford). Talks, mainly on recent research and work in progress, given by invited speakers, often from outside the School.

Options

(a) Lectures Pn104 Third World Demography 24 Sessional

Classes Pn104a 18 Sessional

(b) Lectures Pn103 The Demographic Transition and the Western World Today 24 Lent and Summer Terms. Classes Pn103a 14 Lent and Summer Terms

(c) Lectures Pn102 The Population History of England 24 Sessional

Classes Pn102a 12 Sessional

(d) Lectures Pn106 Family Composition in Developed and Developing Countries 24 Sessional

Classes Pn106a 18 Sessional

(e) Lectures Pn105 Migration 24 Sessional Classes Pn105a 18 Sessional

Written Work: Core part of course. Two essays will be required in the Michaelmas Term, at least one class paper in the Summer Term. Class presentations and essays will be required.

Reading List: The following is a general and introductory reading list. Further reading will be given during the course.

G. W. Barclay, Techniques of Population Analysis, 1958; D. V. Glass, Numbering the People, 1973; W. Petersen, Population, 1969; R. Pressat, Population, 1970; A. Sauvy, General Theory of Population, 1969 (hardcover), 1974 (paperback); United Nations, The Determinants and Consequences of Population Trends, Population Studies No. 17, 1953; Population Studies, No. 50, 1973 (2 volumes); United Nations; The Population Debate: Dimensions and Perspectives, Papers of the World Population Conference, Bucharest 1974: Population Studies, No. 57, 1975 (2 volumes); United Nations, World Population Trends and Policies, 1977 Monitoring Report, Population Studies No. 62, 1979 (2 volumes); E. A. Wrigley, Population and History, 1969.

Examination Arrangements: There will be a three-hour written examination in the Summer Term. The paper will require four questions to be answered, one relating to the core part of the course described here, and three relating to the chosen option.

#### Pn8110

#### Demographic Techniques and Analysis Teacher Responsible: Mr. C. M. Langford, Room

A341 (Secretary, A337)

Course Intended Primarily for M.Sc. Statistics: students intending to undertake the course should contact Mr. Langford in the first instance.

Scope: The course is intended to cover the main aspects of the measurement and analysis of major demographic variables with special reference to developing countries.

Syllabus: The following courses comprise the basis for this paper:

Pn151 The Analysis of Fertility and Mortality deals with measures of marital and overall fertility, nuptuality and replacement; intermediate fertility

variables and models of fertility; the construction and interpretation of life tables and other measures of mortality; logit life tables and the concepts of stationary and stable populations.

Pn153 The Collection of Demographic Data. The historical development of demographic statistics. The stages involved in planning a census. The content of census and survey schedules. Basic response errors. The structure of census organisations. Vital registration. Types of demographic sample survey. The World Fertility survey programme.

Pn155 Indirect Demographic Estimation introduces techniques for estimating demographic parameters from unconventional or limited data sources with particular attention to fertility and mortality.

Pn156 The Analysis of Demographic Histories covers frameworks and procedures of analysis for event history data, particularly those emanating from retrospective demographic surveys.

Pn161 Fertility and Mortality in their Socio-Economic Context Seminars on current research and work in progress given by invited speakers, often from outside the School.

Teaching Arrangements: Lectures: Pn151 20 Michaelmas Term; Pn153 10 Michaelmas Term; Pn155 10 Lent Term; Pn161 19 Michaelmas and Lent Terms.

Classes: Pn151a 20 Michaelmas Term; Pn153a 10 Michaelmas Term; Pn155a 15 Lent and Summer Terms; Pn156a 10 Lent Term.

Reading List: Reading lists will be given out in the appropriate courses.

**Examination Arrangements:** The paper is examined by a three-hour formal examination in the Summer Term.

# **PSYCHOLOGY**

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

#### Lectures and Seminars

Lecture, Seminar Number			Study Guide Number
Ps100	Introduction to Individual and Social Psychology Dr. J. E. Stockdale, Mr. R. Holmes and Mr. A. D. Jones	25/MLS	Ps5400
Ps101	Psychoanalytic Theories and their Derivatives Dr. Hildebrand	6/L	Ps101; Ps5400
Ps103	Developmental and Biological Aspects of Behaviour		
	(i) Developmental Psychology Dr. J. McShane	16/ML	Ps5405
	(ii) Physiological Psychology Dr. S. Green	12/ML	Ps5405
Ps105	Methods of Psychological Research I: Laboratory	23/MLS	Ps5406
	Dr. J. E. Stockdale and Dr. E. A. M. Seaborne.		
Ps106	Personality and Social Behaviour Mr. A. D. Jones and Dr. A. P. Sealy	30/ML	Ps5421
Ps108	Methods of Psychological Research II: (i) Methods Dr. G. D. Gaskell and Dr. A. P. Sealy	20/ML	Ps5420
	(ii) Laboratory Dr. G. D. Gaskell, Dr. A. P. Sealy, and Dr. A. E. M. Seaborne	24/MLS	Ps5420
	(iii) Psychological Statistics Dr. J. E. Stockdale	24/MLS	Ps5420
Ps109	Cognitive Psychology Dr. A. E. M. Seaborne	23/MLS	Ps5422
Ps113	Abnornal Psychology Dr. Trauer	8/M	Ps113
Ps115	Advanced Study of Psychological Processes Dr. G. D. Gaskell, Mr. R. Holmes, Professor R. M. Farr and Mr. S. Wooler	23/MLS	Ps5501
Ps116	Social Change and Social Organisations (Not available 1985-86)	23/MLS	Ps5502
Ps118	Cognitive Development Dr. J. McShane	10/M	Ps5521

Lecture/ Seminar Number			Study Guide Number
Ps119	Personality and Psychopathology Dr. A. P. Sealy	10/M	Ps5524
Ps121	Psychology on Film and Video Mr. A. D. Jones and Dr. P. C. Humphreys	10/ML	Ps121
Ps122	Cognitive Structures Dr. P. C. Humphreys	10/M	Ps5522
Ps123	Collective Psychologies Professor R. M. Farr and Dr. C. R. Badcock	10/M	Ps5523
Ps124	Social Psychology of Health (Not available 1985-86)	10/M	Ps5525
Ps150	Applied Developmental Psychology Dr. J. McShane	10/L	Ps5526; Ps6414
Ps151	Life-Span Development Mr. A. D. Jones	10/L	Ps5527; Ps6418
Ps152	Personality and Social Pathology Dr. A. P. Sealy	10/L	Ps5528; Ps6415
Ps153	Psychological Aspects of Legal Processes Dr. A. P. Sealy	10/L	Ps5529; Ps6417
Ps154	The Social Psychology of Conflict (Not available 1985-86)	10/L	Ps5530; Ps6421
Ps155	The Social Psychology of the Media Dr. P. C. Humphreys	10/L	Ps5531; Ps6416
Ps160	Contemporary Social Psychology Professor R. M. Farr, Dr. G. D. Gaskell, Dr. P. C. Humphries and Dr. A. P. Sealy	20/ML	Ps6423
Ps161	People and Organisations Mr. R. Holmes	10/L	Ps6420
Ps162	Sociological Forms of Social Psychology Professor R. M. Farr	10/L	Ps6422
Ps163	Decision Making and Decision Support Systems Dr. P. C. Humphreys	10/L	Ps6419
Ps165	Methods of Research in Social Psychology (i) Principles of Social Research (ii) Research Techniques (iii) Advanced Data Analysis Dr. G. D. Gaskell, Professor R. M. Farr, Dr. J. E. Stockdale, Dr. P. C. Humphreys, Dr. A. P. Sealy and Mr. A. Wells		
Ps166	Industrial Psychology Mr. R. Holmes	10/M	
Ps169	Psychology Seminar Members of the Department	12/MLS	

Lecture/ Seminar Number			Study Guide Number
	Current Research in Social Psychology Dr. G. D. Gaskell	10/ML	Ps170

# Study Guides

Ps101

# Psychoanalytic Theories and their Derivatives

Teacher Responsible: Dr. Hildebrand.

Course Intended Primarily for B.Sc. c.u. main field Social Psychology 1st year; optional for B.Sc. S.S. and A. 3rd year; Diploma Soc. Pol. and Admin I. Teaching Arrangements: Six lectures (Ps101) Lent

Examination Arrangements: Non-examinable.

Ps113

# Abnormal Psychology

Teacher Responsible: Dr. Trauer.

Course Intended Primarily for B.Sc, c.u. main field Social Psychology 2nd year; optional for M.Sc.; B.Sc. S.S. and A. 3rd year; Diploma in Soc. Pol. and Admin f

**Syllabus:** Aspects of abnormal psychology; classification; aetiology, treatments, theories of mental illness.

Teaching Arrangements: Eight lectures (Ps113), Michaelmas Term.

Examination Arrangements: Non-examinable.

Ps121

# Psychology on Film and Video

Teachers Responsible: Mr. A. D. Jones, Room S364 and Dr. Patrick Humphreys, Room S364 (Secretary, S316)

Course Intended Primarily for B.Sc. c.u. main field Social Psychology 1st, 2nd and 3rd years; M.Sc. Social Psychology.

Teaching Arrangements: will be announced at the beginning of the Session.

Examination Arrangements: Non-examinable.

Ps169

# Psychology (Seminar)

Teacher Responsible: Professor R. M. Farr, Room S303 (Secretary, Miss M. Rennie, S304)
Course Intended Primarily for graduate students; B.Sc.

c.u. main field Social Psychology 3rd year.

Teaching Arrangements: Fortnightly seminars (Ps161), Sessional.

Papers will be presented by outside speakers.

Examination Arrangements: Non-examinable.

#### Ps170

# Current Research in Social Psychology Teacher Responsible: Dr. G. Gaskell, Room S307

(Secretary, S316)
Course Intended Primarily for staff and graduates.
Teaching Arrangements: Fortnightly seminars (Ps162)

Michaelmas and Lent Terms.

Examination Arrangements: Non-examinable.

Ps5400

# Introduction to Individual and Social Psychology

Teacher Responsible: Dr. J. E. Stockdale, Room S386 (Secretary, S316)

Course Intended Primarily for B.Sc. (Econ.) Part I and Part II; B.Sc. c.u. main fields Soc. Psych., Maths., Stats., Comp., Act. Sci., Man. Sci., Geog. 1st year, Soc., Soc. Anth.; B.Sc. S.S. and A. 2nd and 3rd years.; Dip. Soc. Admin.

**Scope:** An introduction to the theories and concepts of psychology, the study of man's behaviour: how people perceive, think, feel and act.

Syllabus: The biological bases of behaviour, instincts and ethological concepts; the mechanisms of learning, perception, memory and language; the processes of socialisation through social learning and identification; familial and social influences. The development of individual differences in ability; the meaning and measurement of intelligence. Definitions and dynamics of personality. Attitudes and options. Social interpersonal in groups; conformity, obedience and impersonal communication.

Pre-Requisites: None.

Teaching Arrangements: The course comprises a sessional weekly lecture and class.

(i) Ps100: A weekly lecture. The lectures in this series are given by Dr. Stockdale, Mr. Holmes and Mr. Jones.
(ii) Ps100a: A weekly class to which students are allocated in the early part of the Michaelmas Term.
Class teachers are generally part-time.

(iii) Ps101: Psychoanalytic Theories and their Derivatives (6 lectures). Dr. Hildebrand. These lectures are compulsory for 1st year B.Sc. Main Field Soc. Psych. and optional but highly recommended for other students attending Ps100.

Written Work: Students are expected to write 5 essays during the Session. Topics are set by class teachers who assess the essays and discuss students' work.

Reading List: Recommended reading: R. L. Atkinson et al., Introduction to Psychology, Harcourt Brace & World, 1980 (8th edn.); Brown & Hernstein, Psychology, Methuen, 1975; R. Brown, Social Psychology, Macmillan 1965; Taylor & Sluckin, Introducing Psychology, Penguin, 1982; Tajfel & Fraser, Introducing Social Psychology, Penguin, 1978. Additional references and a synopsis of lectures and class topics is distributed in the first lecture of the series and available in S316.

**Examination Arrangements:** There is a three-hour examination in the Summer Term based on the syllabus of the lectures and classes. Students must answer 4 questions.

#### Ps5405

# Developmental and Biological Aspects of Behaviour

Teacher Responsible: Dr. J. McShane, Room S384 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for B.Sc. Social Psychology (first year), also for B.Sc. (Econ.) first year students and other course unit degree students.

Scope: The course consists of two separate sections:

A. Developmental and B. Biological Aspects of
Behaviour. The course aims to provide an introduction
to the two areas.

Syllabus: A. Developmental Aspects of Behavour: Development in infancy including sensory, motor, cognitive, linguistic, and social development. The development of intelligence, memory, morality and sextole awareness in childhood. Socialization,

B. Biological Aspects of Behaviour (teacher: **Dr. S.** Green, Birbeck College): The aim of the course is to provide an introduction to the physiological bases of behaviour. After an outline of the basic structure and organization of the human nervous system, a detailed examination is made of the brain mechanisms involved in language, perception, memory and learning, emotional behaviour, sleep and arousal, motivated behaviours such as hunger and exploration, and sensory processes. More advanced topics, such as the possible brain disorganizations underlying schizophrenia and depression, are introduced.

Pre-Requisites: Students from outside the Social Psychology Department contemplating this course should have taken (or should take simultaneously) the course Introduction to Individual and Social Psychology.

Teaching Arrangements: Developmental: 16 weekly lectures (Ps103 i) of one hour. Classes are held fortnightly.

Biological: Twelve weekly lectures (Ps103 ii) of two hours. (Lectures begin in November.) There will be revision classes in the Summer Term.

Written Work: Students are encouraged to write three essays on set topics in developmental psychology. Reading List: Developmental: You should buy the following:

S. R. Yussen & J. W. Santrock, Child Development: An Introduction, W. M. C. Brown, 1982.

The following will also be useful: K. Danziger, Socialization, Penguin, 1971; M. Donaldson, Children's Minds, Fontana, 1978; J. Flavell, Cognitive Development, Prentice-Hall, 1977; E. Maccoby, Social Development, Harcourt, Brace, Jovanovich, 1980; M. Rutter, Maternal Deprivation Reassessed, Penguin, 1981

Biological Aspects: (in order of preference) N. R. Carlson, *Physiology of Behaviour* (2nd edn.), Allyn & Bacon, 1980; R. F. Thompson, *Introduction to Physiological Psychology*, Harper & Row, 1975; T. L. Bennett, *Introduction to Physiological Psychology*, Brooks/Cole, 1982.

Examination Arrangements: A three-hour written examination in the Summer Term. The examination paper consists of two parts that correspond to the two sections of the course. Students are required to answer two questions from each section. In addition candidates may submit two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5406

# Methods of Psychological Research I: General and Statistical

This comprises two components:

(i) Ps105 Laboratory Course;

(ii) SM202 Statistical Methods for Social Research. Students must attend both components. This study guide deals with the LABORATORY course. For details of the Statistics component, students should consult the Study Guide SM7215: Statistical Methods for Social Research.

Teacher Responsible: Dr. J. E. Stockdale, Room S386 (Secretary, S316)

Other Course Lecturers: Dr. A. E. Seaborne, Room \$385

Course Intended Primarily for B.Sc. c.u. Main Field Soc. Psych. 1st year.

Scope: An introduction to experimental design and research methods in Psychology.

Syllabus: Introduction to experimental design and research methods in relation to design conduct of laboratory and field studies. The areas examined will include learning, memory, thinking, perception, child behaviour and social processes. Students will also be introduced to measurement and scaling, and techniques of testing in relation to psychological assessment of attitudes, personality and intelligence. An introduction to statistical analysis of experimental data using computer packages. The experiments conducted will be related to topics discussed in Ps100.

(Introduction to Individual and Social Psychology). Pre-Requisites: None.

Teaching Arrangements: Sessional, weekly three-hour laboratory session (Ps105). Students participate in the design and conduct of experiments and are expected to write reports on each of the studies they carry out. These reports are marked by the teaching assistant and Dr. J. E. Stockdale and may be discussed with them. Reading List: Students are not advised to purchase any text, but they may wish to consult:

H. H. Johnson, & R. L. Solso, An Introduction to Experimental Design in Psychology. A Case Approach, Harper & Row, 1971; A. M. Snadowsky (Ed.), Social Psychology Research: Laboratory Field Relationships, Free Press, 1972; B. J. Underwood & J. J. Shaughnessy, Experimentation in Psychology, Wiley, 1975. Recommended reading related to individual content areas will be given during the course.

Examination Arrangements: The Laboratory Course assessment is based on EIGHT laboratory reports completed during the session and formally submitted for assessment in the Summer Term. This amounts to 50% of the marks awarded for this unit, the remainder comprising Statistics exam. (35%) and Statistics exercises (15%).

Ps5420

# Methods of Psychological Research II: Social and Statistical

Teachers Responsible: Dr. George Gaskell, Room S307 and Dr. J. E. Stockdale, Room S386 (Secretary, S316)

Course Intended Primarily for B.Sc. c.u. main field Social Psychology 2nd year; Diploma Social Psychology and other interested students. For the sake of clarity, this guide is divided into two sections covering:

Section A Methods of Psychological Research -Laboratory Sessions

Section B Psychological Statistics.

Each section comprises 50% of the assessment of the

# Section A: Methods of Psychological Research II: Laboratory Sessions

Teacher Responsible: Dr. G. Gaskell, Room S307, (Secretary, S316)

Course Intended Primarily for (see above)

Scope: The course is intented to give students experience in the design, execution and analysis of social psychological research, and the assessment of

Syllabus: Assumptions underlying social and psychological experimentation and research. Problems of measurement and the assessment of individual differences, in particular, attitude scaling, personality questionnaires, projective techniques and repertory grids. Practical experience in the conducting of psychological experiments in the areas of cognitive and social psychology. Training in observational methods and interviewing.

Pre-Requisites: Completion of the course Ps105 Methods of Psychological Research I or comparable experience in experimental design and research methods in psychology.

Teaching Arrangements: Ps108(i): Methods of Psychological Research: Lectures: 20, Dr. Gaskell, Dr. Sealy. Ps108(ii): Laboratory Sessions: 24 Sessions, Dr. Sealy, Dr. Gaskell, Dr. McShane, Dr. Seaborne.

Written Work: 4 research reports on the empirical projects conducted during the year. The two reports relating to the 1st term should be submitted before the end of the 1st week of the Lent Term, the two relating to the Lent Term's work before the end of the 1st week of the Summer Term. The reports will be assessed by the relevant lecturer with whom students can discuss

Reading List: A. F. Chalmers, What is this thing called Science?, Open University Press, 1978; T. D. Cook & D. Campbell, Quasi Experimental Design and Analysis: Issues for Field Settings, Rand McNally,

Examination Arrangements: There is a two-hour written examination in the Summer Term containing 8 questions of which 3 must be answered. Laboratory notebooks containing the four research reports, with a suitable index must be submitted early in the Summer Term for final evaluation. The examination and laboratory notebooks are given equal weight in the assessment of Section A of the course.

#### Section B: Psychological Statistics

Teacher Responsible: Dr. J. E. Stockdale, Room S386 (Secretary, S316)

Scope: The course aims to familiarize students with parametric and non-parametric techniques of data

analysis and their application to psychological data. Syllabus: Revision: Sampling, inference and hypothesis testing. Non parametric tests for comparing 2 & k samples, related and independent groups. Non parametric measures of association and correlation. Simple linear regression and correlation. Assumptions and models underlying analysis of variance (fixed and random factors). One-, two- and three-way analysis of variance (independent randomized groups design), Planned and unplanned comparisons and tests of trend Repeated measures and partial repeated measures (split plot) analysis of variance. Test Selection.

Pre-Requisites: Completion of SM202 Statistical Methods for Social Research or a comparable course which covers descriptive statistics; elementary probability; sampling, statistical inference, estimation and hypothesis testing, simple regression and correlation and elementary non-parametric techniques. Teaching Arrangements: Sessional, weekly lecture and class. Lectures: Ps108(iii) 10 Michaelmas Term, 9 Lent Term, 5 Summer Term, Classes: Ps108(iii) (a) 10 Michaelmas Term, 9 Lent Term, 5 Summer Term. Exercises related to the lecture content are carried out in the weekly class.

Written Work: In addition to the class exercises. weekly exercises are assigned and the marks obtained contribute to the final overall assessment. The exercises are marked by the teaching assistant and may be discussed with Dr. J. E. Stockdale.

Reading List: No one book covers the entire course. Students are advised to buy:

S. Siegel, Non-parametric Statistics for the Behavioural Sciences, McGraw Hill, 1956 or B. Singer, Distribution Free Models for Non-Parametric Problems, B.P.S., 1979; and one of the following: H. M. Blalock, Social Statistics, McGraw Hill, 1960; G. Glass & J. Stanley, Statistical Methods in Education and Psychology, Prentice Hall, 1970; G. A. Ferguson, Statistical Analysis in Psychology and Education, McGraw Hill, 1981 (5th edn.).

Books which students may wish to consult include: G. Keppel, Design and Analysis: A researchers' handbook, Prentice Hall, 1973; W. L. Hays, Statistics, Holt, Rinehart & Winston, 1969.

Examination Arrangements: There is a two-hour examination in the Summer Term containing five questions. Students are required to answer questions I(i) or I(ii) and two others. 40% of the marks are allocated to Q.1 and 30% to each of the other two questions. Copies of previous years' papers are available. 70% of the assessment of the statistics course is based on the exam paper and 30% on the set of exercises submitted during the session.

Note: The relative weightings across all components of the course are as follows:

- (i) Methods of Psychological Research: Examination
- (ii) Laboratory work 25%
- (iii) Psychological Statistics: Examination 35%
- (iv) Statistics Exercises 15%

Ps5421

#### Personality and Social Behaviour

Teachers Responsible: Mr. A. D. Jones, Room S314 and S316); Dr. A. P. Sealy, Room S387 (Secretary, Miss M. Rennie, S304)

Course Intended Primarily for B.Sc. Social Psychology 2nd year and Diploma Course students. It is also available as an option for second or third year course unit students and B.Sc. (Econ.) Part II students, including inter-collegiate students where Regulations

Scope: The aim of the course is to continue the type of work contained in the Introductory Psychology course units emphasizing the part played by personality, attitudes, groups and communication in determining human social behaviour.

Syllabus: The syllabus is divided into two parts.

A. Personality (Dr. A. P. Sealy).

(a) The problems arising out of the comparison of clinical and statistical approaches to judgements of personality, whether in the context of personnel selection or in the context of psychotherapy. (b) The history and procedures of identifying and classifying psychological characteristics. (c) The analysis of individual differences in perceptual and cognitive processes, with special regard to the usefulness of such distinctions in the study and treatment of pathological conditions. (d) Stress and its consequences: an analysis of the physiological, affective and cognitive aspects of people's mode of coping with threatening and painful situations. (e) Sense of self and the processes leading to coping styles and creativity. (f) A study of the empirical evidence for psychoanalytic theories. (g) A comparatative study of the contributions of the major thinkers in the subject of human personality. (h) The classification of the major psychopathological states; an introduction to theories of aetiology and to studies of the effectiveness of various treatment systems.

B. Social Behaviour (Mr. A. D. Jones). The syllabus for this part of the course covers aspects of human behaviour which are the concern of various disciplines in the social sciences and where psychological theories have been applied. (a) Total issitutions. The processes whereby hospitals, prisons, military and other residential institutions have an effect on their clientele and on their staff. (b) Group dynamics. The processes whereby small face-to-face groups influence the behaviour, judgements and development of individual people. (c) Prejudice. The contribution of psychology to understanding racial prejudice. (d) Gender. Comparison of the behaviour and aptitudes of males and females. (e) The psychological laboratory as a social institution. The roles of experimenter and subject. The obedience of subjects to the demands of the experimenter in the case of normal experimentation and in the case of altered states of consciousness such as hypnotism. (f) Economic development. The study of the motives and attitudes of entrepreneurs. Opinion leaders and attitudes towards changes in technology.

Pre-Requisites: There are no prerequisites for Diploma students. Undergraduates normally require a pass in the course unit Introduction to Individual and Social Psychology and students other than B.Sc. (Social Psychology) students are subject to the constraint of

Teaching Arrangements: (Ps106) 15 weekly lectures beginning in the Michaelmas Term devoted to Part A and 15 weekly lectures beginning in the second half of the Michaelmas Term devoted to Part B. Classes are held weekly throughout the Session. Every student will be expected to present one paper in class and submit at least two essays to either teacher.

Reading List: No one book covers the entire syllabus. Students are advised to read the following:

S. Maddi, Personality Theories, Dorsey, 1968, subsequent editions: 1972 & 1980; C. Hall, & G. Lindzey, Theories of Personality, Wiley, 1957, subsequent editions: 1974 & 1981; S. Freud, New Introductory Lectures on Psychoanalysis, Penguin, 1974; R. Lazarus, Psychological Stress and the Coping Process, Wiley, 1972; T. Cox, Stress, Macmillan, London, 1978; N. Haan, Coping & Defending, Academic Press, New York, 1977; P. Kline, Fact and Fantasy in Freudian Theory, Methuen, 1972; E. Goffman, Asylums, 1969; P. Kelvin, The Bases of Social Behaviour, 1972; S. Milgram, Obedience to Authority, 1974; L. S. Wrightsman (Ed.), Contemporary Issues in Social Psychology (especially part 3), 1974.

Examination Arrangements: Students are examined in the Summer Term by a three-hour formal examination. Six questions cover Section A of the syllabus and six questions cover Section B. Students are required to answer two questions from each section. In addition candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5422

Cognitive Psychology

Teacher Responsible: Dr. A. E. M. Seaborne, Room S385 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for B.Sc. Soc. Psych. 2nd year, Diploma in Social Psychology, but is also open to other interested students.

Scope: The course is intended to build on cognitive aspects of first year courses and to provide basic coverage of work on learning, memory, thinking and

Syllabus: The course will cover some aspects of learning, especially attention models, theories of social learning and cognitive and other models of behaviour modification. It will also be concerned with perceptual processes including perceptual learning, organisation and retrieval from long-term memory and semantic memory models and with conceptual processes such as problem solving, creativity, imagery and basic psycholinguistics.

Pre-Requisites: LSE undergraduates on degree courses are normally required to have taken the course 'Introduction to Individual and Social Psychology', other students are expected to have had equivalent courses in introductory psychology.

Teaching Arrangements: Weekly lectures (Ps109) and classes: Sessional.

Written Work: Classes are based on short papers presented usually by two members of each class. Students will generally present short papers twice per term. In addition, each student is asked to write one essay per term.

Reading List: The first three books in the list will be referred to more than the others. A. D. Baddeley, The Psychology of Memory, Harper International, 1976; S. H. Hulse, H. Egeth & J. Deese, The Psychology of Learning, McGraw Hill, 1980; P. N. Johnson-Laird & P. C. Wason (Eds.), Thinking, Cambridge University Press, 1977; N. Dixon, Preconscious Processing, Wiley, 1981; E. J. Gibson, Principles of Perceptual Learning and Development, Appleton Century Crofts, 1967; U. Neisser, Cognition and Reality, W. H. Freeman & Co., 1976; K. Oatley, Perceptions and Representations, Methuen, 1978; M. Piattelli-Palmarini, Language and Learning, Routledge & Kegan Paul, 1980.

Examination Arrangements: There is a three-hour examination in the Summer Term at which students are usually asked to answer four questions. In addition candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5501

# Advanced Study of Psychological

Teacher Responsible: Dr. G. Gaskell, Room S307 (Secretary, S316)

Course Intended Primarily for B.Sc. c.u. main field Soc. Psych. 3rd year, Dip. Soc. Psych.

Scope: Five areas of psychology are considered in detail, these being epistemology, attitude theory, social attributions, judgement and decision making, group processes and collective behaviour.

Syllabus: The history and nature of empiricism in psychology and the impact of the dialectical school. Aspects of information processing, decision making, person perception, attribution theory, attitude change and social representations, the behaviour of individuals in groups and crowds.

Pre-Requisites: Ps106 Personality and Social Behaviour.

Teaching Arrangements: A sessional lecture course (Ps115). The following lectures are involved. Dr. G. Gaskell, Mr. R. Holmes, Professor R. Farr, Mr. S. Wooler.

Written Work: There are no requirements for written work, students are encouraged to write papers throughout the course which can be discussed with the

Reading List: Reading lists will be distributed throughout the course.

J. R. Eiser, Cognitive Social Psychology, McGraw Hill, 1980; J. Perry & M. D. Pugh, Collective Behaviour, West. Pub. Co., 1978; R. Holmes, Legitimacy and the Politics of the Knowable, Routledge & Kegan Paul, 1976; T. S. Wallsten (Ed.), Cognitive Processes in Choice & Decision Behaviour, Lawrence Erlbaum Associates, 1980; M. Hewstone (Ed.), Attribution

Theory: Social and Functional Extensions, Blackwell. Oxford, 1983.

Examination Arrangements: There is a three-hour examination in the Summer Term based on the syllabus. Students are required to answer 4 questions. In addition candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5502

#### Social Change and Social Organisations (Not available 1985-86)

Ps5521

#### Cognitive Development

Teacher Responsible: Dr. J. McShane, Room S384 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for B.Sc. Psychology third year and Diploma in Social Psychology.

Scope: The course examines models of cognitive development, especially Piagetian, Information Processing, and Innatist models. The theoretical principles of a developmental model will be discussed and the various models examined in the light of these principles and of the empirical evidence.

Syllabus: Conditions for theories of cognitive development. Piaget's theory of intelligence in early childhood, especially in relation to number development and quantity reasoning. Theories of information processing and the role of memory in cognitive development. The role of inmate factors in development, especially in relation to language development.

Pre-Requisites: Introductory courses in developmental and cognitive psychology.

Teaching Arrangements: Weekly two-hour seminars (Ps118) of which half will be a lecture and half a

Reading List: M. Boden, Piaget, Fontana, 1979; C. J. Brainerd, Piaget's Theory of Intelligence, Prentice-Hall, 1978; R. J. Sternberg (Ed.), Mechanisms of Cognitive Development; W. H. Freeman, 1984; M. Atkinson, Explanations in the Study of Child Language Development, Cambridge University Press. 1982; J. A. Fodor, The Language of Thought, M.I.T. Press, 1975.

Examination Arrangements: B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5522

#### Cognitive Structures

Teacher Responsible: Dr. P. C. Humphreys, Room S367 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for B.Sc. Social Psychology third year and Diploma in Social Psychology. Other third year students in B.Sc. (Econ.), B.Sc. Sociology,

discretion, providing they have the basic prerequisites. Scope: Structural, social and communication aspects of cognition. Relations between cognitive, social and cultural structures. Cognitive structure and process thin psychodynamic models.

Syllabus: The course will explore the following topics: The role of language in the communication and internalisation of messages: (i) representation and ommunication, (ii) interpretation of communication. Cognitive structure in semantic memory: manifest/ atent structure, structure of language and of memory, nimary/secondary process thought (role of metaphor and metonymy), dynamic structure. Relations between cognitive process and structure in dreams, the onstruction of poetry, reasoning and problem solving an in formal thought disorder. Positioning of a person's ognitive world within social and cultural structures. Role of myth in the cognitive mediation of social and cultural structures.

Teaching Arrangements: A two-hour weekly lecture/ seminar (Ps122) during the Michaelmas Term.

Reading List: Reading lists for each of the major topics will be provided during the course. The following will he of general use within the course:

R. T. and F. de George, The Structuralists, Anchor, 1972: F. Jameson, The Prisonhouse of Language, Princeton, 1972; E. R. Leach, Culture and Communication, Cambridge, 1976; O. Mannoni, Freud: The Theory of the Unconscious, New Left Books, 1972; R. Barthes, Mythologies, Paladin, 1972; R. Coward and J. Ellis, Language and Materialism, Routledge, 1977.

Examination Arrangements: B.Sc. and Diploma: A wo-hour examination in the Summer Term with students answering two questions from a choice of mestions. In addition, B.Sc. students may submit an ssay to the examiners. The mark obtained on this will be used to lower the mark obtained at the examination, but may be used to raise the final mark n borderline cases.

Ps5523

### Collective Psychologies

Teacher Responsible: Professor R. M. Farr, Room S303 (Secretary, Morag Rennie, S304). Also participating, Dr. C. Badcock.

Course Intended Primarily for B.Sc. Social Psychology third year and Diploma in Social Psychology. With approval of the department other third year course unit students may attend this course. B.Sc. Sociology and B.Sc. Social Anthropology students are particularly

Scope: The aim of the course is to reconstruct, both gically and historically, some of the early forms of collective psychology and to assess their relevance in the context of modern research in psychology and in the other social sciences. The focus of interest is on the relation between psychology and other social sciences. Syllabus: Wundt's Völkerpsychologie (1900-20) will be considered in relation both to his experimental science and to the development of social sciences other than psychology. The impact of Le Bon's psychology of crowds on the study of mass phenomena will be traced.

B.Sc. Anthropology may attend at their tutor's A special study will be made of the collective psychologies developed by Freud. The relevance of the work in collective psychology to the study of scripts, plans and scenarios in modern cognitive science will be explored. If time permits some aspects of collective psychology in the Soviet Union will be looked at and comparisons drawn with Western research.

Pre-Requisites: Some prior knowledge of a social science or of social philosophy.

Teaching Arrangements: Ten two-hour weekly seminars (Ps123) throughout the Michaelmas Term. Written Work: Students present papers in the seminar and are encouraged to write essays on topics agreed with the teacher.

Reading List: A. Nye, The Origins of Crowd Psychology: Gustav Le Bon and the Crisis of Mass Democracy in the Third Republic, Sage, 1975; S. Moscovici, The Age of the Crowd, Cambridge University Press, 1985; Articles by Danziger, Markova, Jahoda and Farr in R. M. Farr (Guest ed.), "History of Social Psychology" (British Journal of Social Psychology, Vol. 22, No. 4, November 1983, Special Issue); C. R. Badcock, The Psychoanalysis of Culture, Blackwell.

More detailed reading lists which include many journal articles are available from the Administrative Secretary (Morag Rennie).

Examination Agreements: B.Sc. and Diploma: A twohour examination in the Summer Term with students answering two from a choice of questions. In addition, B.Sc. students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained in the examination but may be used to raise the final mark in borderline cases.

#### Ps5524

#### Personality and Psychopathology

Teacher Responsible: Dr. A. P. Sealy, Room S387 (Secretary, Morag Rennie, S304)

Course Intended Primarily for B.Sc. Social Psychology third year and Diploma in Social Psychology.

Scope: The investigation of psychological processes involved in mental disorders, starting with a general discussion of psychological aspects of diagnosis. The disorders under consideration will include schizophrenia, psychopathy, depression and anxiety. There will also be a discussion of grief and bereavement and coping mechanisms in stressful circumstances.

Syllabus: The course will start with a general discussion of mental disorder, including models of psychiatric illness, differences between diagnosticians, the concept of "personal illness" and the views of T. Szasz. Arousal processes will be studied in relation to schizophrenia, early infantile autism, hyperactivity in children and psychopathy. Cognitive and behavioural problems will be discussed in relation to depression and schizophrenia. The impact of stressful life events will be discussed in relation to depression and anxiety. There will be a detailed discussion of grief and bereavement, as well as coping mechanisms in extreme or threatening situations.

Pre-Requisites: None for Psychology students. Other students may attend at the discretion of the teacher.

Teaching Arrangements: A weekly seminar course (Ps119) throughout the Michaelmas Term.

Reading List: T. Szasz, The Myth of Mental Illness, Paladin, 1971; R. D. Hare, Psychopathy, Wiley, 1970; T. Cox, Stress, MacMillan, 1978; B. Maher, Principles of Psychopathology, McGraw-Hill, 1966; H. J. Eysenck, Handbook of Abnormal Psychology (Revised Edition), Basic Books, 1978; B. Maher (Ed.), Progress in Experimental Personality Research, selected chapters from Vols. I to IX, Academic Press, 1964 onwards.

Examination Arrangements: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the Examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5526

#### Applied Developmental Psychology

Teacher Responsible: Dr. J. McShane, Room S384 (Secretary, Mrs. Pat Christopher, Room S316) Course Intended Primarily for B.Sc. Social Psychology

third year, Diploma in Social Psychology and M.Sc. Psychology students.

Scope: The course examines various aspects of the interface between developmental theory and developmental intervention, especially in the area of education. Topics include learning difficulties, language, reading, and the effects of computers in education. The methodology of assessment techniques is a key issue.

Syllabus: Developmental deficit and developmental delay. Measuring developmental change in nature and in intervention. Task anlysis and its role in intervention. Applications to the development of language and of reading. Identifying and treating learning difficulties. Can computers help children to learn?

Pre-Requisites: Introductory course in developmental psychology.

Teaching Arrangements: Weekly two-hour seminars (Ps150) of which half will be a lecture and half a discussion.

Reading List: M. Ainscow and D. A. Tweddle, Preventing Classroom Failure: An Objectives Approach, Wiley, 1980; M. Hughes, Children and Number, Blackwell, 1984; G. Lindsay (Ed.), Screening for Children with Special Needs, Croom-Helm, 1984; T. O'Shea and J. Self (Eds.), Learning and Teaching with Computers, Harvester, 1983.

Examination Arrangements: B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

M.Sc.: a two-hour examination in the Summer Term with students answering questions from a choice of questions. Written work carried out during the session forms part of the assessment.

Ps5527 Ps6418

## Life-Span Development Seminar

Teacher Responsible: Mr. A. D. Jones, Room S364 (Secretary, Morag Rennie, S304)

Course Intended Primarily for B.Sc. Social Psychology third year; M.Sc. Social Psychology and Diploma in Social Psychology.

Scope: The adult part of the human life-cycle: varieties of stages and patterns; transitions between stages: crises: examples selected from adolescence, family building, employment, old age: theories of adult development; the control of personal growth.

Syllabus: The adult part of the human life-cycle can be viewed as a series of stages involving a great variety of alternatives and choices. School, employment, marriage, parenting, career development, divorce. bereavement, retirement and death provide some of the framework for the stages. Movement between stages involves changes in family, work groups and social groups and changes in individual identity. The course will concentrate on the main life-span episodes and transitions between them. Theoretical perspectives include Erik Erikson on psychoanalytic issues, Vic Turner on the use of symbols and ritual and Peter Marris on coping with the loss of the past. The human potential movement will be examined as a psychological system enabling individual people to determine their own intellectual, emotional, behavioural and transpersonal growth.

Pre-Requisites: Students without a first degree in psychology should have completed at least two courses in psychology.

Teaching Arrangements: A weekly seminar course (Ps151) throughout Lent Term.

Written Work: Students will be expected to present material in the form of papers.

Reading List: D. C. Kimmel, Adulthood and Ageing, Wiley, 1974.

Examination Arrangements: M.Sc.: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. Written work carried out during the Session forms part of the assessment. B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the Examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

> Ps5528 Ps6415

# Personality and Social Pathology

Teacher Responsible: Dr. A. P. Sealy, Room \$387 (Secretary, Morag Rennie, S304)

Course Intended Primarily for B.Sc. Social Psychology third year; M.Sc. Social Psychology and Diploma in Social Psychology.

Scope: The role of psychological factors in the description and aetiology of social pathologies. especially juvenile delinquency, alienation and suicide

which will form a central part of the course. There will also be a discussion of self concept and nsychopathology and of the social and personal processes involved in transition and change in herapeutic procedures.

Syllabus: The course will start a detailed account of psychological features in the aetiology of juvenile delinquency and differentiations within that area. There will be a discussion of labelling processes but with particular emphasis on the effects of labelling. Attention will be given to the processes and effects of training and rehabilitation schedules with regard to uveniles, including individual-institutional interactions. A central part of the course will consider the definition and historical origin of the concept of alienation and its relation to deviance and policital involvement. The role of self in its social context will be analysed in relation of psychopathology. A consideration will be given to suicide. Finally, there will be an account of change and transition in psychotherapy as a combined function of disorder, personality and situation.

Pre-Requisites: None for Psychology students. Other students may attend at the discretion of the teacher. Teaching Arrangements: A weekly seminar course

Ps152) throughout Lent Term.

Reading List: R. V. G. Clarke, Designing Out Crime, H.M.S.O., 1980; S. R. Brody, The Effectiveness of Sentencing, H.M.S.O., 1976; S. Cohen (Ed.), Images Deviance, Pelican; D. B. Cornish and R. V. G. Clarke, Residential Treatment and its Effects, H.M.S.O., 1975; D. Farrington et al., "The persistence of labelling effects", British Journal of Criminology, 18, pps. 227-289; H. C. Quay, Juvenile Delinquency, Van Nostrand, 1965.

Examination Arrangements: B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the Examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

M.Sc.; A two-hour examination in the Summer Term with students answering two questions from a choice of questions. Written work carried out during the Session forms part of the assessment.

> Ps5529 Ps6417

# Psychological Aspects of Legal

Teacher Responsible: Dr. A. P. Sealy, Room S387 (Secretary, Morag Rennie, \$304)

Course Intended Primarily for B.Sc. Social Psychology third year; M.Sc. Social Psychology and Diploma in Social Psychology. Graduate students in Law and Sociology and students in Social Administration may attend at the discretion of the teacher.

Scope: The application of psychological principles to legal processes; the analysis of some of the assumptions underlying court proceedings; the use of psychological factors in special court decisions, such as custody of

children and arrangements of domestic disputes: use of psychological techniques in forensic decisions, especially with regard to the prediction of parole success and the diagnosis of dangerousness.

Syllabus: The course will have three parts, one concerned with courts and their decision mechanisms; this will range from a study of juries through to an analysis of sentencing. The second part will concern itself with individuals and their behaviour within the system of criminal and civil justice: the identification and analysis of personal bias. The third part will concern itself with special judicial decisions, particularly those concerning children and their custody, dangerous offenders and their treatment and psychopathological offenders and their disposal.

This is not a course in law; its interest is to inquire into some of the psychological assumptions inherent in the forensic processes.

Pre-Requisites: Students without a first degree in psychology should have completed at least two courses in psychology.

Teaching Arrangements: A two-hour weekly seminar (Ps153) throughout the Lent Term.

Reading List: Kalven and Zeisel, The American Jury; R. F. Simon, The Jury and the Rules of Insanity, Brown, 1968; V. J. Konecni and E. B. Ebbesen, The Criminal Justice System: A Social Psychological Analysis, Freeman, 1982; S. Lloyd Bostock and B. R. Clifford, Evaluating Witness Evidence, Wiley, 1982; J. Gunn and D. Farrington, Abnormal Offenders, Delinquency and the Criminal Justice Systems, Wiley,

Examination Arrangements: B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the Examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

M.Sc.: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. Written work carried out during the Session forms part of the assessment.

> Ps5531 Ps6416

## Social Psychology of the Media

Teacher Responsible: Dr. Patrick Humphreys, Room S346 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for B.Sc. Social Psychology third year; Diploma in Social Psychology; M.Sc. Social Psychology and other interested students with appropriate prerequisites.

Scope: Role, function and effects of communications media: their involvement in processes of social influence and social change. Examination of media campaigns and communications effects studies.

Syllabus: The course has five parts:

(a) Introduction: The nature of communication. What makes communication effective? Problems in defining effectiveness: issues of cultural specificity and cultural barriers. Overview of research approaches to the study

decision making will be introduced through the

seminar, and participants will have the opportunity to

explore these techniques further outside the seminar.

Written Work: Students present papers in the seminar

and are encouraged to write essays and prepare

Reading List: This field is one which is developing

rapidly, and there is no overall textbook which

adequately covers current issues across the whole

syllabus. Recent books which provide partial coverage

R. W. Scholz (Ed.), Decision Making Under

Uncertainty, North Holland, 1983; P. C. Humphreys,

O. Svenson & A. Vari (Eds.), Analysing & Aiding

Decision Processes, North Holland, 1983; I. L. Janis

& L. Mann, Decision Making, Free Press, New York,

1977; T. S. Wallsten, Cognitive Processes in Choice

and Decision Making, Lawrence Erlbaum Associates.

Hillsdale, N.J., 1980; K. Borcherding et al., Research

Perspectives on Decision Making Under Uncertainty.

Detailed reading lists, including reviews published in

journals and some key references for the individual

topics covered will be given out during the seminars.

Examination Arrangements: A two-hour examination

in the Summer term with students answering two

questions from a choice of questions. Written work

carried out during the session forms part of the

(c) Issues in the media: The media in relation to the status quo: emergence of film and TV regulation of content of novels, theatre, TV and film. Analysis of media images; reflectons of pre-occupations of the era. Attempts at radicalisation through communications media: audience reactions (anticipated and unanticipated). Methods of negation and defusion of messages.

(d) Propaganda through the media: Development of propaganda techniques for use (i) within, (ii) between social systems (Germany in the 1930's, USA and UK in the Second World War, Cold War propaganda). Use and transformation of stereotypes. Advertising propaganda: decoding advertisements.

(e) Education through the media: Campaigns aimed at (i) health education, (ii) literacy, (iii) awareness of social

Pre-Requisites: Students without a first degree in psychology should have completed at least two courses in psychology.

Teaching Arrangements: Two-hour weekly lecture/ seminars (Ps155) in the Lent Term to be taught by Dr. Humphreys, Professor Himmelweit and Dr. Berkeley. Students on the course are also encouraged to attend to series of lectures (SA133) Media and Society -Research and Policy Issues: Broadcasting, the Press and New Communications Technologies given by Dr. Marjorie Ferguson of the Department of Social Science and Administration, and Professor Himmelweit.

Reading List: J. Curran, M. Gurevitch & J. Woollacott (Eds.), Mass Communication and Society, Arnold-Open University Press, 1979; T. Bennett, S. Boyd-Bowman, C. Mercer & J. Woollacott (Eds.), Popular Television and Film, BFI-Open University Press, 1981; J. Hartley, Understanding News, Methuen, 1982; D. McQuail, Mass Communication Theory: An Introduction, Sage, 1983.

Additional reading lists will be given out at the beginning of the Session.

Examination Arrangements: B.Sc. and Diploma: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. In addition, B.Sc. students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

M.Sc.: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. Written work carried out during the session forms part of the assessment.

Ps5532 Ps6422

# Sociological Forms of Social Psychology

Teacher Responsible: Professor R. M. Farr, Room S303 (Secretary, Morag Rennie, S304)

Course Intended Primarily for B.Sc. Social Psychology third year; M.Sc. Social Psychology students. B.Sc. and M.Sc. students in Sociology, Anthropology and Philosophy are also welcome.

Scope: To examine some of the forms of social psychology which have developed in social sciences other than psychology and to relate them, conceptually and historically, to traditions of research in social psychology within psychology.

Syllabus: A special study will be made of the social philosophy of G. H. Mead and the issue will be raised as to whether the "social behaviourism" of Mead and the "symbolic interactionism" of Blumer are one and the same tradition of social psychology. The argumen will be developed that they are not. Other forms of social psychology within the Chicago School will be examined e.g. the work of Thomas and possibly also the work of Thurstone. Contemporary French research on social representations will be examined in the ligh of Durkheim's distinction between collective and individual representations. Ichheiser's monograph or the ideology of success and failure and on the sociology of human relations will be critically evaluated and its influence traced in the work of Goffman on the presentation of self in everyday life and in Heider's work on the psychology of inter-personal relations. Pre-Requisites: Some prior knowledge of a social

Teaching Arrangements: Ten two-hour weekly seminars (Ps162) throughout the Lent Term.

science or of social philosophy.

Written Work: Students present papers in the seminar and are encouraged to write essays on topics agreed with the teacher. An essay is a required part of the M.Sc. degree work.

Reading List: G. H. Mead, Mind, Self and Society: From the standpoint of a social behaviourist, University of Chicago Press, Chicago, 1934; R. M. Farr and S. Moscovici (Eds.), Social Representations Cambridge University Press, 1984; P. Rock, The Making of Symbolic Interactionism, Macmillan, 1979: H. Blumer, Symbolic Interactionism: Perspective and Method, Prentice Hall, Englewood Cliffs, N. J., 1969; G. Ichheiser, "Misunderstandings in Human Relations A study in false social perception," American Journal of Sociology, Monograph, 1949; M. Bulmer, The Chicago School of Sociology, University of Chicago Press, Chicago, 1984.

More detailed reading lists are available from the Administrative Secretary (Morag Rennie).

Examination Arrangements: B.Sc.: A two-hour examination in the Summer Term with students answering two questions from a choice of questions. Written work carried out during the Session forms part of the assessment. In addition students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the

examination but may be used to raise the final mark in horderline cases.

M.Sc.: A two-hour examination in the Summer Term with students answering two questions from a choice questions. Written work carried out during the session forms part of the assessment.

Ps6414

Applied Developmental Psychology See Ps5526

Ps6415

Personality and Social Pathology See Ps5528

Ps6416

Social Psychology of the Media See Ps5531

Ps6417

Psychological Aspects of Legal Processes See Ps5529

Ps6418

Life-Span Development Seminar See Ps5527

**Decision Making and Decision Support** 

Teacher Responsible: Dr. Patrick Humphreys, Room

Course Intended Primarily for those taking the M.Sc.

Social Psychology; students taking other M.Sc.

ourses who can take an outside paper are also

Scope: Personal, organizational and social decision

making; analysing and aiding decision processes;

resolution of conflicting objectives; decision support

Syllabus: This course examines issues in personal and

ocial decision making, looking at how we can describe

the processes involved in forming judgements, planning

actions and evaluating their consequences; what

happens in societal decision making when people have

onflicting objectives; how risk is experienced and

analysed. Techniques for aiding decision making are

explored, and ways in which decision support systems

Pre-Requisites: Some background knowledge is

desirable in one or more of the fields of cognitive psychology, operations research, systems analysis or

management. Only an elementary level of

mathematical ability is assumed, together with some

capacity for logical analysis of subjective phenomena.

Teaching Arrangements: Two-hourly weekly lecture/

seminars (Ps163) during the Lent Term. Interactive

computer-based techniques for modelling and aiding

are used in organizations are investigated.

\$367 (Secretary, \$316)

Ps6419

assessment.

North Holland, 1984.

Teacher Responsible: Mr. R. Holmes, Room S313 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for those taking the M.Sc. in Social Psychology; students taking other M.Sc. courses who can take an outside paper are also

Scope: The course is primarily concerned to give the psychological underpinning of 'organisational' phenomena - cf. of the formal role, the nature of power, etc. This approach is based on elementary psychological considerations which can be described as Freud modified by Piaget.

Syllabus: The nature of power, legitimacy and authority; groups and leadership; work - alienation and incentives; communication in organisations; the usefulness of the concept of systems for describing and/

Pre-Requisites: No previous knowledge of psychology is wholly necessary, but on the whole it will be assumed that the students are familiar with a certain amount of

the Lent Term.

Reading List: The best idea of the approach taken is that of the teacher's:

Roger Holmes, Legitimacy & the Politics of the Knowable, (Routledge & Kegan Paul, 1976). Reading lists on various topics will be handed out and discussed

Examination Arrangements: A two-hour seminar in the Summer Term. Written work carried out during the session forms part of the assessment.

Ps6420

**People and Organisations** 

or explaining organisational phenomena.

basic psychology. Teaching Arrangements: A weekly seminar (Ps161) in

during the course.

## Social Forms of Social Psychology See Ps5532

Ps6423

# Contemporary Social Psychology

Teacher Responsible: Professor R. M. Farr, Room S303 (Secretary, Morag Rennie, S304). Other participants: Dr. Gaskell, Dr. Humphreys and Dr. Sealy.

Course Intended Primarily for M.Sc. Social Psychology. Students taking other M.Sc. courses are also welcome.

Scope: Selected topics in modern social psychology. Syllabus: The historical background of modern social psychology. Scripts, plans, scenarios and other collective representations in modern cognitive science. Collective representations and attitudes. The social psychology of mind and behaviour. Social interaction and the dynamics of small groups. Collective behaviour and inter-group relations. Social attitudes, social identity theory and relative deprivation. Changing attitudes. Computer simulation of psycho-dynamic theory. Cognitive, linguistic and mnemonic processes in a specific and demanding social situation: the validity and reliability of witness testimony in court. Pre-Requisites: An Honours Degree in psychology. Teaching Arrangements: 20 two-hour lecture sessions

(Ps160) in the Michaelmas and Lent Terms. Reading List: J. C. Turner and H. Giles (Eds.), Intergroup Behaviour, Blackwell, 1981; H. Tajfel, Human Groups and Social Categories: Studies in social psychology, Cambridge University Press, 1981; S. Lloyd Bostock and B. Clifford, Evaluating Witness Evidence, Wiley, 1983; J. R. Eiser, Cognitive Social Psychology, McGraw-Hill, 1980; R. M. Farr and S. Moscovici (Eds.), Social Representations, Cambridge University Press, 1984; M. Hewstone (Ed.), Attribution Theory: Social and functional extensions, Blackwell, 1983; H. T. Himmelweit, P. Humphreys and M. Jaeger, How Voters Decide (revised and updated edition), Open University Press, 1985; M. Cook (Ed.), Issues in Person Perception, Methuen, 1984; S. Stich, Folk Psychology and Cognitive Science, M.I.T. Press, 1981. Examination Arrangements: There will be a three-hour examination in the Summer Term with students answering three questions from a choice of questions. Written work carried out during the session forms part of the overall assessment of the course.

Ps6498

# Methods of Research in Social Psychology

Teachers Responsible: Dr. G. D. Gaskell, Room S307 (Secretary, S316), Professor R. M. Farr, Room S303 (Secretary, Morag Rennie, S304), Dr. P. C. Humphreys, Room S367 (Secretary, S316), Dr. A. P. Sealy, Room S387, (Secretary, Morag Rennie, S304) and Dr. J. E. Stockdale, Room S386 (Secretary, S316) and Mr. A. Wells.

Course Intended Primarily for M.Sc. Social Psychology and M.Phil students in Social Psychology; B.Sc. Social Psychology 3rd year.

Scope: The course has four components:

- (i) Principles of Social Research
- (ii) Research Techniques
- (iii) Advanced Data Analysis
- (iv) Further Statistical Methods (given by Professor D. J. Bartholomew, Statistics Department)
  Syllabus:
- (i) Principles of Social Research. Introduction to the philosophy of scientific method, the design and analysis of experiments and quasi-experiments, social artefacts in research, interviewing and participant observation, attitude measurement, evaluation research, personality assessment and the criteria for assessing psychometric scales and social research.
- (ii) Research Techniques. A series of workshops and practicals covering attitude measurement and questionnaire design, the assessment of personality, interviewing, content analysis and the use of microcomputers for on-line control of experiments and word processing. The presentation of research reports.
- (iii) Advanced Data Analysis. The use of the SCSS and SPSSX computer packages for analysis of social data. (iv) Further Statistical Methods (SM268): Non-parametric techniques including Multivariate Statistics and Applied Multivariate Analysis (SM259).

  (Students should consult Study Guides SM6499 and

(Students should consult Study Guides SM6499 and SM8255).

Teaching Arrangements: The course is taught by means of lectures and practical sessions (Ps165) mainly in the Michaelmas Term. Course work includes regular assignments and exercises on research techniques, computer analysis of data and statistics.

Reading List: G. Hoinville and R. Jowell, Social Research Practice, Heinemann, 1978; T. D. Cook and D. T. Campbell, Quasi-Experimentation Design and Analysis, Rand McNally, 1979; L. J. Cronbach, Essentials of Psychological Measurement; W. M. Crano and M. Brewer, Principles of Research in Social Psychology, McGraw Hill, 1973.

Examination Arrangements: The Statistics course is assessed by means of a formal three-hour test in May, together with the marks for two written assignments carried out during the course. Principles of Social Research and Research Techniques will be assessed on the basis of course work and a written examination.

Ps6499

#### Report

**Teacher Responsible:** All members of the Department may be involved in the supervision of the research project on which the Report is based.

Course Intended Primarily for M.Sc. Social Psychology.

Scope: It is equivalent in value to one-eighth of the year's work. This is roughly equivalent to three weeks' full-time work on the project alone. It is the Report of an empirical investigation carried out on the student's own initiative.

Selection of Topic: Towards the end of the Michaelmas Term a "Project Shop Window" Meeting is held at which members of staff will outline the research areas in which they would be willing to supervise projects. Students must obtain the approval of their Supervisors before embarking on the empirical part of their investigation.

Arrangements for Supervision: In the first instance students should approach the member of staff whom they think is best qualified to supervise the research they have in mind. The function of the Supervisor is to advise the student by providing information and by identifying problems in the proposed research that might not have occurred to the student. The student is not required to accept this advice.

Examination Arrangements: Two copies of the Report must be handed in to the Departmental Office by 30th June, or two weeks after the date of the last written paper whichever is the later. It is preferable if the Report is a typewritten one, It must not exceed 10,000 words in length.

# SOCIAL SCIENCE AND ADMINISTRATION

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

Lectures	and	Seminars

Lecture	/ Sand Schmars		
Seminar Number			Study Guide Number
SA100	Introduction to Social Policy Professor B. Abel-Smith and Professor H. Glennerster	23/MLS	SA5600
SA101	History of Social Policy in the Nineteenth and Twentieth Centuries Dr. J. Lewis	20/ML	SA5612
SA102	The Foundations of Post-War Social Policy Professor H. Glennerster, Mr. M. Reddin, Dr. J. W. Carrier, Dr. M. R. Ferguson, Dr. P. H. Levin and Miss S. B. Sainsbury	20/ML	SA5612; SA6600; SA6611; SA6630
SA103	Social Policy Dr. J. W. Carrier, Professor H. Glennerster and Mr. M. Reddin	23/MLS	SA5720; SA6610; SA6611; SA6630
SA104	Explaining Social Policy Dr. P. H. Levin	10/M	SA5620
SA105	Contemporary Aspects of Social Work and Social Administration Mr. H. B. Rees and others	10/L	
SA109	Sociology and Social Policy Dr. D. M. Downes, Dr. J. W. Carrier, Dr. M. R. Ferguson and Dr. M. I. A. Bulmer	25/MLS	SA5613; SA6601
SA111	Introduction to Social Work and Social Work Method Mr. H. B. Rees and others	10/L	
SA112	Values and Ethics in Social Work Mr. H. B. Rees	3/L	
SA113	Data Analysis for Social Policy and Administration Mrs. D. Irving	10/M	
SA114	Statistics and Computing in Social Investigation Mrs. D. Irving	10/M	SA5622
SA115	Methods of Social Investigation Dr. M. I. A. Bulmer and Mr. G. Rose	20/ML	SA5622; So5801

Lecture/ Seminar Number			Study Guide Number
SA116	Psychology in Social Administration Dr. N. Madge	10/ML	SA5752; SA5753; SA6601
SA120	Social and Political Theory Dr. D. M. Downes		SA5725
SA121	Educational Policy and Administration Dr. M. R. Ferguson	10/M	SA5730
SA122	Race Relations and Ethnic Minority Groups (Not available 1985-86) Dr. M. I. A. Bulmer and Dr. J. W. Carrier	25/MLS	SA5754
SA123	Personal Social Services Miss S. B. Sainsbury	10/M	SA5731; SA6642
SA124	Social Policy in Developing Countries (Not available 1985-86)	20/M	
SA125	Urban Planning and Housing Policies Dr. P. H. Levin	10/M	SA5732; SA6643
SA126	Health Policy and Administration Professor B. Abel-Smith, Mrs. D. Irving and Dr. J. W. Carrier	20/ML	SA5733; SA6640
SA127	Social Theory and Social Policy 1870-1918 Dr. J. E. Lewis	23/MLS	SA5751
SA128	Sociology of Deviance and Control Dr. D. M. Downes	10/M	SA5734
SA129	Social Security Mr. D. F. J. Piachaud and Mr. M. Reddin	15/ML	SA5735; SA6641
SA130	Social Economics Mr. D. F. J. Piachaud and Dr. J. Roberts	20/ML	SA5614; SA6600
SA132	The Finance of the Social Services (Not available 1985-86) Professor H. Glennerster	20/ML	SA5755
SA133	Media and Society: Social and Communications Policy Dr. M. R. Ferguson and Professor H. Himmely	6/L weit	SA133
SA151	Social Policy and Administration — Seminar Professor B. Abel-Smith and Professor H. Glennerster	50/MLS	SA6630
SA152	Social Planning — Seminar Professor H. Glennerster	25/MLS	SA6630; SA6631; SM8359
SA153	Social Policy Research — Seminar Dr. M. I. A. Bulmer	20/M	SA153; SA6630; SA6631

Lecture/ Seminar Number			Study Guide Number
SA154	Health Service — Seminar Mrs. D. Irving, Dr. J. W. Carrier and Professor B. Abel-Smith	25/MLS	SA6640
SA155	Income Maintenance and Social Security Policies — Seminar Mr. M. Reddin and Mr. D. F. J. Piachaud	25/MLS	SA6641
SA156	Personal Social Services — Seminar Miss S. B. Sainsbury	25/MLS	SA6642
SA157	Housing and Urban Planning — Seminar Dr. P. H. Levin	25/MLS	SA6643
SA158	Educational Policies and Administration — Seminar Dr. M. R. Ferguson	25/MLS	SA6644
SA159	Data Analysis for Social Policy and Planning Mrs. D. Irving	10/M	<b>S</b> A159
SA160	Research Seminar in Social Administration Dr. M. I. A. Bulmer	15/MLS	SA160
SA161	Social Research and Social Administration (A) Research Forum Professor B. Abel-Smith	10/ML	SA161
	(B) Research Methodology Dr. M. I. A. Bulmer and Dr. J. Lewis	10/ML	<b>SA</b> 161
SA163	Data Analysis for Research in Social Administration Mrs D. Irving	10/L	SA163
SA170	Planning Theory and the Context of Planning Dr. A. L. Hall and Mrs. M. G. W. Hardiman	25/MLS	SA6740
SA171	Planning Methods (Workshop) Mrs. M. G. W. Hardiman, Mr. A. Cornford and Mr. D. Narine	25/MLS	SA6740
SA172	Social Policy and Planning in Developing Countries Mrs. M. G. W. Hardiman	50/MLS	SA6760
SA173	Social Research Methods and Planning Techniques in Developing Countries — Seminar Dr. M. I. A. Bulmer, Mr. D. F. J. Piachaud, Mr. A. Cornford, Dr. A. L. Hall and Professor H. Glennerster	23/MLS	SA173; SA6760
SA174	The Governmental Context of Development Mr. D. F. Dawson	25/MLS	SA6740
SA175	Economic Aspects of Social Planning in Developing Countries — Class Mr. D. F. J. Piachaud	20/LS	SA6740

Lecture/ Seminar Number			Study Guide Number
SA176	Problems of Health and Disease — Seminar Dr. J. W. Carrier, Mr. D. F. J. Piachaud, Professor B. Abel-Smith and Dr. Walt	25/MLS	SA6741; SA6761
SA177	The Planning of Family Welfare Service and Social Security — Seminar Mr. M. Reddin and Mrs. S. Crowe	25/MLS	SA6742; SA6762
SA178	Rural Development — Seminar Dr. A. L. Hall	25/MLS	SA6743; SA6764
SA179	Social and Economic Aspects of Urbanisation Dr. J. Midgley, Mr. D. Narine and Dr. M. J. Hebbert	26/MLS	SA6744; SA6763
SA180	Social Implications of Education — Seminar Dr. A. L. Hall	25/MLS	SA6745; SA6765
SA185	Legal Framework of Housing Studies: Housing Professor M. Zander and Mr. M. Loughlin	Law 10/L	SA6772
SA186	Housing Econimics and Housing Finance Dr. C. M. E. Whitehead and Professor H. Gler	25/LS nnerster	SA6773
SA187	Housing Policy and Administration Mrs. A. Power and Dr. P. Dunleavy	25/MLS	SA6770
SA302	Issues and Problems in Society Dr. J. W. Carrier and others	15/ML	SA6680; SA6681; SA6700; SA6701; SA6702
SA303	Human Growth Behaviour Miss Z. Butrym and others	20/ML	SA6680; SA6681; SA6700; SA6702
SA305	Themes in Clinical Psychiatry	10/M	SA6680; SA6681; SA6700; SA6701; SA6702
SA306	Child Psychiatry Dr. P. Hill	10/L	SA6680; SA6681; SA6700; SA6701; SA6702
SA307	Mental Handicap Dr. J. Clements	4/S	SA6680; SA6681; SA6700; SA6701; SA6702

Lecture/ Seminar Number			Study Guide Number
SA308	Probation Practice and Policy Mr. H. B. Rees		SA6680; SA6700; SA6701
SA309	Group Processes Mrs. P. Norton	15/ML	SA6680; SA6700
SA311	Social Policy and Administration Dr. M. Brown and Professor H. Glennerster	15/ML	SA6700; SA6701
SA312	Dr. S. Ramon and Mrs. J. Harwin  Crime and Delinquency  Mr. D. Cornish		SA6680; SA6681; SA6700; SA6700; SA6701; SA6702
SA313	Law, Rights and Social Work Professor M. Zander and others		SA6680; SA6681; SA6700; SA6701
SA314	Social Work Legislation Mr. H. B. Rees and others		SA6680; SA6700; SA6701
SA315	Social Work Studies Miss Z. Butrym	27/MLS	SA6681; SA6700; SA6701; SA6702
SA316	Social Work Practice Mrs. J. Harwin and Dr. S. Ramon	27/MLS	SA6700; SA6701; SA6702
SA317	Issues in Social Policy Seminars Professor H. Glennerster and Mr. M. Reddin	15/ML	SA6700; SA6701
SA318	Introduction to Social Work Miss Z. Butrym	10/M	SA6680
SA319	Social Work Practice Mrs. J. Harwin and Mrs. R. Rachman	27/MLS	SA6680; SA6681
SA320		20/M	SA6680; SA6681; SA6700; SA6701; SA6702
SA321	Psychology and Social Work Seminars Mr. D. Cornish	15/MLS	SA6680; SA6681
SA322	Social Research Mr. D. Cornish	8/M	SA6680

Seminar Number			Study Guide Number
SA322a	Social Research Seminars Mr. D. Cornish	27/MLS	SA6680
SA323	Introduction to Social Policy and Administration Professor H. Glennerster	10/M	SA6680
SA323a	Introduction to Social Policy and Administration Seminars Dr. M. Brown	15/ML	SA6680
SA324	Sociology and Social Welfare	10/ML	SA6680
SA326	Innovation in Social Work Dr. S. Ramon and others	6/S	SA6700

# Study Guides

## SA113

# Data Analysis for Social Policy and Administration

Teacher Responsible: Doreen Irving, Room A257 (Secretary, Elizabeth Plumb, A280)

Course Intended Primarily for Diploma in Social Policy and Administration.

Scope: The course introduces students to computing with SCSS, the interactive version of the Statistical Package for the Social Sciences (SPSS). The uses of statistical techniques in social policy and administration are illustrated with examples of data from various sources.

Teaching Arrangements: 10 classes, Michaelmas

Examination Arrangements: This course is not examined and is not intended as preparation for any particular examination.

SA133

# Media and Society: Social and Communications Policy Issues

Teacher Responsible: Dr. M. Ferguson, Room A274 (Secretary, Caroline Raffan, A244)

Course Intended Primarily for B.Sc. SS. & A. 3rd year; B.Sc. (Econ.) Part II; Optional for M.Sc.

Syllabus: The role of the media: a comparative approach to key issues in communications policy - the social, economic and ethical implications of the new technologies (eg. cable television and direct satellite broadcasting); trends in media ownership; issues of press freedom with reference to media ownership, government regulation and the free market.

The media - audience - society relationship: the interaction between producers, messages, audiences and cultural and political life. The role of the media in presenting social policy issues.

Teaching Arrangements: Six lectures (SA133) in the Michaelmas Term.

Reading List: D. McQuail, Mass Communication; E. Katz & T. Szecskö, Mass Media and Social Change; G. O. Robinson (Ed.), Communications for Tomorrow: Policy Perspectives for the 1980s; B. M. Compaigne et al., Who Owns the Media? Concentration of Ownership in the Mass Communications Industry (2nd edn.); Report of the International Commission for the Study of Communication Problems, Many Voices, One World, UNESCO, 1980; M. Jussawalla & D. Lamberton (Eds.), Communication Economics and Development; T. L. McPhail, Electronic Colonialism. the Future of International Broadcasting and Communication; J. Curran & J. Seaton, Power Without Responsibility, the Press and Broadcasting in Britain; P. Golding & S. Middleton, Images of Welfare, Press and Public Attitudes to Poverty.

Examination Arrangements: This course is nonexaminable.

SA153 SA 153a

# Social Policy Research

Teacher Responsible: Dr. M. Bulmer, Room A224 (Secretary, Caroline Raffan, A244)

Course Intended Primarily for M.Sc. Soc. Pol. & Plan.: M.Phil.; Ph.D.; optional for M.Sc. Soc. Pol. & Soc.

Scope: Methodological problems of social research into social policy; interdisciplinary relationships in a research setting. Types of enquiry: (a) theory-testing; (b) description; (c) policy-evaluation; (d) actionresearch. Problem selection and concept definition. Research design. Data collection. Data analysis. Quantitative methods in policy research. Polling and attitude surveys. Population projections. Uses and limitations of social indicators. The application of social research; its place in the policymaking process. Teaching Arrangements: Weekly lectures and seminars, Michaelmas Term (SA153 and SA153a).

Reading List: M. Bulmer, The Uses of Social Research; M. Bulmer (Ed.), Social Policy Research; A. Ryan (Ed.), The Philosophy of Social Explanation; R. Borger and F. Cioffi (Eds.), Explanation in the Behavioural Sciences; M. & C. W. Sherif, Interdisciplinary Relationships in the Social Sciences; A. Forder, Concepts in Social Administration; C. Selltiz, Research Methods in Social Relations; H. W. Smith, Strategies of Social Research; E. R. Tufte, The Quantitative Analysis of Social Problems; R. Lees, Research Strategies for Social Welfare; M. Susser Casual Thinking in the Health Sciences; A. S. C. Ehrenberg, Data Reduction; P. R. Cox, Demography; W. J. M. Mackenzie, Biological Ideas in Politics; M. Spiers, Techniques and Public Administration; A. Shonfield and S. Shaw, Social Indicators and Public Policy; O. Morgenstern, On the Accuracy of Economic Observations; T. Tripodi, Uses and Abuses of Research in Social Work; E. Suchman, Evaluative Research; M. Shipman (Ed.), The Organisation and Impact of Social Research; M. Rein, Social Science and Public Policy, J. Barzun and H. E. Graff, The Modern Researcher; M. Bulmer (Ed.), Social Research and Royal Commissions; D. Rhind, A Census User's Handbook

SA159

# Data Analysis for Social Policy and Planning

Teacher Responsible: Doreen Irving, Room A257 (Secretary, Elizabeth Plumb, A280)

Course Intended Primarily for M.Sc. Social Policy and

Scope: The course introduces students to computing with SCSS, the interactive version of the Statistica Package for the Social Sciences (SPSS). The uses of statistical techniques in social policy and planning are illustrated with examples of data from various sources Teaching Arrangements: 10 seminars, Michaelmas

Examination Arrangements: This course is no examined and is not intended as preparation for any particular examination.

SA160

# Seminars in Social Administration

Teacher Responsible: Dr. M. Bulmer, Room A224 (Secretary, Caroline Raffan, A244)

Course Intended Primarily for Staff and graduate

Scope: Presentation and discussion papers based on esearch in progress.

Teaching Arrangements: Sessional seminars.

SA161

# Social Research and Social Administration (Seminar)

Teachers Responsible: Professor B. Abel-Smith, Room A243 (Secretary, Caroline Raffan, A244) and Dr. M. Bulmer Room A224 (Secretary, Caroline Raffan, A244)

Course intended Primarily for M.Phil and Ph.D. students.

Scope: This seminar provides an opportunity for graduate students to examine different methodological approaches and consider methodological problems encountered in the planning, conduct and writing up of ndividual pieces of research carried out for a higher degree by thesis. Considerable emphasis is placed on the needs of individual students. The seminar is divided into two parts, which meet on alternate weeks: (i) research in social policy and administration: a seminar with an emphasis upon substantive research and the presentation of research results; (ii) methodological strategy: a seminar with an emphasis upon the planning and procedures of empirical research in the social

Reading List: J. Barzun and H. E. Graff (Eds.), The Modern Researcher, A. Ryan (Ed.), The Philosophy of Social Explanation; H. W. Smith, Strategies of Social Research: the methodological imagination; R. Wax, Doing Field Work: Warnings and Advice; J. Robinson, Economic Philosophy: A. J. Culver, The Political Economy of Social Policy; E. H. Carr, What is History?; M. Carley, Social Measurement and Social Indicators: M. Rein, Social Science and Public Policy; R. Plant et al, Political Philosophy and Social Welfare; M. Bulmer, The Uses of Social Research.

SA163

# Data Analysis for Research in Social Administration

Teacher Responsible: Doreen Irving, Room A257 Secretary, Elizabeth Plumb, A280)

Course Intended Primarily for research students in Social Administration.

Scope: The course introduces students to computing with SCSS, the interactive version of the Statistical Package for the Social Sciences (SPSS). The uses of statistical techniques for research in social administration are illustrated with examples of data rom various sources.

Teaching Arrangements: 10 seminars, Lent Term. Examination Arrangements: This course is not examined and is not intended as preparation for any particular examination.

SA173

# Social Research Methods and Planning Techniques in Developing Countries (Seminar)

Teachers Responsible: Dr. M. Bulmer, Room A224, Mr. A. Cornford, Room S105A, Mr. Piachaud, Room A284, Dr. A. Hall, Room A260 and Professor H. Glennerster, Room A279.

Course Intended Primarily for M.Sc. Social Planning in Developing Countries and interested graduate

Scope: Methods of social research in developing countries. Censuses. Surveys. Sampling. Special problems of field work in the Third World. Social Indicators. Operational research techniques. Project appraisal. Cost-benefit analysis.

Teaching Arrangements: Weekly seminars, Michaelmas and Lent Terms.

Reading List: M. Bulmer & D. P. Warwick (Eds.), Social Research in Developing Countries: Surveys and Censuses in the Third World; D. Casley & D. Lury, Data Collection in Developing Countries; M. Peil, Social Science Research Methods: an African Handbook; W. O. Barr et al, Survey Research in Africa; D. P. Warwick and C. Linninger, The Sample Survey; S. Pausewang, Methods and Concepts of Social Research in a Developing Country; E. Sheldon and W. Moore, Indicators of Social Change; M. Baster (Ed.), Measuring Development; W. Petersen, Population; A. K. Sen, Poverty and Famines; H. S. Shryock and J. S. Siegel, The Methods and Materials of Demography; M. Carley, Social Measurement and Social Indicators: R. L. Ackoff and M. Sasieni, Fundamentals of Operations Research; W. E. Duckworth, A. E. Gear and A. G. Lockett, A Guide to Operational Research; J. Lighthill, Newer Uses of Mathematics; R. Layard (Ed.), Cost-Benefit Analysis; E. Mishan, Elements of Cost Benefit Analysis; P. Dasgupta et al, Guidelines for Project Appraisal; J. Midgley & D. Piachaud (Eds.), The Fields and Methods of Social Planning.

SA5600

### Introduction to Social Policy

Teacher Responsible: Professor B. Abel-Smith, Room A243 (Secretary, Caroline Raffan, A244)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II. B.Sc. course unit, outside option.

Scope: The course aims to give a general introduction to social policy.

Syllabus: Ideas about social policy: the contribution of social and political theorists and economists: debates about the appropriate scale and nature of government interventions; the changing and conflicting definitions of citizenship, freedom and distributive justice; the social division of welfare.

The course examines how certain social and economic needs of individuals and groups are identified; how policies are formulated; and how government bodies sometimes change their structure in response to these perceived needs; how policies are administered, and revised in response to changing circumstances; the

impact of interest groups and changing technology; the debate about planning, resources and manpower.

These topics will be illustrated by reference to selected pieces of social legislation in the fields of health, housing, social security, education, the personal social services and employment. The main focus will be on Great Britain, but comparative material from other societies will also be used.

Pre-Requisites: None required. Students with some knowledge of British History 1800 to the present day, economics, and sociology will be able to use this

Teaching Arrangements: One lecture course accompanied by a class.

Lectures: SA100 25 Michaelmas and Lent Terms Classes: SA100(a) 10 Michaelmas, 10 Lent, 5 Summer

Michaelmas Term: work will cover a comparative social policy and social policy innovation in Britain

Lent Term: work will cover the assessment of the impact of social policy.

Summer Term: the institutional framework within which social policy operates will be discussed.

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: No single book covers the entire syllabus. The following are useful introductory texts one or two of which students might wish to buy:

T. H. Marshall, Social Policy, Hutchinson, 1975; M. Brown, Introduction to Social Administration (Fifth edn.), Hutchinson, 1982; R. M. Titmuss, Social Policy: An Introduction, Allen and Unwin, 1975; D. V. Marsh, The Welfare State (Second edn.), Longmans, 1980; W. A. Robson, Welfare State and Welfare Society, Allen and Unwin, 1976; J. Le Grand & R. Robinson, The Economics of Social Problems, Macmillan, 1976; D. Fraser, The Evolution of the British Welfare State, Macmillan, 1973; M. Hill, Understanding the Welfare State, Basil Blackwell and Martin Robertson, 1982. Full bibliographies will be provided with the programme of class topics.

Examination Arrangements: There is a three-hour examination in the Summer Term. The paper contains 15 questions of which four are to be answered. Each question is allocated equal marks.

SA5612

# History of Social Policy in the 19th and 20th Centuries

Teacher Responsible: Dr. J. Lewis Room A259 (Secretary, Doreen Young, A280)

Course Intended Primarily for B.Sc. Soc. Policy & Admin, first year students, for whom it is compulsory, and optional for Diploma Soc. Pol. and Admin. Option

Scope: Aims to give students a knowledge of the development of social policy in the 19th and 20th centuries and the context in which it emerged.

Syllabus: The relationship of government, politics, social structure and economic changes to social policy. The influence of social, political and economic thought.

The influence of war; the impact of industrial and demographic change; occupational stratification; the development of the social services. The role of pressure groups and voluntary organisations in policy formation. The development of public administration and the making of social policy.

Teaching Arrangements: Lectures (SA101) 20. Sessional, and (SA102), 20, Michaelmas and Lent

Classes (SA101a), one 11 hour class each week.

Written Work: Students will be expected to hand in one essay per term to their class teacher. It is also expected that students will read for classes and contribute to class discussion.

General Reading List: Texts: The following are useful for reference purposes, especially if you have no prior knowledge of the period. R. K. Webb, Modern England; D. Read, England, 1868-1914; F. Betharida. A Social History of England 1851-1975; A. Marwick, Britain in the Century of Total War; Asa Briggs, The Age of Improvement; G. Best, Mid-Victorian 1851-75. On economic history the following texts are recommended:

P. Mathias. The First Industrial Nation; Phylis Deans. The First Industrial Revolution; W. Ashworth, Economic History of England 1870-1939; R. Floud & D. McCloskey, Economic History of Britain, especially Vol. II; E. J. Hobsbawm, Industry and Empire. On the development of social policy the following are

D. Fraser, The Evolution of the Welfare State; M. Bruce, The Coming of the Welfare State; D. Roberts. Victorian Origins of the British Welfare State; B. B. Gilbert, The Evolution of National Insurance; British Social Policy 1914-39; Pat Thane, The Foundations of the Welfare State; Paul Barker (Ed.), Founders of the

Your class reading lists which will be distributed by class teachers are very important and we have tried to star the particularly crucial material on these.

Examination Arrangements: Three-hour examination in Summer Term.

SA5613

# Sociology and Social Policy

useful for reference:

Teacher Responsible: Dr. D. M. Downes, Room A237 (Secretary, Elizabeth Plumb, A280)

Course Intended Primarily for B.Sc. Social Policy and Administration, first year students.

Scope: The aim of the course is to introduce students to major themes and perspectives in social theory, as a preparation for their more detailed examination in relation to social policy issues throughout the course. Syllabus: The course will be in two parts:

1 An introduction to elements of social theory, and their implications for, and relationship to, political choice and social policy; comprising basic concepts in the analysis of social stratification, the distribution of power, modes of organisation, roles and social action in modern industrial societies.

2 Introduction to sociology and social policy in relation to a number of substantive fields in modern Britain such as demography, health, education; poverty and income distribution; housing and urban and regional planning; deviance and control: the mass media: and race relations.

Pre-Requisites: None.

Teaching Arrangements: Lecture course and associated classes.

Lectures: SA109 Sociology and Social Policy, given by Dr. Downes and others. 25 weekly lectures, Sessional. Classes: SA109(a). Classes are weekly, 1 hour long. (1) Michaelmas Term: two groups of students, taken by Dr. Downes. (2) Lent Term: the same, taken by various lecturers.

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 and H. Newby, The Problem of Sociology; T. Bilton, et al, Introductory Sociology; D. Thompson (Ed.), Political Ideas; W. G. Runciman, Social Science and Political Theory: R. A. Pinker. Social Theory and Social Policy; H. Stuart Hughes, Consciousness and Society; R. A. Nisbet, The Sociological Tradition; P. Berger, Invitation to Sociology; A. Giddens, Capitalism and Modern Social Theory; D. Silverman, The Theory of Organisations; L. Coser, Masters of Sociological Theory; C. Wright Mills, The Sociological Imagination; J. Westergaard & H. Resler, Class in a Capitalist Society; I. Reid, Social Class Differences in Britain (2nd edn.); A. H. Halsey, Change in British Society; M. Bulmer (Ed.), Social Policy Research.

Examination Arrangements: Three-hour paper in the Summer Term; four questions to be answered.

SA5614

### Social Economics

Teachers Responsible: David Piachaud, Room A284 Secretary, Mrs. Doreen Young, A280) and Dr. J.

Course Intended Primarily for B.Sc. Social Policy and Administration, 1st year.

Scope: Introduction to economics and its application social policy.

Syllabus: The nature of the economic problem. The price mechanism and economic problem. The price mechanism and economic efficiency. Allocation problems in capitalist and centrally planned economies. The role of the state in economic activity. The demand for and supply of social services. The incidence of taxes and benefits. The determination of wages; the role of trade unions; minimum wage legislation. The distribution of incomes; policies of income redistribution. The application of economic analysis to he allocation of resources in the public sector.

Pre-Requisites: None.

Teaching Arrangements: Lectures: Social Economics (SA130), 20 lectures, Michaelmas and Lent Terms, given by David Piachaud. Classes: 25 classes.

Written Work: Essays and class presentations will be equired for classes.

Reading List: J. Le Grand & R. Robinson, The Economics of Social Problems; A. B. Atkinson, The Economics of Inequality; A. Williams & R. Anderson, Efficiency in the Social Services; R. Layard, M. Stewart & D. Piachaud, The Causes of Poverty.

Examination Arrangements: Three-hour paper in the Summer Term; four questions to be answered.

SA5620

### Social Administration

Teacher Responsible: Dr. Peter Levin, Room A251 (Secretary, Doreen Young, A280)

Course Intended Primarily for B.Sc. Social Policy and Administration, 2nd year; B.Sc. (Econ.) XXIII Social Policy, 2nd year; other B.Sc. (Econ.) students who may take the subject in Part II as a 'paper taught outside the Department'.

Scope: The aim of the course is to introduce students to the study of the processes of making and administering social policy in Britain, and to equip them with a basic methodology for exploring and analysing these processes and explaining the "policy manifestations" that emerge from them.

Syllabus: The course deals with processes of several different kinds: (1) Processes leading up to the enactment of social policy legislation; (2) The making of decisions on public expenditure at central level; (3) The interaction between central government and local authorities over policies which are adopted by the former but administered or implemented by the latter: (4) The process of innovation, resolving issues, and meeting needs from day to day to go on within social services organisations such as the National Health Service and local government; (5) Processes that involve encounters between the citizen and state agencies - the obtaining of welfare benefits, whether as a matter of statutory right or officials' discretion, and the redress of grievances through tribunals or ombudsmen. We seek to explain the forms that these processes take and the outcomes that they have by examining (a) the motivations, interests and powers of the various 'actors' and the parts that these actors play; (b) the input of facts and ideological values and their influence on perceptions and decisions; (c) the effects of the structure of the policy-making and administrative 'system' as manifested in - for example - the departmental structure of British central government, the relationships between government ministers and civil servants, and the division of power and responsibility between central government and local authorities; (d) the social, economic and political

The course makes considerable use of published casestudy material.

Pre-Requisites: The course requires some familiarity with the government and politics of Britain. B.Sc. (Econ.) will find it advantageous to have taken in Part I either Modern Politics and Government, with special reference to Britain, or English Legal Institutions, but this is not essential. A sufficient background can be obtained by reading during the summer vacation (see reading list below).

Teaching Arrangements: There is a course of 10 lectures, Explaining Social Policy (SA104), given by Dr. Levin in the Michaelmas Term; he also holds weekly one-hour classes (SA104a) throughout the

Written Work: Students are strongly recommended to submit a minimum of two essays during the course, not least as a means of finding out what the examiners will be looking for at the end of the year. Students are not expected to give oral presentations at classes, but they are required to have prepared for the class by reading beforehand. A class may be terminated as it transpires that insufficient preparation has been done to sustain an informed discussion.

Reading List: Some at least of the following texts, which give a background in British government and politics, must be read before the beginning of the course: J. P. Mackintosh, The Government and Politics of Britain (5th edn.); R. Rose, Politics in England Today: A. H. Hanson & M. Walles, Governing Britain (2nd edn.); B. Headey, British Cabinet Ministers; R. M. Punnett, British Government and Politics; S. A. Walkland & M. Ryle, The Commons Today; P. G. Richards, The Backbenchers; R. G. S. Brown & D. R. Steel, The Administrative Process in Britain; P. Kellner & Lord Crowther-Hunt, The Civil Servants; A. Alexander, Local Government in Britain since Reorganisation; H. Elcock, Local Government; S. E. Finer, Anonymous Empire; R. Kimber & J. J. Richardson (Eds.), Pressure Groups in Britain.

The following texts are representative of the case-study material used: K. G. Banting, Poverty, Politics and Policy; M. J. Barnett, The Politics of Legislation; D. V. Donnison et al., Social Policy and Administration Revisited; J. Edwards and R. Batley, The Politics of Legislation; D. V. Dennison et al., Social Policy and Administration Revisited; J. Edwards & Positive Discrimination; P. Hall et al., Change, Choice and Conflict in Social Policy: P. Hall, Reforming the Welfare; H. Helco & A. Wildavsky, The Private Government of Public Money; A. J. Willcocks, The Creation of the National Health Service.

A specialised reading list will be given out for each

Examination Arrangements: Students take a threehour formal examination in the Summer Term. The paper usually contains twelve or so questions, out of which four must be answered. The content of the paper reflects the topics covered in the classes and lectures.

SA5622

# Methods of Social Investigation

Teacher Responsible: Dr. Bulmer, Room A224 (Secretary, Caroline Raffan, A244), and Mrs. D. Irving, Room A257 (Secretary, Elizabeth Plumb,

Course Intended Primarily for B.Sc. Social Policy and Administration, Second year students, Paper 7; B.Sc. (Econ.) XXIII Social Policy Paper 7 (g)

Scope: The paper aims to give students a comprehensive introduction to methods of social research with a statistical emphasis.

Syllabus: The design and analysis of social investigations, particularly those which incorporate the statistical approach. The nature of social measurement. Problems of collecting, ordering and assessing evidence in social enquiry. Elements of sampling theory and the concept of statistical inference. Data collection by

means of social survey, participant observation and documentary methods. The use of official data, Basic descriptive and inferential statistics. Analysis of data particularly from surveys and censuses. The use of computers in data analysis. The role of these statistical methods and multivariate techniques in the interpretation of social data and the formulation of

Pre-Requisites: The paper is part of a course taken by students who have "A" levels in one or more social science subjects, and usually an "O" level in mathematics. There are no formal pre-requisites, but the course assumes a basic numeracy.

### Teaching Arrangements:

Lectures: SA115: Methods of Social Investigation, one hour per week in Michaelmas and Lent Terms. SA114: Statistics and Computing in Social Investigation, one hour per week in the Michaelmas

Classes: SA115(a) Classes one hour per week Michaelmas and Lent Terms, beginning sixth week of Michaelmas Term.

SA114(a) one hour per week Michaelmas and Lent Terms. Students will use a computer to analyse data from various sources

Written Work: For Dr. Bulmer's Methods of Social Investigation class students are required (a) to make one or two verbal presentations of about 20 minutes at a class during the two terms, (b) to write two essays, one in each term, of about 1,500-2,000 words on a topic prescribed at the beginning of the term. In these classes active verbal participation by students is expected throughout.

For Mrs. Irving's Statistics and Computing class, students will be required to write summaries and interpretations of the results of their analyses of data. A project report will be required each term.

### Reading List: A. Social Investigation

The recommended texts for the lecture course are M. Bulmer (Ed.). Sociological Research Methods and G. Rose, Deciphering Sociological Research.

The following will also be frequently consulted: H. M. Blalock, An Introduction to Social Research: C. Selltiz et al., Research Methods in Social Relations; H. W. Smith, Strategies of Social Research; M. Stacey, Methods of Social Research; C. Marsh, The Survey Method: S. Stouffer, "Some Observations on Study Design" (American Journal of Sociology, 60, 1950) M. Rosenberg, The Logic of Survey Analysis; H. Zeisel, Say it with Figures; E. J. Webb et al., Unobtrusive Measures; HMSO, Social Trends (annually); B. Edwards, Sources of Social Statistics; A. Shonfield & S. Shaw, Social Indicators and Social Policy; M. Carley, Social Measurement and Social Indicators; D. T. Campbell & J. C. Stanley. Experimental and Quasi-Experimental Designs for Research; G. J. McCall & J. L. Simmons (Eds.), Issues in Participant Observation; I. Deutscher, What we Say/What we Do; E. H. Carr, What is History?; L Gottschalk, Understanding History; K. Popper, The Poverty of Historicism; E. Nagel, The Structure of Science; M. Weber, The Methodology of the Social Sciences; G. Myrdal, Value in Social Theory; G.

Sloberg (Ed.), Politics, Ethics and Social Research: L. Rainwater & W. L. Yancev (Eds.), The Movnihan Report and the Politics of Controversy; W. G. Runciman, Social Science and Political Theory: M. D. Shipman, The Limitations of Social Research; M. Bulmer (Ed.), Social Policy Research.

The lecture reading list and the reading list for Dr. Bulmer's classes provide basic guidance on reading for this part of the course.

### B. Statistics and Computing

B. H. Erikson & T. A. Nosanchuk, Understanding Data; D. Rowntree, Statistics Without Tears; Hunt & Shelley, Computers and Common Sense; P. Bishop, Computing Science; D. C. Pitt & B. C. Smith, The Computer Revolution in Public Administration.

Examination Arrangements: The subject is assessed in the Summer Term by one three-hour written paper (75%) and a project report (25%). The written paper s in two parts. Students are required to answer one question in the first part, involving statistical merpretation, and three questions in the second part from a choice of about 10 questions. The project report should be handed in by 16 May 1986.

SA5720

# Social Policy

Teacher Responsible: Mike Reddin, Room A281 Secretary, Elizabeth Plumb, A280)

Course Intended Primarily for B.Sc. Soc. Sci. and Admin., 3rd year (paper 5); B.Sc. Econ, XXIII Social Policy (paper 2); B.Sc. Soc. Policy and Admin. 3rd year (paper 9).

Scope: The range of theoretical approaches to social policy, and the economic and social impact of such

Syllabus: 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, historically and comparatively from the perspectives of the different 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; freedom and authority; rights and duties; law and discretion; justice and punishment. It considers the concepts of need, rationing and resource allocation particularly in the field of public expenditure. It looks at the distributive and redistributive impact of policies and at the varied forms of State intervention in the mixed economy of

Pre-Requisites: Students who are taking no other social policy paper will be helped if they attend course SA102 The Foundations of Post-War Social Policy. Students will gain most if they have some general understanding of UK social, economic and political institutions.

Teaching Arrangements: The weekly lectures (SA103) Social Policy are followed by 1½ hour classes. The lectures are shared between John Carrier, Howard Glennerster and Mike Reddin. Each of these teachers is responsible for all the classes on a termly basis, Classes: SA103(a) B.Sc. S.S. & A. and B.Sc. (Econ.) Part II: Michaelmas (Mike Reddin, Room A281), Lent

(John Carrier, A238) and Summer (Howard Glennerster, Room A279).

Written Work: One or more students will normally be required to make a brief introduction to the class: each student is likely to have to prepare one such introduction per term. It is expected that students will actively participate in discussion in all classes. Each student will be required to submit a piece of written work to the class teacher at the end of the Michaelmas and Lent Terms.

Reading List: R. M. Titmuss, Social Policy: An Introduction; R. A. Pinker, Social Theory and Social Policy; The Idea of Welfare; P. Hall et al., Change, Choice and Conflict in Social Policy; H. Glennerster, Social Service Budgets and Social Policy; Paying for Welfare; J. Rawls, A Theory of Justice; W. G. Runciman, Relative Deprivation and Social Justice: D. Miller, Social Justice; R. Mishra, Society and Social Policy; The Crisis in the Welfare State; G. Room, The Sociology of Welfare; I. Gough, The Political Economy of the Welfare State; R. Plant et al., Political Philosophy and Social Welfare; K. Banting, Poverty, Politics and Policy; M. Adler & Asquith, Discretion and Welfare; P. Taylor-Gooby & J. Dale, Social Theory and Social Welfare; J. Higgins, States of Welfare; M. Brown & N. Madge, Despite the Welfare State: A. Weale, Social Theory and Social Policy; J. Le Grand, The Strategy of Equality.

Supplementary Reading List: Full bibliographies will be given to students at the start of each term.

Examination Arrangements: Students sit one threehour examination in the Summer Term. They are required to answer four questions.

SA5725

## Social and Political Theory

Teacher Responsible: Dr. D. M. Downes, Room A237 (Secretary, Elizabeth Plumb, A280)

Course Intended Primarily for B.Sc. Degree in Social Science and Administration, end of second and throughout third year. Also optional for third year B.Sc. (Econ.) Social Policy option.

Scope: The aim of the course is to enable students to examine major issues in social and political theory, and their relation to social policy.

### Syllabus:

(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, including Locke, Rousseau and the Englightenment, Utilitarianism and developments in socialist theory. Burke and conservative philosophies.

(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. Approaches included are Marxism; the work of Durkheim, Weber and Spencer; functionalism and action theory; critical theory; symbolic interactionism, and phenomenological approaches. A concern throughout is to discern the implications of these approaches for social policy and political activity.

Pre-Requisites: Normally, students will have taken

Sociology and Social Policy (SA109), but comparable introductory course material would suffice.

Teaching Arrangements: Lecture course and classes. Lectures: So106: Sociological Theory, given by Dr. Mann (S778; Secretary: Ms. Y. Brown, S656) 20 lectures, weekly, Michaelmas and Lent Terms. And Political Theory and Social Policy, given by Miss C. Farsides, fortnightly.

Classes: SA120(a) and (b). 6 weekly classes in weeks 5-10 of the Summer Term are given and cover political theory from Hobbes to Marx. These precede 20 weekly classes (SA120b) for students in their 3rd Year by Dr. Downes, which cover the sociological and selected political aspects of the course, and 10 fortnightly classes by Miss Farsides on Political Theory. Classes are one-and-a-half hours.

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

J. Plamenatz, Men and Society (2 Vols.); G. Duncan, Marx and Mill; G. Sabine, A History of Political Thought (3rd edn.); C. B. Macpherson, The Political Theory of Possessive Individualism; R. Aron, Main Currents in Sociological Thought (2 Vols.); G. Hawthorne, Enlightenment and Despair; A. Giddens, Capitalism and Modern Social Theory; A. Giddens, New Rules of Sociological Method; E. Gellner, Legitimation of Belief; T. Bottomore & R. Nisbet (Eds.), A History of Sociological Thought.

Examination Arrangements: Students sit one threehour, four question, paper in the Summer Term of their third year.

SA5730

# **Educational Policy and Administration**

Teacher Responsible: Dr. Mariorie Ferguson, Room A274 (Secretary, Caroline Raffan, A244)

Course Intended Primarily for B.Sc. Social Science and Administration 3rd year students; B.Sc. (Econ.) Part II; B.Sc. course unit.

Scope: The course deals mainly with educational policy making in Britain - its decision-making processes, institutional power structure and forms of provision at all levels from pre-school to higher education.

Syllabus: The formation of educational policy in Britain, the role of central and local government, school governing bodies, professional organisations and pressure groups. The provision of education - costs, methods of finance, distribution of resources, educational planning. Issues, research and policies concerning sex, race and class differences in educational performance, pre-school provision and post-school training.

Pre-Requisites: None.

Teaching Arrangements: Ten lectures in the Michaelmas Term (SA121) and weekly classes (SA121a) throughout the session.

Written Work: Students are expected to prepare one or more class papers each term, and write one class essay per term.

Reading List: The following are some key texts. Detailed bibliographies will be given out with the class programme.

E. G. West, Education and the State; E. E. Rich, The Education Act 1870; P. H. J. H. Gosden, Education in the Second World War; A. H. Halsey et al., Origins and Destinations; A. Corbett, Much to do about Education; W. Richmond, Education in Britain since 1944; M. Rutter et al., Fifteen Thousand Hours; D. Lawton, The Politics of the School Curriculum: M Kogan, The Politics of Educational Change: Educational Policy Making; P. Lodge & T. Blackstone; Educational Policy and Educational Inequality; D. Regan, Local Government and Education; C. Baxter et al., Economics and Educational Policy,

Examination Arrangements: The examination consists of a three-hour, unseen written paper with four questions to be answered. The examination paper 18 based on the topics covered in the classes.

SA5731

# Personal Social Services

Teacher Responsible: Sally Sainsbury, Room A250 (Secretary, Doreen Young, A280)

Course Intended Primarily for B.Sc. (Econ.) Part II: B.Sc. Social Science and Administration; B.Sc. course

Scope: The development and operation of the personal social services in Britain.

Syllabus: The personal social services, 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, Interorganisational and management issues: performance indices and evaluation; the interaction of central and local government; the voluntary sector; pressure groups; the clientele; private and community patterns of service.

Pre-Requisites: None.

Teaching Arrangements: One lecture course accompanied by classes.

Lectures: SA123, 10 Michaelmas Term.

Classes: SA123(a), 10 Michaelmas, 10 Lent, 5 Summer Terms.

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; K. Jones, Opening the Door; RKP, 1975, B. M. Rodgers & J. Stevenson, New Portrait of Social Work, OUP, 1973; Report of the Committee on Local Authority and Allied Personal Social Services, (Seebohm), Cmmd. 3703, 1968; P. Hall, Reforming the Welfare, Heinemann, 1976; B. Davies, Social Needs and Resources in Local

Social Services, Pitman, 1977.

A full bibliography will be provided with the programme of class topics.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 12 questions, of which four are to be answered. Each question is allocated equal marks.

SA5732

# Housing and Urban Structure

Teacher Responsible: Dr. Peter Levin, Room A251 Secretary, Doreen Young, A280)

Course Intended Primarily for B.Sc. Social Science and Administration, 3rd year; B.Sc. (Econ.) XXIII. Social Policy, 3rd year; other B.Sc. (Econ.) students who may take the subject in Part II as a 'paper taught outside the Department'; B.Sc. course unit.

Scope: The aim of the course is to introduce students o the study of housing and urban structure and to equip them with basic questions and techniques for exploring and analysing the processes at work in cities and housing markets. It does this by adopting an issueoriented approach, ie. by taking certain issues and exploring what lies behind them. The course deals mainly with England and Wales, although there is a comparative component.

Syllabus: This course can be divided into five parts: The Housing System in Britain: This part of the course looks at housing on a national scale, and provides a background to the following parts. It covers the pattern of tenures and major changes, such as the decline in private renting and the growth of 'alternative' forms of tenure; it also tackles the question of whether there is a national housing problem, and the need and scope for action by central government.

How Cities Work: Here we put housing in the context of other elements of urban structure - social, physical, economic - and ask, among other questions, what determines where people of different social class ive. We look at the changes currently taking place in population, housing and employment, and ask how these changes are related. There is some emphasis on e problems of inner urban areas, and we ask what sons have been learned from the Community Development Projects and the Inner Area Studies. We also look at the way the town planning system has operated, and put the classic questions: who gains? who loses? who decides?

Housing at Local Level: Here we are concerned with questions of who gets what in housing, and why, paying particular attention to the role of local authorities and other 'urban managers' or gatekeepers. So we ask, for example, who becomes homeless, and why, and how do local authorities respond to it. Are ethnic minorities relatively worse housed than other people? Has the 1974 Rent Act, which gave security of tenure to many furnished' tenants, made it more difficult for newcomers to the housing market to find somewhere to live? Why do some local authorities have hard-tolet accommodation at the same time as long waiting lists? Are tenant co-ops the solution to the problem of how to manage local authority estates?

Service, Michael Joseph, 1968; E. Sainsbury, Personal 4. Problems of Run-down Housing: This part of the course looks at 'gentrification' and other processes that are going on in some inner areas, and at the way in which local authorities have been facing the issue of whether to improve run-down housing or to pull it down and build anew. We ask what the social costs of rehabilitation and redevelopment are, and whether the people on the receiving end might with advantage be enabled to participate in the decisions that will affect

> 5. New Towns and 'Overspill': We look at new towns and 'town development' schemes with two questions in mind. To what extent have the planners and development corporations been successful in creating balanced and self-contained communities? And what contribution - if any - have these developments made to solving the problems of inner London and other cities?

> Pre-Requisites: Students who have taken introductory courses in one or more of social policy and administration, public administration, sociology, economics or geography will have a useful foundation. More important are curiosity about the subject matter and the desire to relate one's personal experience of living in a town or city to a wider context.

> Teaching Arrangements: There is a course of ten lecturesd (Urban Planning and Housing Policies, SA125) given by Dr. Levin in the Michaelmas Term; he also holds weekly classes (SA125a) of 1½ hours duration during the session. The range of possible class topics is very wide: the actual programme will be decided in consultation with the members of the class and will take their particular interests into account wherever possible.

> Written Work: Each student will be expected to prepare and give a 20-minute oral presentation at two or three classes during the year. It is strongly recommended that students should in addition submit a minimum of two essays during a year, not least as a means of finding out what the examiners will be looking for at the end

Reading List: The following introductory texts are recommended: K. Bassett & J. Short, Housing and Residential Structure: J. B. Cullingworth, Essays on Housing Policy; D. V. Donnison & C. Ungerson, Housing Policy; P. Hall (Ed.), The Inner City in Context; G. Kirk, Urban Planning in a Capitalist Society; S. Lansley, Housing and Public Policy; P. Lawless, Britain's Inner Cities; A. Murie et al., Housing Policy and the Housing System.

More specialised lists will be given out for particular classes and lectures.

Examination Arrangements: Students take a threehour formal examination in the Summer Term. The paper usually contains twelve or so questions, out of which four must be answered. The content of the paper reflects the topics covered in classes and lectures.

SA5733

# Health Policy and Administration

Teacher Responsible: Professor Brian Abel-Smith, Room A243 (Secretary, Caroline Raffan, A244)

Course Intended Primarily for B.Sc (Econ.) Part II. B.Sc. (SS&A) 3rd year; B.Sc. course unit; Optional for Dip. Soc. Pol. & Admin. (Option I).

Scope: 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.

Syllabus: 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, (e.g. 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.

Pre-Requisites: 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

Teaching Arrangements: The lecture course (SA126) is composed of 20 lectures given by Professor B. Abel-Smith, Dr. Carrier and Mrs. Irving, Each lecture is supported by a one-hour class. Classes (SA126a) continue after the lecture course has finished, and extend into the Summer Term. 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, Value for Money in Health Services (Heinemann, 1976) £5.50; The National Health Service: The First Thirty Years (HMSO, 1978) (out of print, available in LSE Library); L. Garner, The NHS: Your Money or Your Life (Penguin, 1979) £1.25; Report of the Royal Commission on the National Health Service, Cmnd. 7615 Chairman, Sir Alec Merrison, (HMSO, July 1979) £8.00; P. Townsend & N. Davidson, Inequalities in Health (The Black Report) (Penguin, 1982) £2.50; B. Watkin, The National Health Service: The First Phase 1948-74 and After (G. Allen & Unwin, 1980) £4.95; J. A. Muir Gray, Man Against Disease. Preventive Medicine (Oxford University Press, 1979); Christopher Ham,

Health Policy in Britain (The Macmillan Press, 1982): R. Klein, The Politics of Health (Longman, 1983) 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.

Examination Arrangements: For undergraduates reading for a three-year degree. A formal three-hour written examination. The usual format requires students to answer four questions out of a choice of 14/ 15; all carry equal marks. For other students (General Course, Diploma) there are no formal examinations, but individiual requirements for assessment are met by students sitting the formal examination or a combination of course assessment and an advance notice paper, M.Sc. students take a formal examination in the Planning of Health Services course.

SA5734

# Sociology of Deviance and Control

Teacher Responsible: Dr. D. M. Downes, Room A237 (Secretary, Elizabeth Plumb, A280)

Course Intended Primarily for B.Sc. degree in Social Science and Administration, third year; B.Sc. (Econ.) Social Policy Option, third year; B.Sc. (Econ.) Outside Option, third year; B.Sc. course unit.

Scope: 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.

Syllabus: Detailed consideration is given to the major sociological perspectives on deviance and control, 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 materia from other societies.

Pre-Requisites: Introductory courses in sociological theory and social structure.

Teaching Arrangements: There is a lecture course and

Lectures: So144: Sociology of Deviant Behaviour, given by Dr. Downes and Dr. Rock (Room S875; Secretary, Elaine Hartwell, A453). There are ten lectures, one per week in the Michaelmas Term only. Classes: SA128(a): 20 weekly classes. Classes are one and a half hours long; the teacher is Dr. Downes.

Written Work: One essay per term is strongly recommended. One introductory paper per term 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; H. Becker, Outsiders, 2nd edn.; A. K. Cohen, Deviano

and Control; D. Matza, Becoming Deviant; I. Taylor, P. Walton & J. Young, The New Criminology: S. Cohen, Folk Devils and Moral Panics, 2nd edn.; S. Cohen & L. Taylor, Psychological Survival; S. Box. Deviance, Reality and Society; R. King & R. Morgan, The Future of the Prison System; R. Hood (Ed.), Crime, Criminology and Public Policy; E. Rubington & M. Weinberg (Eds.), Deviance; The Interactionist Perspective, 2nd edn.; W. G. Carson & P. Wiles (Eds.), Crime and Delinquency in Britain, Vols. 1 and 2. Examination Arrangements: Students sit one threehour examination in the Summer Term of third year. Four questions must be answered from a total of c.14.

SA5735

Social Security Policy

Teacher Responsible: David Piachaud, Room A284 (Secretary, Doreen Young, A280), and Mike Reddin, Room A281

Course Intended Primarily for B.Sc. S.S. and A. 3rd year; B.Sc. (Econ.) 3rd year; B.Sc. Soc. Pol. course unit 2nd or 3rd year.

Syllabus: The ends and means of income maintenance and social security systems with special reference to Britain: the philosophical and political issues they raise and the underlying concepts, values and assumptions. The definition of poverty and criteria for determining he scope and level of social security benefits. Social and economic developments and their consequences for social security policies. Alternative approaches to ncome maintenance.

Pre-Requisites: None.

Teaching Arrangements: Lectures (SA129) Social Security: 15 lectures in the Michaelmas and Lent Terms that cover techniques of income maintenance: poverty; redistribution; provisions for the old, children and unemployed people; universal, selective, occupational and fiscal approaches to income support. Classes (SA129a): 20 classes in the Michaelmas and Lent Terms.

Written Work: Class papers will be required.

Reading List: Basic reading for the course comprises: B. B. Gilbert, The Evolution of National Insurance in Great Britain and British Social Policy 1914-1939; A. Atkinson, Economics of Inequality; V. George, Social Security and Society and: Social Security Beveridge and After; J. Walley, Social Security: Another British Failure?; L. McClements, The Economics of Social Security; P. Townsend, Poverty in the United Kingdom.

Examination Arrangements: The examination in the Summer Term consists of a three-hour paper in which four questions have to be answered.

S5751

# Social Theory and Social Policy 1870-1918

Teacher Responsible: Dr. Jane Lewis, Room A259 Secretary, Mrs. Doreen Young, A280)

Course Intended Primarily for B.Sc. Social Science and Administration third year students.

Scope: Developments in British social policy between

1870 and 1918 will be examined in relation to the

Syllabus: The relationship between development in social policy and social, Economic and political ideas will be illustrated by select case studies; international and comparative material will also be used for illustrative purposes. In the Michaelmas Term we look generally at the economic and political background and social structure of Britain during the period, going on to focus more specifically on social and political ideas and the relationship between the family and the State. During the Lent Term we look in detail at income distribution, policy formation in areas such as health, education, old age pensions, unemployment and housing, and the development of policy in the USA and

Pre-Requisites: This course is usually open only to B.Sc. Social Administration students in their third year. Teaching Arrangements: One weekly class of two hours taken by Dr. Lewis.

Written Work: Students will be expected to make presentations in classes and hand in one essay per term. Reading List: Useful text for reference:

P. Thompson, The Edwardians; D. Read, Britain 1868-1914; R. Floud and McCloskey, The Economic History of Britain Vol II: E. H. Hunt, British Labour History 1815-1914; D. Fraser, The Evolution of the Welfare State; B. B. Gilbert, Evolution of National Insurance; P. Thane, Foundations of the Welfare

Particularly useful volumes: P. Clarke, Lancashire and the New Liberalism; D. Winch, Economics and Policy; H. Parris, Constitutional Bureaucracy; R. Barker, Political Ideas in Modern Britain; B. Semmel, Imperailism and Social Reform: S. Collini, Liberalism and Sociology; M. Anderson, Family Structure in 19th Century Lancashire; H. Pelling, Origins of the Labour Movement; G. Stedman Jones, Outcast London; J. Treble, Urban Poverty in 19th Century Britain; P. Thane, The Origins of British Social Policy; J. Harris, Unempolyment and Politics 1886-1914 and Beveridge: W. J. Mommsen (Ed.), Development of the Welfare State in Great Britain and Germany.

Examination Arrangements: One three-hour paper; students should attempt to answer four questions. Each question carries equal marks.

SA5752

# General and Social Psychology

Teacher Responsible: Dr. Nicola Madge, c/o Room

Course Intended Primarily for B.Sc. Social Science and Administration, third year options 7 and 8(i), General and Social Psychology.

Scope: To provide an introduction to elements of general, social and abnormal pyschology and the study of individual differences, applied to social policy and administration, including social work.

Syllabus: This covers areas of general psychology genetics, perception, motivation, learning, memory; social psychology - attitudes, prejudice, social interaction, behaviour in groups, intelligence and aspects of personality theory and learning theory approaches; psychological aspects of roles, socialisation, deprivation, institutionalisation and deviance; aspects of psychopathology and psychotherapy, including behaviour therapy; environmental psychology.

Pre-Requisites: None, except that it is normally limited to third-year students on the B.Sc. Social Science and Administration. Available where suitable to General Course students.

Teaching Arrangements:

Psychology and Social Administration (SA116a): 25 sessional classes

Psychology and Social Administration (SA116): lectures: 10 weekly during Michaelmas Term. Introduction to Individual and Social Psychology

(Ps100): background lectures, 25 sessional. Psychoanalytical Theories and Derivatives (Ps101): 6

lectures during Lent Term, optional. Abnormal Psychology (Ps113): 8 lectures during

Michaelmas Term, optional. Note: because of the wide range of the syllabus, considerable private reading is required.

Written Work: Normally, one formal essay to be submitted per term. Students are also expected to make verbal presentations approximately twice a term.

Reading List: Reading will be supplied by course teachers.

Examination Arrangements: Three-hour unseen examination in the Summer Term, four questions to be answered. They will assume attendance at the seminar (SA116a) and the two lecture courses, SA116 and Ps100, but will not assume attendance at the optional lectures.

SA5753

# **Psychology and Social Policy**

Teacher Responsible: Dr. Nicola Madge, c/o Room

Course Intended Primarily for B.Sc Social Policy and Administration 2nd or 3rd year.

Scope: To consider aspects of psychology applied to the study of social policy.

Syllabus: The genetic basis of behaviour, motivation, perception, memory and learning; attitudes, personperception and interpersonal attributions; social interaction and communication; groups and group processes, conformity and obedience; intelligence and abilities: personality - psychoanalytic, self, trait and situational approaches; roles and socialisation; crosscultural perspectives; theoretical approaches to psychology. Applications to social policy, social administration and social work, including decisionmaking; sensory and material deprivation; effects of institutions; social and psychological approaches to psychopathology and forms of therapy including behaviour modification; social skills; psychological aspects of deviance, housing and the environment. Pre-Requisites: None.

Teaching Arrangements: Lecture course SA116 Psychology and Social Administration (10 lectures, Michaelmas Term) Weekly classes (sessional) SA116a Psychology and Social Administration. The lecture series Ps100 Introduction to General and Social Psychology (25 lectures, sessional) is also recommended.

Reading: A comprehensive bibliography will be provided at the first lecture.

Examination Arrangements: Three-hour unseen paper in the Summer Term; four questions to be answered.

SA5754

# Race Relations and Ethnic Minority

This course will not be available in 1985-86. The course will normally be taught in alternate years, and will next be available in 1986-87.

Teachers Responsible: Dr. M. I. A. Bulmer, Room A224 and Dr. J. Carrier, Room A238.

Course Intended Primarily for B.Sc. Social Science and Administration 3rd year; B.Sc. Sociology 2nd & 3rd years; B.Sc. (Econ.) Part II; B.Sc. course unit, outside option; optional for Diploma in Social Administration. Scope: The paper aims to introduce students to the historical, comparative and contemporary study of the sociology of race relations, and to policy issues involving race in contemporary Britain.

Syllabus: A study of social differentiation by race or ethnicity in human societies; the nature, causes and consequences of such differentiation; the social and pyschological processes involved; and the structure and dynamics of racially-differentiated and ethnically plural societies. To include: an examination of concepts and theories relating to this field; a comparative analysis of relevant structures and processes in modern industrial and other societies; study of aspects of race in contemporary Britain; and an examination of group and policy responses in racial or ethnic situations, and their research implications.

Pre-Requisites: Students taking the course should preferably have completed an introductory course in sociology. Previous work in history or social policy or social anthropology would be an advantage.

Teaching Arrangements: There is one lecture course, and one class associated with it.

Lectures: SA122; Race Relations and Minority Groups given by Dr. Bulmer and Dr. Carrier - one hour per week in Michaelmas Term (Dr. Bulmer) - one hour per week in Lent Term (Dr. Bulmer first 5, and Dr. Carrier last 5) - one hour per week for first four weeks of Summer Term (Dr. Bulmer).

Classes: SA122(b): Classes to accompany, SA122. One hour per week Michaelmas and Lent Terms and first five weeks of Summer Term. Taught by Dr. Bulmer (Michaelmas Term, first 5 Lent Term, Summer Term) and Dr. Carrier (last 5 Lent Term)

Written Work: Work will be set and marked by Dr. Bulmer or Dr. Carrier. Each student taking the course will be expected to make one verbal presentation of about 20 minutes at each of two of the twenty-four classes during the year. In addition, in the Michaelmas and Lent Terms there will be a term essay of 1,500-2,000 words to be handed in by the end of term. Reading List: The following three books are basic texts recommended for student purchase: G. Bowker & J. Carrier (Eds.), Race and Ethnic Relations: Sociological Readings; J. Stone (Ed.), Race, Ethnicity and Social Change; C. Husband (Ed.), "Race" in Britain; Continuity and Change.

The following are additional important references, to be used where indicated on the course reading list: J. Rex. Race Relations in Sociological Theory; M. Banton, Race Relations; E. F. Frazier, Race and Culture Contacts in the Modern World; L. Foner & E. Genovese (Eds.), Slavery in the New World; A. Weinstein & F. Gattell (Eds.), American Negro Slavery; P. Mason, Patterns of Dominance; V. G. Kiernan, The Lords of Human Kind: European Attitudes to the Outside World in the Imperial Age; H. Tinker, A New System of Slavery; W. J. Wilson, Power, Racism and Privilege; C. S. Johnson, The Shadow of the Plantation; J. S. Furnivall, Colonial Policy and Practice; M. M. Gordon, Assimilation in American Life; L. P. Gartner, The Jewish Immigrant in England, 1840-1914; L. Rainwater, Behind Ghetto Walls; J. L. Collier, The Making of Jazz; L. Rainwater & D. J. Pittman (Eds.), The Moynihan Report and the Politics Controversy; J. Rex & S. Tomlinson, Colonial Immigrants in a British City; D. Smith, Racial Disadvantage in Britain; G. Myrdal, An American Dilemma; W. J. Wilson, The Declining Significance of Race; E. J. B. Rose, Colour and Citizenship; A. N. Little, Educational Policies for Multi-Racial Areas; T. Lee, Race and Residence; The Brixton Disorders (The Scarman Report), Cmnd 8427, (Penguin); G. Bindman & A. Lester, Race Relations and the Law; L. L. Snyder, The Idea of Racialism; E. U. Essien-Udom, Black Nationalism; Malcom-X, Autobiography; A. Sivanandan, A Different Hunger.

Examination Arrangements: By three-hour formal examination in the Summer Term, based on the full syllabus. A choice of questions is provided. Candidates should answer the number of questions specified, and each question carries equal marks.

SA5755

## The Finance of the Social Services (Not available 1985-86)

Teacher Responsible: Professor H. Glennerster, Room A279 (Secretary, Rachel Mawhood, A255)

Course Intended Primarily for B.Sc. Social Policy and Administration (2nd and 3rd year students); B.Sc. (Econ.) Part II Social Policy and as an outside option for other special subjects.

Scope: The aim is to provide a detailed account of the way services are financed in Britain with the aim to concentrate on theoretical economic public finance issues. It is intended to be complementary to B.Sc. (Econ.) papers on the Economics of the Welfare State and Public Finance.

Syllabus: The course will consider alternative ways of financing social welfare in theory and practice: the scale and growth of public expenditure on social services in the UK and other developed nations and its relation with the wider economy; the nature of public expenditure, planning and control, tax expenditure, forms of central grant to local authorities, and the local authority budget process in Britain; the scope of charges, giving and voluntary action. The present systems of allocating resources within each of the major social services will be analysed: health, education, housing, income maintenance and the personal social services. This will include for example,

programme budgets, the "RAWP" formula in the National Health Service and the calculation of grants to local authorities as well as local allocation methods used to fund schools, colleges and old people's homes. The history of financial support in each of these fields will be discussed and the main alternatives to the present system of finance that are possible.

Pre-Requisites: Social Economics, or a Part I paper in Economics

Teaching Arrangements: 20 lectures (SA132). Sessional classes (SA132a).

Written Work: One class essay per term minimum and a class presentation each term.

Reading List: B. Abel-Smith, The Hospitals 1800-1948; H. Aaron & B. Swartz, The Painful Prescription; B. Abel-Smith, Value for Money in Health Services; K. Judge, Rationing Social Services; Audit Commission, The Impact on Local Authorities Economy, Efficiency and Effectiveness of the Block Grant Distribution System; H. Glennerster, Paying for Welfare; H. Glennerster, Social Service Budgets and Social Policy; H. Heclo & A. Wildavsky, The Private Government of Public Money; D. Heald, Public Expenditure; J. Coons & S. Sugarman, Education by Choice: The Case for Family Control; K. Judge & J. Matthews, Charging for Social Care; A. R. Prest & N. Barr, Public Finance in Theory and Practice; J. N. Danzinger, Making Budgets; C. D. Foster et al., Local Government Finance in a Unitary State; HMSO, Alternatives to Domestic Rates, Cmnd. 8449; HMSO, The Next Ten Years: Public Expenditure and Taxation until the 1990's, Cmnd. 9189; HMSO, The Control of Public Expenditure, Cmnd. 1432; DHSS, Report of the Resource Allocation Working Party; DHSS, Priorities in the Health and Personal Social Services; W. Wright (Ed.), Public Spending Decisions Growth and Restraint in the 1970's.

There will also be a substantial number of articles drawn from journals like Public Money, reports of the Audit Commission and central government and local authority publications.

Examination Arrangements: A three-hour four question examination.

**SA6600** 

### Social Policy and Economics

This course is for the Diploma in Social Policy and Administration (Option 1). There are no pre-requisites. The examination paper is divided into two sections, one on Social Policy, the other on Economics. In each part, two questions have to be answered in one and a half hours, from a choice of six questions.

### Part I: Social Policy

Teacher Responsible: Mike Reddin, Room A281 (Secretary, Elizabeth Plumb, A280)

Scope: An introduction to the field of study, its range and its values. Developments in social policies since World War Two.

Syllabus: Values in social policy; the social divisions of welfare; social policy and redistribution; some public and private conflicts; contemporary perspectives on social policy. Developments in social policy since 1939. A survey of the main fields of social administration:

income maintenance, education, housing, medical care and the personal social services.

Teaching Arrangements:

Lectures: SA103 Social Policy Sessional (Lecturers: John Carrier, Howard Glennerster, Mike Reddin).

SA102 The Foundations of Post-War Social Policy Michaelmas and Lent Terms, (Lecturers: Howard Glennerster, et al.).

Classes: SA103(b) Social Policy Sessional, weekly 11/2 hours. Teacher: Mike Reddin. The weekly classes will develop themes presented in the two main lecture courses. They will require brief introductory papers from one or more students, or participation in joint class exercises. This is likely to mean two main presentations per student per term, but active participation in discussion and preparatory reading will be expected for all classes.

Written Work: One piece of written work will be required at the end of the Michaelmas Term, and contribution to a joint project at the end of the Lent

Reading List: A. Forder, Concepts in Social Administration; H. Glennerster, Social Service Budgets and Social Policy; J. Parker, Social Policy and Citizenship; M. Rein, Social Policy; R. M. Titmuss, Social Policy: an Introduction; D. Wedderburn, Poverty, Inequality and Class Structure; A. Walker, Public Expenditure and Social Policy; Hall, Land, Parker & Webb, Change, Choice and Conflict in Social Policy; G. Room, The Sociology of Welfare; I. Gough, The Political Economy of the Welfare State; A. Weale, Social Theory and Social Policy; R. Mishra, Society and Social Policy.

Supplementary Reading List: Bibliographies for SA103 and SA102 will be given to students at the start of the year. A full list of classes and associated reading will be given out at the first class meeting of the year.

### Part II: Economics

Teacher Responsible: David Piachaud, Room A284 (Secretary, Doreen Young, A280)

Scope: The aim is to introduce students to basic economics and its application to social issues and to the

Syllabus: Basic principles of economics. Aspects of the British economy of particular relevance to social policy. The contribution of economic analysis to the understanding of social problems. Economic foundations of social services. Historical trends and recent developments in the costs and financing of social services and income maintenance programmes. The problems of allocating resources to different services. Teaching Arrangements:

Lectures: Social Economics (SA130); 20 lectures from David Piachaud and Dr. J. Roberts, analysing expenditure on social services, the demand for and supply of social services, their effects, and decisionmaking in the social services.

The Economics of the Welfare State (Ec144); 25 lectures from Dr. Nick Barr and Dr. Julian LeGrand on the objectives and forms of state activity in the social services and the economics of the principal social

Optional is Economics A2 (Ec101), an introductory course of 36 lectures from Dr. Nick Barr and Dr.

Christine Whitehead, providing a foundation in economic theory.

Classes: 20 classes (SA130c) with Dr Jennifer Roberts and David Piachaud will provided a basic introduction to economic analysis and will back up the lectures. Written Work: One essay and one or more class presentations will be required each term in the classes. Reading List: Each of the lecture courses will provide its own reading list. There is a wide choice of general introductory texts. Of particular relevance to social policy are: J. Le Grand & R. Robinson, The Economics of Social Problems; A. B. Atkinson, The Economics of Inequality; A. Williams & R. Anderson, Efficiency in the Social Services.

### SA6601

# Social Structure and Psychology

This course is for the Diploma in Social Policy and Administration (Option I). There are no pre-requisites. The examination paper is divided into two sections, one on Social Structure, the other on Psychology. In each part two questions have to be answered in one and a half hours, from a choice of six questions.

Part 1 - Social Structure

Teacher Responsible: Mrs. Shirley Hyde, c/o Room

Scope: The paper aims to introduce students to aspects of sociology relevant to the study of social policy. Syllabus: The application of sociology to issues of social policy in a number of fields, including education, health, the family, class, race, crime and deviance.

Teaching Arrangements: There is a lecture course and associated classes.

Lectures: SA109, Sociology and Social Policy, given by Dr. Downes, Dr. Ferguson, Dr. Carrier, Dr. Bulmer, One hour per week, Sessional.

Classes: SA109(b), 15 meetings of 11/2 hours, Michaelmas and Lent Terms. Revision classes in Summer Term

Written Work: will be prescribed by the class teacher. Reading List: There is no set text for the course, and the reading lists for the lectures provides the framework for the course. The following is basic reading:

R. Pinker, Social Theory and Social Policy; P. Marris & M. Rein, Dilemmas of Social Reform (2nd edn.); P. Townsend, Sociology and Social Policy; M. Rein, Social Science and Public Policy; V. George & P. Wilding, Ideology and Social Policy; M. Bulmer (Ed.), Social Policy Research.

Part 2 - Psychology

Teacher Responsible: Dr. Nicola Madge c/o Room

Scope: To provide an introduction to elements of general, social and abnormal psychology and the study of individual differences, applied to socia policy and administration, including social work.

Syllabus: Covers areas of general psychology genetics, perception, learning; social psychology attitudes, prejudice, social interaction, behaviour in groups; intelligence and aspects of personality theory including psychoanalysis, trait theory and learning theory approaches; psychological aspects of socialisation, deprivation and institutionalisation; aspects of psychopathology and psychotherapy, including behaviour therapy; environmental Classes: SA103(b). psychology.

Pre-Requisites: None. Teaching Arrangements:

Lectures: Ps100, Introduction to Individual and Social Psychology (25, Sessional).

SA116, Psychology in Social Administration (10 Michaelmas Term).

Ps101, Psychoanalytical Theories and their Derivatives (5, Lent Term), optional.

Ps113, Abnormal Psychology (8 Michaelmas Term), also optional. Classes SA116(b), Psychology in Social Administration (classes): 20 classes of 1½ hours,

Michaelmas and Lent Terms. Revision classes in the Summer Term.

Written Work: Normally one formal essay per term (Michaelmas and Lent Terms) to be submitted. Students are also expected to make verbal presentations approximately twice a term.

Reading Lists: These will be supplied by the course leachers.

Part 1 and 2 Examination Arrangements: The examination paper is divided into two sections. In each part two questions have to be answered in 11 hours, from a choice of six questions. The Psychology examination will assume attendance at the classes SA116(a) and the two lecture courses, Ps100 and SA116, but will not assume attendance at the optional lectures.

SA6610

# Social Policy

(Not available 1985-86)

Teacher Responsible: Mike Reddin, Room A281 Course Intended Primarily for Diploma in Social Policy and Administration Option II.

Scope: The range of theoretical approaches to social policy, and the economic and social impact of such

Syllabus: Social policy is concerned with the attempts government and other collective agencies to affect the welfare of individuals and groups. This course centres on social policy in Britain and other industrialised societies analysed conceptually, istorically and comparatively from the prespectives of the different 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; freedom and authority; rights and duties; law and discretion; justice and punishment. It considers the concepts of need, rationing and resource allocation particularly in the field of public expenditure. It looks at the distributive and redistributive impact of policies and at the varied forms of State intervention in the mixed economy of

Pre-Requisites: None.

Teaching Arrangements: The weekly lectures (SA103) are followed by 11 hour classes. The lectures are shared between three lecturers, John Carrier, Howard Glennerster and Mike Reddin. Each of these teachers s responsible for all the classes on a termly basis. Lectures: SA103: 25 lectures. Sessional.

Written Work: One or more students will normally be required to make a brief introduction to the class; each student is likely to have to prepare one such introduction per term. It is expected that students will actively participate in discussion in all classes. Each student will be required to submit a piece of written work to the class teach at the end of the Michaelmas and Lent Terms.

Reading List: R. M. Titmuss, Social Policy: An Introduction; R. A. Pinker, Social Theory and Social Policy; The Idea of Welfare; P. Hall et al., Change, Choice and Conflict in Social Policy; H. Glennerster, Social Service Budgets and Social Policy; Paying for Welfare; J. Rawls, A Theory of Justics; W. G. Runciman, Relative Deprivation and Social Justice; D. Miller, Social Justice; R. Mishra, Society and Social Policy, The Crisis in the Welfare State; Graham Room, The Sociology of Welfare; Ian Gough, The Political Economy of the Welfare State; R. Plant et al., Political Philosophy and Social Welfare; K. Banting, Poverty, Politics and Policy; M. Adler & S. Asquith, Discretion and Welfare; P. Taylor-Goodby & J. Dale, Social Theory and Social Welfare; J. Higgins, States of Welfare; M. Brown & N. Madge, Despite the Welfare Stae; A. Weale, Social Theory and Social Policy; J. Le Grand, The Strategy of Equality.

Supplementary Reading List: Full bibliographies will be given to students at the start of each term.

Examination Arrangements: Students sit one threehour examination in the Summer Term. They are required to answer four questions.

# SA6611

### Social Policy and Administration

Teacher Responsible: Mike Reddin, Room A281 (Secretary, Elizabeth Plumb, A280)

Course Intended Primarily for Diploma in Social Policy and Administration (Option I).

Scope: An introduction to the field of study, its range and its values. Developments in social policies since World War Two

Syllabus: Values in social policy; the social divisions of welfare; social policy and redistribution; some public and private conflicts; contemporary perspectives on social policy. Developments in social policy since 1939. A survey of the main fields of social administration: income maintenance, education, housing, medical care and the personal social services.

Pre-Requisites: None.

Teaching Arrangements:

Lectures: SA103 Social Policy Sessional (Lecturers: John Carrier, Howard Glennerster, Mike Reddin) SA102 The Foundations of Post-War Social Policy Michaelmas and Lent Terms (Lecturers: Howard

Glennerster, et al.)

Classes: SA103(b) Social Policy Sessional, weekly, 11/2 hours. Teacher: Mike Reddin.

The weekly classes will develop themes presented in the two main lecture courses. They will require brief introductory papers from one or more students, or participation in joint class exercises. This is likely to mean two main presentations per student per term, but

active participation in discussion and prepartory reading will be expected for all classes.

Written Work: One piece of written work will be required at the end of the Michaelmas Term, and contribution to a joint project at the end of the Lent

Reading List: A. Forder, Concepts in Social Administration; H. Glennerster, Social Service Budgets and Social Policy; J. Parker, Social Policy and Citizenship; M. Rein, Social Policy; R. M. Titmuss, Social Policy: an Introduction: D. Wedderburn, Poverty, Inequality and Class Structure; A. Walker, Public Expenditure and Social Policy; Hall, Land, Parker & Webb, Change, Choice and Conflict in Social Policy; G. Room, The Sociology of Welfare; I. Gough, The Political Economy of the Welfare State; A. Weale, Social Theory and Social Policy; R. Mishra, Society and Social Policy.

Supplementary Reading List: Bibliographies for SA103 and SA102 will be given to students at the start of the year. A full list of classes and associated reading will be given out at the first class meeting of the year. Examination Arrangements: An advance notice examination, involving selection of an essay topic from a list of six titles distributed to students early in the Summer Term. Students then have two weeks in which to present a 5,000 word essay.

SA6615

# The Development of British Social Policy

(Not available 1985-86)

Teacher Responsible: Professor H. Glennerster, Room A279 (Secretary, Rachel Mawhood, A255)

Course Intended Primarily for Diploma in Social Policy and Administration, Option II.

Scope: Developments in social policy since 1939 in Britain, set against the economic, political and social changes of the period.

Syllabus: An examination of developments in the evolution of social policy since 1939. A survey of the main fields of social policy, income redistribution and social security, education, housing, medical care and the personal social services.

Pre-Requisites: None.

Teaching Arrangements: Lectures (SA102) are followed by  $1\frac{1}{2}$  hour classes (SA102b). There will be six lectures, each covering a separate field of social policy, after an introduction to the political and economic background to the period.

Written Work: One or more students will normally be required to make a brief introduction to the class; thus, each student is likely to have to prepare one such introduction per term. It is expected that students will be required to submit a piece of written work to the class teacher at the end of the Michaelmas and Lent

Reading List: M. Brown, Introduction to Social Administration in Britain (Hutchinson); T. H. Marshall, Social Policy; W. D. Birrell et al. (Eds.), Social Administration (Penguin); P. Hall, H. Land, R. Parker & A. Webb, Change, Choice and Conflict in Social Policy (Heinemann); J. Parker, Social Policy

and Citizenship; D. V. Donnison et al., Social Policy and Administration Revisited (Allen & Unwin); R. M. Titmuss, Essays on the Welfare State (Allen & Unwin); Commitment to Welfare; P. Thane, The Foundations of the Welfare State; H. Glennerster (Ed.), The Future of the Welfare State.

Supplementary Reading List: A full reading list and a course synopsis is given out at the first lecture.

Examination Arrangements: Students sit one threehour examination in the Summer Term. They are required to answer four questions.

### SA6630

# Social Policy and Administration

Teacher Responsible: (for day seminar) Professor B. Abel-Smith, Room A243 (Secretary, Caroline Raffan,

(for evening seminar) Professor H. Glennerster, A279 (Secretary, Rachel Mawhood, A255)

Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies, Option 1 (Social Policy and Planning). Students on this degree must take either this paper or the Social Planning (SA152) paper. Both can be taken.

Scope: Broad themes affecting social policy in Britain and other advanced industrial societies; administrative issues largely focussing on Britain as an example. (For a distinction between the content of this paper and that of Social Planning, see the study guide for Social Planning).

Syllabus: The formation and development of social policy. The evolution of aims and principles in relation to the growth of social welfare, fiscal welfare and occupational welfare. The problems of redistributive justice and ethical issues in social policy. The assessment of the effects of the social services and social policies. Concepts of need and social welfare, The contributions made by political, professional and charitable bodies to the development of collective action to promote social welfare. The structure, functions and forms of administration of social services provided by the state, charitable institutions and employers. This course will be concerned with general terms with special branches of social services covered by other papers, eg social security, medical care and the welfare services. It will take account of historical developments and include, where appropriate, comparative developments in other countries, and focus on current policy questions.

Pre-Requisites: None.

Teaching Arrangements: 25 weekly seminars (SA151) throughout the session. Students prepare papers for discussion. Lecture course SA103 is particularly relevant for students who have no background in British Social Policy and is designed to complement the subjects treated in the seminars. Lecture course SA102, on The Foundation of Post-War Social Policy, provides a basic introduction to the institutions of the British welfare state. Seminars in Social Policy Research (SA153) are also necessary for the course. Reading List: Some introductory texts are:

T. H. Marshall, The Right to Welfare; Social Policy; J. Harris, Sir William Beveridge: a Biography; D. V. Donnison, Social Policy and Administration Revisited;

P. Townsend, Sociology and Social Policy; R. M. Titmuss, Essays on the Welfare State; J. Higgins, State of Welfare; T. Wilson & D. Wilson, The Political Economy of the Welfare State; I. Gough, Political Economy of the Welfare State; M. Brown & N. Madge, Despite the Welfare State.

A full bibliography will be handed out with the programme of seminar topics.

Examination Arrangements: There is a written formal three-hour examination in June. Three questions must be answered.

SA6631

Social Planning

Teacher Responsible: Professor Howard Glennerster, Room A279 (Secretary, Rachel Mawhood, A255) Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies, Option 1 (Social Policy and Planning). Students must take either this paper or the paper, Social Policy and Administration (SA6630). They can take both, see

Scope: The Social Planning course is complementary o and quite distinct from Social Policy and Administration. It does not deal with the broader philosophical issues of social policy's place in society or with policy issues as such. Instead, it is concerned with methodologies that are relevant to the analysis of policy issues, and in determining priorities in resource allocation. It will consider theories of administrative decision-making and their relevance to social planning, look at the application of quantitative techniques to measuring demands and needs, at the use of costbenefit analysis and programme evaluation. Students will gain most from the course if they have a sound background in economics and statistics. It is particularly relevant to those working in research and development sections of local authority departments or in administrative posts in the public sector. For overseas students, who do not want to specialise too deeply in British institutional issues the course can be productively combined with that in Social Policy and Administration.

It begins by discussing theories and methodologies in the first term, and then goes on in the second and third terms to work through a series of case studies drawn from actual examples of social planning at national and local levels.

Pre-Requisites: None.

Teaching Arrangements: Weekly two-hour seminars for 25 weeks throughout the session (SA152). During the Michaelmas Term the seminars will be introduced by one of the teachers. During the rest of the session students will present papers. The seminars and lectures in Social Policy Research (SA153) are also necessary to the course, and will cover methodological aspects of topics raised in the social planning seminars.

Reading List: The following are some key texts but a comprehensive reading list will be handed out with the programme of seminar topics. These books should be bought if possible.

J. K. Friend & N. Jessup, Local Government and Strategic Choice; J. Midgley & D. Piachaud (Eds.), The Fields and Methods of Social Planning; H. Glennerster, Planning for Priority Groups; T. Booth, Planning for Welfare; M. Carley, Rational Techniques in Policy Analysis.

Examination Arrangements: There is a three-hour formal written examination in June. Three questions must be answered.

SA6640

## Planning of Health Services (Seminar)

Teacher Responsible: Professor Brian Abel-Smith, Room A243 (Secretary, Caroline Raffan, A244) Course Intended Primarily for M.Sc. Social Policy and Planning; M.Sc. Sociology (Medical Sociology). This course will be offered only if there is a sufficient number of students.

Scope: The aim of the course is to enable students studying for the M.Sc. in Social Policy and Planning to apply social planning theories and methods to the provision of health services. To this end, a wide variety of social science disciplines are drawn upon, and a comparative approach is emphasised. The main examples used in the course are health service arrangements in the USA and Western Europe, and the NHS in England and Wales. Students reading for the M.Sc. in Sociology also join the seminar.

Syllabus: The development and structure of health services; the social demographic and economic factors relevant to planning health services; models of funding medical care; the evaluation of medical care services; cross cultural comparisons of medical care systems. Conceptions of health and disease; the sick role; doctor/patient relationship and communication; patient utilisation of services; the health professions; their education and inter-relationship; the sociology of hospitals and other medical organisations.

Pre-Requisites: Graduates with a first or good second honours degree in one of the social sciences who are interested in applying social science theory and method to the analysis of health service planning. Some experience working and/or carrying out research in a public agency would be an appropriate but not necessary background.

Teaching Arrangements: Attendance at the course of 20 lectures in Health Policy and Administration (SA126) is essential. There are also 24 seminars which support the above course (SA154). Each seminar is of two hours duration. They begin in the Michaelmas Term and continue into the Summer Term. Seminars are organised by teachers, on the topics in which they have a specialised interest. For each seminar, one student or a group of students prepares a written paper on the subject for discussion and all others prepare themselves by consulting the relevant literature. Students will be expected to produce at least one seminar paper for the course (or more depending on the number who enrol). Several hours of private study are expected in the presentation for seminars each week, whether or not the student is presenting a paper.

Written Work: As well as seminar papers, students may be expected to produce essays of at least 1,500 to 2,000 words each for one of the seminar teachers during the course, Individual teachers will comment separately upon this work and also upon a finished seminar paper.

Reading List: The reading list below is the minimum necessary reading for this course. Specialised reading for seminar topics will be given out by lecturers responsible for particular aspects of the course.

Starred items\* should be bought if possible.

\*B. Abel-Smith, Value for Money in Health Services (Heinemann, 1976) £5.50; The National Health Service: The First Thirty Years (HMSO, 1978) (out of print; available in LSE Library); Douglas E. Ashford. Comparing Public Policies: New Concepts and Methods (Sage, 1980); G. Bevan et al., Health Care: Priorities and Management (Croom Helm. 1980): N. W. Chaplin, Health Care in the United Kingdom (Huwer Medical, 1982); H. Fabrega, Disease and Social Behaviour (M.I.T., 1974): I. Illich, Medical Nemesis (Calder and Boyars, 1975); D. Mechanic, The Growth of Bureaucratic Medicine (J. Wiley, 1976); Report on the Royal Commission in the National Health Service, Cmnd. 7615, Chairman, Sir Alec Merrison (HMSO, July 1979); P. Townsend & N. Davidson, Inequalities in Health (The Black Report) (Penguin, 1982) £2.50; \*B. Watkins, The National Health Service: The First Phase and After (G. Allen & Unwin, 1980) £4.95; J. A. Muir Grav, Man Against Disease. Preventive Medicine (Oxford University Press); Christopher Ham, Health Policy in Britain (The Macmillan Press, 1982).

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 interest of the subject lecturers.

Examination Arrangements: The examination is by way of sitting a formal three-hour, unseen paper, answering three questions from a choice of 12 to 15 questions. Each question carries equal marks.

# SA6641

# Income Maintenance and Social Security Policies

Teachers Responsible: Mike Reddin, Room A281 (Secretary, Elizabeth Plumb, A280) and David Piachaud, Room A284 (Secretary, Doreen Young,

Administration and Social Work Studies Option 1 (Social Policy and Planning). This course will be offered if there is a sufficient number of students.

Syllabus: 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 on social and economic behaviour. A comparative approach is adopted where appropriate.

Pre-Requisites: There are no pre-requisites for the

Teaching Arrangements: Teaching comprises lectures and seminars.

Lectures: There are 15 lectures (SA129) in the Michaelmas and Lent Term that cover: approaches to

income maintenance; poverty; redistribution; provisions for the old, children and unemployed people; universal, selective, occupational and fiscal approaches to income support. (These lectures are open to all.) Seminar: The seminar (SA155) will hold 25 weekly meetings spread over three terms. It is the main arena for teaching for the M.Sc. 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; the role of funded insurance systems; the administration of social security and problems of equity and discretion; work incentives; manpower policies; provisions for a wide range of contingencies: comparative income maintenance systems.

Written Work: Seminar members will be expected to make regular presentations to the seminar, usually two per term.

Reading List: Basic reading for the course comprises B. B. Gilbert, The Evolution of National Insurance in Great Britain and British Social Policy 1914-1939; B. Abel-Smith & P. Townsend, The Poor and the Poorest; J. F. Harris, Beveridge: A Biograph; A. B. Atkinson, Economics of Inequality; V. George, Social Security and Society and Social Security: Beveridge and After. L. McClements, The Economics of Social Security; J. Schultz et al., Providing Adequate Retirement Income: A. Heidenheimer et al., Comparative Public Policy: P. Townsend, Poverty in the United Kingdom; Sir John Walley, Social Security: Another British Failure? A wide range of additional reading for specific topics will be given at the start of the course.

Examination Arrangements: The examination in the Summer Term consists of a three-hour paper in which three questions have to be answered.

### SA6642

# Planning of Personal Social Services

Teacher Responsible: Sally Sainsbury, Room A250 (Secretary, Doreen Young, A280)

Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies, Option 1 (Social Policy and Planning). This course will be offered only if there is a sufficient number of students. Scope: The course will focus primarily on personal social services in Britain, although there is a comparative component

Syllabus: The evolution of the local authority social services departments. Problems of policy, organisation. staffing, and inter-agency coordination. Needs, demand and supply; theories about their determinants and inter-relationship. Social deviance and concepts of community welfare. Aims, objectives and evaluation in personal social services. The application of planning to personal social services provision.

Pre-Requisites: None.

Teaching Arrangements: Weekly seminars accompanied by an optional lecture course. Seminars - SA156, 10 Michaelmas Term, 10 Lent

Term, 5 Summer Term. Option lectures - SA123, 10 Michaelmas Term. for discussion in seminars.

Reading List: The following are useful introductory

P. Townsend, The Last Refuge, RKP, 1962; K. Jones, History of the Mental Health Service, RKP, 1972; E. Sainsbury, Personal Social Services, Pitman, 1977; J. Heywood, Children in Care, RKP, 1959; Report of the Committee on Local Authority and Allied Personal Social Services (Seebohm), Cmnd. 3703, 1968; B. M. Rodgers & J. Stevenson, New Portrait of Social Work, OUP, 1973; B. Davies, Social Needs and Resources in Local Services, Michael Joseph, 1968.

Full bibliographies will be provided with the programme of seminar topics.

Examination Arrangements: There is a three-hour formal examination in June. Three questions must be answered.

# SA6643

# Housing in Urban Planning

Teacher Responsible: Dr. Peter Levin, Room A251 (Secretary, Doreen Young, A280)

Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies Option 1 (Social Policy and Planning). Also open to students taking the M.Sc. in Regional and Urban Planning Studies. This course will be offered only if there is a sufficient number of students.

Scope: The course deals mainly with housing and urban planning in England and Wales, though there is a comparative component. The subject is a very complex one: there have been frequent shifts of policy n recent years, there are numerous institutions in the field, and there are many and subtle inter-connections between different parts of "the system", eg between public and private sectors and between central government and local. The course aims to equip students to unravel these complexities, without getting bogged down in minutiae. It does this by adopting an issue-oriented approach, ie by taking certain issues and exploring what lies behind them. This approach allows for choice among a wide range of topics for seminars: the actual programme will be decided in consultation with the members of the seminar.

Syllabus: Analysis of housing and urban planning issues in Britain. The changing structure of the housing market, the roles of the local authority, private rented and owner-occupied sectors, and of alternative forms of tenure; the problem of access to housing. Housing finance issues: subsidies, rent control, income support. The problems of vulnerable groups and localities: slums, overcrowding, homelessness, the treatment of ethnic minorities. The problems posed by older housing: redevelopment and rehabilitation and their social and economic effects. Community development and other policies for inner urban areas. The distributional consequences of physical planning and urban management. New towns and town development schemes and their effect on "exploring" cities. Decision-making and public involvement in planning; tenant management: the roles of the professional and politician.

Pre-Requisites: None.

Written Work: Students are expected to prepare papers Teaching Arrangements: Weekly seminars (SA157) of 11 hours duration. Students are expected to take it in turn to open the discussion with a prepared paper, A reading list is supplied for each topic.

> Students may also attend the lecture course SA125 (10 lectures in the Michaelmas Term).

> Introductory Reading List: K. Bassett & J. Short, Housing and Residential Structure; J. B. Cullingworth, Essays on Housing Policy; D. V. Donnison & C. Ungerson, Housing Policy; P. Hall (Ed.), The Inner City in Context; G. Kirk, Urban Planning in a Capitalist Society; S. Lansley, Housing and Public Policy; P. Lawless, Britain's Inner Cities; A. Murie, et al., Housing Policy and the Housing System.

Examination Arrangements: There is a three-hour formal written examination in June. Three questions must be answered.

### SA6644

# **Education Policies and Administration**

Teacher Responsible: Dr. M. Ferguson, Room A274 (Secretary, Caroline Raffan, A244)

Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies, Option 1 (Social Policy and Planning). This course will be offered only if there is a sufficient number of students. Scope: The course covers the politics of education; education decision-making at central, local and institutional levels; the finance of education, current practice and alternatives. The course aims to deal with both the economic and sociological aspects of the subject. Part of the session is left open so that topics can be arranged to fit in with the particular interests of the group.

Syllabus: The development of education policy and administration since 1918. The structure and relationships of the administrative organisation responsible for maintained schools, the system of higher and further education and the independent schools. The recruitment, training and deployment of teachers. An introduction to the problems of educational planning and finance.

Pre-Requisites: None.

Teaching Arrangements: Weekly seminars through the session (SA158). Students will be expected to prepare papers for discussion

Reading List: The following are some key texts. Detailed bibliographies will be given out with the seminar programme.

J. Karabel & A. H. Halsey (Eds.), Power and Ideology in Education; W. K. Richmond, Education in Britain since 1944; G. Baron & W. Taylor (Eds.), Educational Administration and the Social Sciences; R. Jennings, Education and Politics; P. W. Musgrave, Society and Education in England since 1800; T. Burgess, A Guide to English Schools; C. Baxter, P. J. O'Leary & A. Westoby (Eds.), Economics and Education Policy; A. H. Halsey, A. F. Heath & J. M. Ridge, Origins and Destinations; J. Egglestone (Ed.), Contemporary Research in the Sociology of Education; W. Taylor (Ed.), Research Perspectives in Education.

Examination Arrangements: There is a three-hour formal written examination in June. Three questions must be answered.

# Introduction to the Study Guides M.Sc. in Social Work Studies (Option 2) AND

# M.Sc. in Social Policy and Social Work Studies (Option 3)

The courses combine studies for a higher degree with those aimed at a professional qualification in social work. These two aspects of study are seen as interdependent and are therefore combined in lecture courses, seminars, classes and tutorials. Students are expected to spend approximately fifty per cent of their time in approved fieldwork placements under the supervision of designated practice teachers. These placements run concurrently with academic work, and students' performance in them is assessed as an essential part of the overall result. Great importance is attached to both the closeness of the links between learning in fieldwork and at the School, and also to individual tutorials. All these aspects of the course are reflected in the final examinations. In addition to three unseen papers students are required to submit a long essay of between 7,000 and 10,000 words, which must be on a subject related to current fieldwork experience. Students are expected to demonstrate an ability to relate the theoretical exploration of their chosen topic to its practical application to a particular area of social work practice.

### SA6680

# Theories and Practice of Social Work

Teacher Responsible: Rose Rachman, Room A271 (Secretary, Geraldine Shaw, A253)

Course Intended Primarily for M.Sc. in Social Policy and Social Work Studies (Option 3).

Scope: The Social Work Practice course extends throughout the two years, and includes both introductory and advanced level teaching. The course has a dual aim - to provide students with a sound theoretical knowledge underpinning social work and to equip them with basic social work practice. Knowledge and skills necessary for the beginning practitioner.

Syllabus: The course begins with a discussion of the role of social work in contemporary society, the impact of public attitudes on social control, social care and social change. Followed by value orientations underlying social work, and different ways of conceptualising it. The knowledge base, genericism and specialism. The nature and process of a professional relationship, communication, interviewing skills, assessment, goal setting, planned intervention, recording, termination and evaluation.

Social work is discussed in relation to agency function, different client groups and different settings. Includes direct and indirect work with clients, collaboration with other organisations, working within teams, knowledge of group process and skills in working with groups. Some attention is given to specific issues, e.g. ethnic minorities; gender awareness; multidisciplinary conflicts, skill development.

Theoretical frameworks discussed include: the impact of psychoanalytical theory, self theories, ego psychology, learning theory; sociological perspectives. systems theory. Differential approaches include: crisis intervention, task-centred casework, behavioural therapy, family therapy.

Students will be expected to bring material from supervised practice experiences. In addition, use will be made of video, audio recordings, simulated cases. games exercises and role play.

Pre-Requisites: No previous knowledge of the subject is assumed

Reading List: This will be given in class.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the

# SA6681

# Psychology, Human Growth and Behaviour

Teacher Responsible: Mr. D. B. Cornish, Room A262 (Secretary, Geraldine Shaw, A253)

Examination and Component Courses Intended for M.Sc. Social Policy and Social Work Studies.

Scope: The aim of this group of courses is to provide social work students with a basic grounding in theories and research relating to normal and abnormal human development and behaviour throughout the lifespan; and to examine the professional social work practice. Syllabus: The core courses in this subject field are Human Growth and Behaviour, Psychology, Theories in Clinical Psychiatry, Child Psychiatry and Mental Handicap. The syllabus will include the following topics; development before birth; early neonatal development; early social and emotional behaviour; attachment and bonding; cognitive development; moral development; language development; play: family structures and relationships; the child in the school; abnormalities in development; physical, psychiatric, emotional and behavioural disorders; adoption, fostering, children in care; the transition from adolescence to adult life; the physical, cognitive, emotional and social aspects of adulthood and the critical life stages and events; young adulthood; work; marriage; parenthood; middle age; old age; loss; bereavement; death; disability; basic principles of child psychiatry; the causes, nature and epidemiology of mental handicap; an introduction to personality theories and their relevance to social work practice; social skills training; person perception; environmental

Pre-Requisites: No previous knowledge of the subject field is required.

Teaching Arrangements: Lectures and Seminar courses for this paper are as follows:

SA302 Perspectives on Social Problems, 15 lectures, Michaelmas and Lent Terms

SA316 Social Work Practice, seminars, Sessional SA320 Psychology and Social Work, 20 lectures, Michaelmas and Lent Terms

SA321 Psychology and Social Work, seminars, 15 seminars. Sessional

SA303 Human Growth and Behaviour, 20 lectures. Michaelmas and Lent Terms

SA305 Clinical Psychiatry, 10 lectures, Michaelmas Teaching Arrangements:

SA306 Child Psychiatry, 10 lectures. Lent Term

SA307 Mental Handicap, 4 lectures, Summer Term SA312 The Social Work Electives, 15 seminars, Michaelmas and Lent Terms

SA315 Social Work Studies, 27 seminars, Sessional Some of the above courses, or parts thereof, are provided by outside speakers with particular expertise

Written Work: See above (tutorials). In addition, students will be expected to prepare papers for seminar

Reading List: No one book covers the entire syllabus. Students are advised to consult the reading list provided by those responsible for individual courses.

Examination Arrangements: One three-hour formal examination in the Summer Term of the second year of the M.Sc. course. Three questions are to be attempted - at least one from Part One (Psychology) and one from Part Two (Human Growth and Behaviour). The remaining question can be chosen from either Part.

### SA6700

### Social Work Studies

Teacher Responsible: Zofia Butrym, Room A253 Secretary, Geraldine Shaw, A253)

Course Intended Primarily for M.Sc. in Social Work Studies, Option 2.

Scope: These courses have a dual aim. They seek to help students attain a sound grasp of the theoretical knowledge underpinning social work and at the same time to equip them with the basic social work practice knowledge and skills necessary for the beginning professional practitioner.

Syllabus: The role of social work in contemporary society. The impact of public attitudes, social policies and legislation. Value orientations underlying social work and their relationship to professional ethics. Social control, social caring and social change. The knowledge of social work. Genericism and specialism. The nature of the social work process of study, assessment and helping and the various ways of conceptualising it. The impact of psychoanalytical theory, self-theories, ego psychology, learning theory on models of practice. Differential approaches in relation to agency function and client groups, e.g. crisis intervention, task-centred and time-limited work, behavioural therapy, marital and family therapy. The nature of therapeutic relationships and the social context of interviews. Evaluation and research in social work practice. Students will be expected to bring llustrations from their practical supervised experience in the field, for analysis and discussion. Some case material will be supplied to illustrate work with children, adolescents, elderly persons, those who are depressed; instances of child abuse and of aggressive clients; particular attention will also be given to residential care: fostering, adoption and to direct work

Pre-Requisites: A first degree in the social sciences and at least one year's employment in social work.

SA315 Social Work Studies, 25 weekly seminars. SA316 Social Work Practice, 25 weekly seminars.

Other courses of relevance include:

SA302 Issues and Problems in Society, 15 lectures, Michaelmas and Lent Terms.

SA303 Human Growth and Behaviour, 20 lectures, Michaelmas and Lent Terms.

SA305 Themes in Clinical Psychiatry, 10 lectures, Michaelmas Term

SA306 Child Psychiatry, 10 lectures, Lent Term.

SA307 Mental Handicap, 4 lectures, Summer Term. SA308 Probation Practice and Policy, 10 seminars, Michaelmas Term.

SA309 Group Processes and Group Work, 15 lectures, Michaelmas and Lent Terms.

SA311 Social Policy and Administration, 15 lectures.

Michaelmas and Lent Terms. SA312 Social Work Electives, 15 seminars,

Michaelmas and Lent Terms SA313 Law, Rights and Social Work, 12 lectures, Lent

SA314 Social Work Legislation, 6 lectures, Summer

Term. SA317 Issues in Social Policy, 15 seminars,

Michaelmas and Lent Terms.

SA320 Psychology and Social Work, 10 lectures, Michaelmas Term. SA326 Innovation in Social Work, 6 lectures, Summer

Reading List: No single book covers the syllabus. Reading lists and guidance are provided at the start of the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus for the courses listed in teaching in both fieldwork and tutorials as described in the Introduction to the M.Sc. Study Guides. Candidates must attempt to answer three out of ten questions and one-third of the marks are awarded for each of the three answers.

### SA6701

### Social Problems and Social Services

Teacher Responsible: Dr. S. P. Mangen, Room A261 (Secretary, Rachel Mawhood, A255)

Course Intended Primarily for M.Sc. in Social Work Studies - Option 2 (one year).

Scope: The aim of the course is to bring students up to date on recent developments in social service provision and in the literature of social policy and administration.

Syllabus: The boundaries of social policy and administration as a field of study and its relevance to social work. A review of post war developments. Recent developments in relations between central and local government, the finance of the social services, social security and the social division of welfare, poverty and inequality, housing policy and urban deprivation, the National Health Service, the personal services and social work, educational policy, and Race relations. A review of recent theoretical and conceptual literature.

Pre-Requisites: A general knowledge of the subject field to first degree graduation level.

Teaching Arrangements:

SA311 Social Policy and Administration, 15 lectures SA317 Issues in Social Policy, 20 seminars.

Other courses of relevance include:

SA302 Issues and Problems in Society

SA313 Law, Rights and Social Work

SA308 Probation Practice and Policy

SA307 Mental Handicap

SA306 Child Psychiatry

SA303 Human Growth and Behaviour

SA305 Themes in Clinical Psychiatry

SA314 Social Work Legislation

SA315 Social Work Studies

SA316 Social Work Practice

SA320 Psychology and Social Work

SA312 Social Work Electives

Reading List: No one book covers the syllabus. Reading lists and guidance are provided at the start of the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabuses for main lecture and seminar courses. The examination paper has two titles: Social Problems and Social Services (Option 2), and Social Policy and Administration (Option 3), as it is taken by both one year and two year graduate social work students. It contains up to 14 questions and makes provision for the Option 3 students who follow a broader course of study. Candidates answer three questions and onethird of the marks are awarded for each of the three answers.

SA6702

### Human Growth and Behaviour

Teacher Responsible: Dr. Shula Ramon, Room A273 (Secretary, Geraldine Shaw, A253)

Examination and Component Courses Intended Primarily for M.Sc. in Social Work Studies (Option 2

Scope: The aim of this series of courses is to provide a basic grounding in normal and abnormal human development and behaviour throughout the life span, and to examine the application of this material to professional social work practice.

Syllabus: The core courses in this subject field are Human Growth and Behaviour, Psychology, Theories in Clinical Psychiatry, Child Psychiatry and Mental Handicap. The syllabus will include the following topics: Development before birth; early neonatal development. Early social and emotional behaviour. Attachment and bonding. Cognitive development. Moral development. Language development. Play. Family structures and relationships. The child in school. Abnormalities in development; physical, psychiatric, emotional and behavioural disorders. Adoption, fostering, children in care. The transition from adolescence to adult life. The physical, cognitive, emotional and social aspects of adulthood and the critical life stages and events; young adulthood; work; marriage; parenthood; middle age; old age; loss; bereavement; death; disability. Basic principles of child psychiatry. The causes, nature and epidemiology of mental handicap. An introduction to personality

theories and their relevance to social work practice: psychodynamic and behavioural approaches; social skills training; person perception; environmental psychology.

Pre-Requisites: A first degree in the social sciences and at least one year's employment in social work.

Teaching Arrangements:

SA302 Issues and Problems in Society, 15 lectures. Michaelmas and Lent Terms.

SA303 Human Growth and Behaviour, 20 lectures, Michaelmas and Lent Terms.

SA305 Themes in Clinical Psychiatry, 10 lectures. Michaelmas Term.

SA306 Child Psychiatry, 10 lectures, Michaelmas Term.

SA307 Mental Handicap, 4 lectures, Lent Term. SA312 The Social Work Electives, 15 seminars. Michaelmas and Lent Terms.

SA315 Social Work Studies, 27 seminars, Sessional. SA316 Social Work Practice, 27 seminars, Sessional. SA320 Psychology and Social Work, 20 lectures. Sessional.

Some of the above courses are taught by external lecturers with particular expertise in the field.

Reading List: No one book covers the entire syllabus. Reading lists will be provided by those responsible for individual courses and students should consult staff responsible for individual courses for particular guidance.

Examination Arrangements: One three-hour formal examination in the Summer Term. Ten questions are set of which three are to be attempted.

SA6740

# Social Policy and Planning in Developing Countries

Teacher Responsible: Mrs. M. G. W. Hardiman, (Secretary, Caroline Raffan, A244)

Course Intended Primarily for Diploma in Social Planning in Developing Countries.

Scope: To provide students with a thorough grounding in social policy and planning in developing countries. The course focuses on the major issues of social policy formulation, methods and techniques appropriate to social planning and provides an introduction to the governmental and economic aspectsof social planning in developing countries.

Syllabus: The course consists of four elements each of which is taught separately. Broadly, these cover Planning Theory and the Context of Planning, Planning Methods, The Governmental Context of Development, and Economic Aspects of Planning in Developing Countries. Further details are provided below under the heading Teaching Arrangements.

Pre-Requisites: Practical experience of working in government or other relevant organisations concerned with social policy and administration in developing

Teaching Arrangements: Teaching for this paper is provided through lectures, a workshop and classes which are held weekly throughout the academic session. These are:

SA170: Planning Theory and the Context of Planning.

This series of lectures and class discussions, taught by Mrs. Hardiman, Dr. Hall, and Mr. Narine, deals with the nature of social planning, examines the social context of planning in developing countries and introduces the student to major policy issues in social planning. These include planning for increased levels of living, redistribution, population, urban development, rural development, education, health, housing, industrial development, national integration and employment.

are intended to acquaint the student with planning techniques appropriate to social planning in developing countries. They include surveys, censuses and indicators, budgeting, cost benefits analysis and simple operations procedures including simulation.

SA174: The Governmental Context of Development aught by Mr. Dawson, introduces students to political and governmental aspects of examining the concept of political development, public opinion and the role of interest groups, the nature of bureaucracy and policital culture in developing countries.

SA175: Economic Aspects of Social Planning in Developing Countries. These classes, taught by Mr. Piachaud, are designed to provide an introduction to economic issues relevant to social planning in developing countries.

Written Work: Where relevant students will prepare brief papers for discussion in classes. Written work related to the teaching will be set by personal tutors throughout the session. Students will also be expected to undertake preparatory reading in order to participate in class discussions.

Reading List: A detailed reading list is provided for each of the teaching elements described previously. Although no single book covers the syllabus the set books for this course which students should purchase are M. Hardiman & J. Midgley, The Social Dimensions of Development; J. Midgley & D. Piachaud (Eds.), The Field and Methods of Social Planning.

Other essential reading includes: S. MacPherson, Social Policy in the Third World; D. Convers, An Introduction to Social Planning in the Third World; A. Livingstone, Social Policy in Developing Countries: H. Chenery et al., Redistribution with Growth; J. Goldthorpe, The Sociology of the Third World; I. Oxaal et al., Beyond the Sociology of Development; M. Todaro, Economics for a Developing World; O. Mehmet, Economic Planning and Social Justice in Developing Countries; G. S. Fields, Poverty, Inequality and Development; T. King et al., Population Policies and Economic Development; R. Repetto, Economic Equality and Fertility in Developing Countries; R. Jolly et al., Third World Employment; P. Bairoch, Urban Unemployment in Developing Countries; P. Van den Berghe, Race and Racism; L. Kuper, Race, Class and Power; W. Brandt et al., North-South: A Programme for Survivial; P. T. Bauer, Dissent on Develelopment; World Bank, The Assault on World Poverty; World Bank, World Development Reports, 1978-1981; United Nations, 1978 World Social Situation Report; D. J. Casley & D. A. Lury, Data Collection in Developing Countries. Examination Arrangements: There will be a three-hour written examination based on the teaching described

previously. Three questions out of about 14 are to be answered. The examination is usually held in mid-June.

SA6741

### Problems of Health and Disease See Planning Health Development SA6761

SA6742

# Planning Welfare Services and Social

Teacher Responsible: Mike Reddin, A281 (Secretary Elizabeth Plumb, A280) and Mrs. S. Crowe, c/o Room

Course Intended Primarily for Diploma in Social Planning in Developing Countries.

Scope: To acquaint students with the major issues in planning welfare services in developing countries.

Syllabus: The history of welfare services. Current features of welfare services in developing countries. Policy issues in welfare planning. Problems of planning services for the elderly, disabled, children, young offenders, and victims of disasters. Social security services in developing countries. Issues in social policy in the Third World.

Pre-Requisites: Preferably a qualification in social work or experience of welfare services and/or social security administration in developing countries.

Teaching Arrangements: Teaching is provided through a seminar (SA177: The Planning of Family Welfare Services and Social Security) which is held weekly throughout the academic session.

A handout listing the topics to be covered each week will be provided at the first meeting of the seminar.

Written Work: Members of the seminar will take turns to present a paper for discussion on the topics. All will be expected to undertake preparatory reading in order to participate in the discussions.

Reading List: A detailed list for each topic will be provided. Key reading includes:

J. Midgley, Professional Imperialism: Social Work in the Third World; and J. Midgley, Social Security, Inequality and the Third World,

Students should also read chapter 9 of:

M. Hardiman & J. Midgley, The Social Dimensions of Development.

Other relevant titles include:

W. Clifford, A Primer of Social Casework in Africa; M. Clinard & D. Abbott, Crime in Developing Countries; S. D. Gokhale & B. Chatterjee (Eds.), Social Welfare: Legend and Legacy; N. Hasan, The Social Security System of India: ILO, The Cost of Social Security; S. K. Khinduka (Ed.), Social Work in India; P. Mouton, Social Security in Africa; R. Savy, Social Security in Agriculture.

Examination Arrangements: There will be a three-hour examination based on the topics covered in the seminar. Three questions out of 9 or 10 to be answered. The examination is usually held in mid-June.

Rural Development

Teacher Responsible: Dr. Anthony Hall, Room A260 (Secretary, Caroline Raffan, A244)

Course Intended Primarily for Diploma in Social Planning in Developing Countries.

Scope: 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.

Syllabus: The nature and the extent of the problem: the significance of the rural-agricultural sector in national development. The characteristics of rural communities and the impact of socio-economic change. Issues and strategies in rural development; land reform. agricultural improvement, settlement schemes, credit, marketing, extension services and co-operatives. The improvement of the rural infrastructure: water supply. roads, rural electrification, health and education. The community development 'basic needs' and 'conscientization' approaches to rural development. Selection and training of personnel. Administration and evaluation of national plans for rural development. The role of foreign aid

Pre-Requisites: This paper is one of the options available to Diploma students. Knowledge of rural areas and relevant work experience is desirable but not

Teaching Arrangements: Teaching is by a weekly seminar (SA178) of 1½ hours in the Michaelmas, Lent and first half of the Summer Terms.

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

Reading List: A detailed reading list is included in the seminar programme. The following is an introductory list of books.

N. Long, An Introduction to the Sociology of Rural Development; M. Lipton, Why Poor People Stay Poor: Urban Bias in World Development; T. Shanin, Peasants and Peasant Societies; J. Harriss, Rural Development; G. Hunter, Modernising Peasant Societies: World Bank, Rural Development Sector Policy Paper 1975; A. Pearse, Seeds of Plenty, Seeds of Want; P. Harrison, Inside the Third World; K. Griffin, The Political Economy of Agrarian Change; A. H. Savile, Extension in Rural Communities; M. Ahmed & H. Coombs (Eds.), Education for Rural Development; R. Apthorpe (Ed.), Social Research & Community Development.

Examination Arrangements: There is a three-hour written examination paper in June. Students are required to answer three questions from a choice of 10-12 questions.

SA6744

# Social and Economic Aspects of Urbanization

Teacher Responsible: Mr. D. Narine, c/o Room A244 and Dr. M. Hebbert, Room S412

Course Intended Primarily for Diploma in Social Planning in Developing Countries.

Scope: To acquaint students with the major problems and issues of urban development and housing policy in developing countries today.

Syllabus: Definitions of terms and concepts. Characteristics of Third World urbanisation. Urban social problems. Urban development policy. Housing problems. Approaches to housing policy.

Pre-Requisites: Preferably an experience of urban development policy and administration and/or housing administration in a developing country.

Teaching Arrangements: Teaching is provided through a seminar (SA179: Social and Economic Aspects of Urbanisation) which is held weekly throughout the academic session. A handout listing the topics to be covered each week will be provided at the first meeting of the seminar.

Written Work: Members of the seminar will take turns to present a paper for discussion on the topics. All will be expected to undertake preparatory reading in order to participate in the discussions.

Reading List: A detailed reading list for each topic is provided on the handout. General works on the subject which all members of the seminar should read include: D. J. Dwyer, People and Housing in Third World Cities: D. Drakakis-Smith, Urbanisation, Housing and the Development Process; O. F. Grimes, Housing for Law Income Urban Families; A. Mabogunje, The Development Process: H. S. Murison & J. P. Lea (Eds.). Housing in Third World Countries; B. Roberts, Cities of Peasants; H. Stretton, Urban Planning in Rich and Poor Countries: J. F. C. Turner, Housing by People: World Bank, Housing: Sector Policy Paper; C. Abrams, Housing in the Modern World; G. Breese (Ed.), The City in Newly Developing Countries; R. Bromley (Ed.), The Urban Informal Sector; J AbuLoghod & R. Hay, Third World Urbanization; A. Gilbert & J. Gugler, Cities, Poverty and Development; M. Peil and P. Sada, African Urban Society; R. Skinner & M. Rodell, People, Poverty and Shelter; A. Gilbert & P. Ward, Housing, the State and the Poor; P. Ward, Self-Help Housing.

Examination Arrangements: There will be a three-hour written examination based on the topics covered in the seminar. Three questions out of 9 or 10 are to be answered. The examination is usually held in mid-June.

SA6745

# Social Implications of Education and Manpower

Teacher Responsible: Dr. Anthony Hall, Room A260 (Secretary, Caroline Raffan, A244) Course Intended Primarily for Diploma in Social

Planning in Developing Countries.

Scope: The course is designed to consider the role of education in national development and its relation to manpower needs, with particular reference to the ituation in developing countries.

Syllabus: Key issues in the study of educational vstems: education and social and economic development, the contribution of economists, sociologists, and psychologists. Access to schooling, uestions of equity and appropriateness. Planning the curriculum in primary, secondary and tertiary education: vocational, technical and non-formal education; literacy training. The special position of women: education in plural societies: the role of overseas aid and technical co-operation. The role of dministrators and educational planners.

Pre-Requisites: This paper is one of the options available to Diploma students. Work experience in education is desirable, but not essential.

Teaching Arrangements: Teaching is by weekly seminar (SA180) of 1½ hours in the Michaelmas, Lent and half of the Summer Term.

For the main seminar SA180 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 resentations with their supervisors or course teachers. Written Work: In addition to seminar presentations students are required to write one essay on the education system of their own country during the Christmas vacation, for presentation at the start of the ent Term, as well as further essays.

Reading List: A detailed reading list is included in the seminar programme. The following is an introductory list of books

Vaizev, Education in the Modern World; R. Dore, The Diploma Disease; O. Banks, The Sociology of Education; World Bank, Education Policy Paper 980; D. Adams, Education in National Development; D. Rowley, The Politics of Educational Planning in Developing Countries (UNESCO); C. A. Anderson, The Social Context of Educational Planning (UNESCO); P. H. Coombs, What is Educational Planning? (UNESCO); C. E. Beeby, Planning and the Educational Administrator (UNESCO): M. Blaug, Introduction to the Economics of Education; M. Woodhall, Cost-Benefit Analysis in Educational Planning (UNESCO).

Examination Arrangements: There is a three-hour written examination paper in June. Students are required to answer three questions from a choice of 10 to 12 questions.

SA6760

# Social Policy and Planning in Developing Countries

Teacher Responsible: Mrs. M. G. W. Hardiman (Secretary, Caroline Raffan, A244)

Course Intended Primarily for M.Sc. in Social Planning n Developing Countries.

Scope: The course is designed to give students a knowledge of the principles of social policy and social planning, and the techniques of planning in relation to the socio-economic and cultural situations of the Third World countries.

Syllabus: Concepts of social policy, social development and social planning. Theories of planning and decisionmaking. Problems of planning: planners and the political process, values and ideologies, the goals of social planning and alternative strategies. Policy issues in social planning: population, rural development, urbanisation, industrialisation and technology, unemployment, income distribution, poverty, health, education, welfare, stratification, the role of women and ethnic relations. International aspects of social development, overseas aid. Social research methods and planning techniques: data collection, survey, censuses, social indicators, operational research, costbenefit analysis and project appraisal, analysis of national plans.

Pre-Requisites: This paper is a compulsory part of the M.Sc. in Social Planning in Developing Countries. Students are expected to have a background in the social sciences and work experience in developing countries. Students should provide themselves with background data on their own countries.

Teaching Arrangements: Teaching is by two seminars a week in the Michaelmas, Lent and half of the Summer

SA172: Social Policy and Planning in Developing Countries. 13 hour seminar taught by Mrs. Hardiman and Dr. Hall.

A detailed seminar programme is handed out at the beginning of the session. Students are required to prepare themselves to participate by extensive reading and by discussion of topics with their supervisors. Each week one or more students present papers for which they must provide an outline on the blackboard or by

SA173: Social Research Methods and Planning Techniques in Developing Countries. 2-hour seminar taught by Dr. Bulmer, Mr. Cornford, Dr. Hall and Mr.

A detailed seminar programme is handed out by the course teachers. Introductory lectures are given on the different topics, followed by workshop exercises for which students meet in groups out of seminar hours to prepare presentations.

Written Work: In addition to the preparation of seminar papers students will write essays for their tutors on the subject matter of the course.

Reading List: Detailed reading lists will be set out in the seminar programme. The following is an introductory list of books: those asterisked should be

\*M. Hardiman & J. Midgley, The Social Dimensions of Development: Social Policy & Planning in the Third World; \*J. Midgley & D. Piachaud (Eds.), The Fields and Methods of Social Planning; \*D. Conyers, An Introduction to Social Planning in the Third World; S. MacPherson, Social Policy in the Third World; \*M. Todaro, Economics for a Developing World: An Introduction to Principles, Problems and Policies for Development: A. J. Kahn, Theory and Practice of Social Planning; A. Waterson, Development Planning; R. Titmuss, Social Policy: An Introduction; J. E. Goldthorpe, The Sociology of the Third World; E. Boserup, Women's Role in Development; V. George & P. Wilding, Ideology and Social Welfare; N. Baster,

Measuring Development; H. Chenery et al., Redistribution with Growth; C. Elliott, Patterns of Poverty in the Third World; \*World Bank, World Development Report 1980; \*United Nations, 1978 Report on The World Social Situation; M. Bulmer & D. Warrick, Social Research in Developing Countries; \*D. J. Casey & D. A. Lury, Data Collection in

Developing Countries.

Examination Arrangements: There is a three-hour written examination paper in June. Students are required to answer three questions from a choice of 10-12 questions. The paper is not sectionalised; questions are based on work covered in courses SA172 and SA173.

> SA6761 SA6741

# Planning Health Development (M.Sc. Social Planning in Developing Countries)

Problems of Health and Disease (Diploma in Social Planning in Developing Countries)

Teacher Responsible: John Carrier, Room A238 (Secretary, Rachel Mawhood, A238)

Course Intended Primarily for those following the oneyear Master's and Diploma courses (above) although students reading for the M.Sc. in Social Policy and Planning and the M.Sc. in Sociology are also able to attend and be examined in the course.

Scope: The aim of the papers is to introduce students with a background in planning and social sectoral planning in the Third World to the issues facing such planners in the field of health service provisions and evaluation. Some experience in a planning agency would be appropriate but not an absolutely essential background for study.

Syllabus: Health and ill health in developing countries; The development of health services; indigenous medicine and its relationship with Western medicine; the social, demographic and economic background to the planning of health services; the problems of determining priorities between different parts of health services; the principles of planning primary care and hospital services; the collection and used of health statistics; the financing of health services; the effect of different forms of central, regional and local organisation; the relationships of health and other social services.

Pre-Requisites: As above under Scope, some experience in a planning agency or previous work in the health or other social service field in the Third World would be an advantage, but otherwise the entry requirements for the above courses are sufficient.

Teaching Arrangements: The course covers the Michaelmas/Lent and half of the Summer Term.

The M.Sc. and Diploma students attend the same lectures and seminars (although they sit different examination papers, for which see below under Examination Arrangements). There are several lectures for the course, Professor Brian Abel-Smith will give 10 lectures/seminars, John Carrier and David Piachaud

give several lectures and seminars (SA176) between them and Dr. Gill Walt of the London School of Hygiene and Tropical Medicine gives 6 lectures and seminars (mainly on primary health care). Other teachers present to students their own case study researches into health service planning in the Third World (Drs. Mills, Walker and Sanderson of the L.S.H.: Dr. Anderson of St. Georges Hospital Medical School). The case studies in the past have been drawn from Jordan, Botswana, Lesotho and Papua New Guinea. Each lecture is immediately followed by a seminar. Students prepare seminar papers based upon allotted reading, related to the subject of the lecture. A combined lecture/seminar is of one and a half hours duration. All students are required to prepare themselves for seminar discussion by reading.

Written Work: Much of the written work required of students is in the form of seminar paper preparation. Each paper should take about 15 minutes to read, and be about 1,000 words in length. All seminar work papers can be read and discussed by teachers with the student concerned.

Reading List: Below is the minimum necessary reading for this course. Specialised reading for seminar topics will be given out by lecturers responsible for particular aspects of the course. Starred items\* should be purchased if possible.

B. Abel-Smith, Value for Money in Health Services (Heinemann, 1976) £5.50; B. Abel-Smith, Poverty, Development and Health Policy: Public Health Papers No. 69 (WHO, 1978); J. Evans et al., Health Care in the Developing World: Problems of Scarcity and Choice, New England Journal of Medicine, November 1981; WHO, Formulating Strategies for Health for All by the Year 2000 (1979); Basil S. Hetzel, Basic Health Care in Developing Countries (Oxford University Press, 1978) £4.00; M. Muller, The Health Nations: A North-South Investigation (Faber, 1982); K. W. Newell, Health by the People (WHO, 1975); WHO, Sixth Report on the World Health Situation, Parts One and Two (1980); UNICEF, Government and the People's Health, No. 42, April/June 1978; G. Walt & P. Vaughan, An Introduction to the Primary Health Care Approach in Developing Countries (Ross Institute Publication, No.13, July 1981); G. E. W. Wolstenholme & K. M. Elliott, Human Rights in Health (Ciba Foundation Symposium 23, Associated Scientific Publishers, 1974); World Bank, Health Sector Policy Paper (World Bank, 1980).

Supplementary Reading List: This is given out at the beginning of the course, reflects the special interest of the subject lecturers.

Examination Arrangements: The M.Sc. and Diploma Students are examined in separate papers although the subject matter examined is similar. The M.Sc. paper is a conventional three-hour paper; three questions have to be answered from a choice of about 12/15 set questions. Each question carries the same marks. The Diploma students also have to answer three questions from a choice of about 10/12 questions. All questions carry the same marks.

SA6762

# Planning Welfare Services and Social Security

Teacher Responsible: Mike Reddin, Room A281 (Secretary, Elizabeth Plumb, A280) and Mrs. S. Crowe, c/o Room A244

Course Intended Primarily for M.Sc. in Social Planning in Developing Countries.

Scope: To acquaint students with policy issues and problems in planning family welfare and social security services in Third World countries.

Syllabus: The nature of family welfare services. Issues n welfare planning: the role of residential care, voluntary action and traditional responses. Administrative problems. The contribution of professional social work. Problems of planning social security. Economic aspects of social security. Social security and redistribution.

Pre-Requisites: Preferably a qualification in social work or experience of working in welfare services and/ or social security administration in developing

Teaching Arrangements: Teaching is provided through a seminar (SA177: The Planning of Family Welfare Services and Social Security) which is held weekly broughout the academic session.

A handout listing the topics to be covered each week will be provided at the first meeting of the seminar. Written Work: Members of the seminar will usually take turns to present a paper for discussion on the topics. All will be expected to undertake preparatory reading in order to participate in the discussions.

Reading List: A detailed reading list for each topic will be provided. Key reading includes:

Midgley, Professional Imperialism: Social Work in the Third World; and Social Security, Inequality and the Third World.

Students should also read chapter 9 of:

M. Hardiman & J. Midgley, The Social Dimensions of Development.

Other relevant titles include:

W. Clifford, A Primer of Social Casework in Africa; M. Clinard & D. Abbott, Crime in Developing Countries; S. D. Gokhale & B. Chatterjee (Eds.), Social Welfare: Legend and Legacy; N. Hasan, The Social Security System of India; ILO, The Cost of Social Security; S. K. Khinduka (Ed.), Social Work in India; P. Mouton, Social Security in Africa; R. Savy, Social Security in Agriculture.

Students are also encouraged to consult the following ournals which contain many relevant articles:

International Social Work; International Social Security Review.

Examination Arrangements: There will be a three-hour examination based on the topics covered in the seminar. Three questions out of 9 or 10 to be answered. The examination is usually held in mid-June.

SA6763

# Social and Economic Aspects of Urbanisation

Teacher Responsible: Mr. D. Narine, c/o Room A244 and Dr. Hebbert, Room S412

Course Intended Primarily for M.Sc. in Social Planning in Developing Countries.

Scope: To acquaint students with the major social and economic problems of Third World urbanisation and the policies designed to deal with them.

Syllabus: The nature and extent of urbanisation in developing countries. Major social and economic problems of Third World urbanisation. Urban development policy approaches: urban decentralisation, urban planning and management, urban control measures. Approaches to urban housing policies in developing countries.

Pre-Requisites: Preferably an experience of urban development policy and administration and/or housing administration in a developing country.

Teaching Arrangements: Teaching is provided through a seminar (SA179: Social and Economic Aspects of Urbanisation) which is held weekly throughout the academic session. A handout listing the topics to be covered each week will be provided at the first meeting of the seminar.

Written Work: Members of the seminar will take turns to present a paper for discussion on the topics. All will be expected to undertake preparatory reading in order to participate in the discussions.

Reading List: A detailed reading list for each topic is provided on the handout. General works on the subject which all members of the seminar should read include: D. J. Dwyer, People and Housing in Third World Cities; D. Drakakis-Smith, Urbanization, Housing and the Development Process; O. F. Grimes, Housing for Low Income Urban Families; A. Mabogunje, The Development Process; H. S. Murison & J. P. Lea (Eds.), Housing in Third World Countries; B. Roberts, Cities of Peasants; H. Stretton, Urban Planning in Rich and Poor Countries; J. F. C. Turner, Housing by People; World Bank, Housing: Sector Policy Paper; C. Abrams, Housing in the Modern World; G. Breese (Ed.). The City of Newly Developing Countries; R. Bromley (Ed.), The Urban Informal Sector; J. AbuLoghod & R. Hay, Third World Urbanization; A. Gilbert & J. Gugler, Cities, Poverty and Development; M. Peil and P. Sada, African Urban Society; R. Skinner & M. Rodell, People, Poverty and Shelter; A. Gilbert & P. Ward, Housing, the State of the Poor; P. Ward, Self-Help Housing.

Examination Arrangements: There will be a three-hour written examination based on the topics covered in the seminar. Three questions out of 9 or 10 are to be answered. The examination is usually held in mid-June.

SA6764

### Rural Development

Teacher Responsible: Dr. Anthony Hall, Room A260 (Secretary, Caroline Raffan, A244)

Course Intended Primarily for M.Sc. in Social Planning in Developing Countries.

Scope: 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.

Syllabus: The nature and extent of the problem: the significance of the rural-agricultural sector in national development. The characteristics of rural communities and the impact of socio-econimic change. Issues and strategies in rural development: land reform, agricultural improvement, settlement schemes, credit, marketing, extension services and co-operatives. The improvement of the rural infrastructure: water supply, roads, rural electrification, health and education. The community development 'basic needs' and 'conscientization' approaches to rural development. Selection and training of personnel. Administration and evaluation of national plans for rural development. The role of foreign aid.

Pre-Requisites: This paper is one of the options available to M.Sc. students. Knowledge of rural areas and relevant work experience is desirable but not

Teaching Arrangements: Teaching is by a weekly seminar (SA178) of 11 hours in the Michaelmas, Lent and first half of the Summer Terms.

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

Reading List: A detailed reading list is included in the seminar programme. The following is an introductory list of books.

N. Long, An Introduction to the Sociology of Rural Development; M. Lipton, Why Poor People Stay Poor: Urban Bias in World Development; T. Shanin, Peasants and Peasant Societies; J. Harriss, Rural Development; G. Hunter, Modernising Peasant Societies; World Bank, Rural Development Sector Policy Paper 1975; A. Pearse, Seeds of Plenty, Seeds of Want; P. Harrison, Inside the Third World; K. Griffin, The Political Economy of Agrarian Change; A. H. Savile, Extension in Rural Communities.

Examination Arrangements: There is a three-hour written examination paper in June. Students are required to answer three questions from a choice of 10-12 questions.

SA6765

# Social Implications of Education and Manpower

Teacher Responsible: Dr. Anthony Hall, Room A260 (Secretary, Caroline Raffan, A244)

Course Intended Primarily for M.Sc. in Social Planning in Developing Countries. Students in some other branches of the M.Sc. in the Faculty of Economics may also take this paper by agreement with their supervisors.

Scope: The course is designed to consider the role of education in national development and its relation to manpower needs, with particular reference to the situation in developing countries.

Syllabus: Key issues in the study of education systems: education and social and economic development, the contribution of economists, sociologists, and psychologists. Access to schooling, questions of equity and appropriateness. Planning the curriculum in primary, secondary and tertiary education: vocational. technical and non-formal education; literacy training The special position of women: education in plural societies: the role of overseas aid and technical cooperation. The role of administrators and educational

Pre-Requisites: This paper is one of the options available to M.Sc. students. Work experience in education is desirable, but not essential.

Teaching Arrangements: Teaching is by a weekly seminar (SA180) of 11 hours in the Michaelmas, Lent and first half of the Summer Terms.

For the main seminar SA180 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. Written Work: In addition to seminar presentations students are required to write one essay on the education system of their own country during the

Lent Term, as well as further essays. Reading List: A detailed reading list is included in the seminar programme. The following is an introductory list of books.

Christmas vacation, for presentation at the start of the

J. Vaizey, Education in the Modern World; R. Dorc, The Diploma Disease; O. Banks, The Sociology of Education; World Bank, Education Policy Paper 1980; D. Adams, Education in National Development; C. D. Rowley, The Politics of Educational Planning in Developing Countries (UNESCO); C. A. Anderson, The Social Context of Education Planning (UNESCO); C. E. Beeby, Planning and the Educational Administrator (UNESCO); M. Blaug. Introduction to the Economics of Education; M. Woodhall, Cost-Benefit Analysis in Educational Planning (UNESCO).

Examination Arrangements: There is a three-hour written examination paper in June. Students are required to answer three questions from a choice of 10 to 12 questions.

SA6770

# Housing Policy and Administration

Teacher Responsible: Mrs. Anne Power, Room A226 and Dr. P. Dunleavy, Room L301/2

Course Intended Primarily for Diploma in Housing. Scope: This is the core course for the first year of the Housing Diploma. It covers:

- (1) The history of housing policy from the later 19th century onwards, with special emphasis on post-war policy.
- (2) The organisation and influences which structure contemporary housing policy formulations;

(3) The ways in which policy analysis may be applied to improving housing policy.

Syllabus:

History of Housing Policy in Britain: Nineteenth century origins of housing policy; the role of housing reformers; the beginnings of slum clearance and other powers for local authorities. The inter-war period and the first large-scale public housing drive; major housebuilding era in the 1930's; the spread of low-cost home ownership. The post-45 reconstruction, the rationing of housing and the "mass housing" boom; decontrol and the reliance on market forces, the major slum clearance drive from the late 1950's; the decline in new public housing following on from the unpopularity of modern 'estate" concept; the shift to rehabilitation, to universal home-ownership goals and council house sales.

Policy Formation in Housing: The influence of bureaucracies and professions on policy formation: national housing legislation and the roles of political parties, ministers and civil servants, housing interest groups, housing-related professions, local authority associations and public sector unions; the formation of housing policy at the local level; management, relations with clients, issues of access to housing; the implications of central-local relations.

Housing Policy Analysis: Policy analysis methods: the range of debate in housing policy; key contemporary problems would include the residualisiation of public ousing, emergence of priority estates, decentralisation and privatisation, allocation and access to housing, council house sales, rehabilitation of housing, and policies for the private sector; housing futures in Britain, and the forecasting of alternative scenarios. Teaching Arrangements: Core teaching for this paper s provided by 25 lectures (SA187) and 25 seminars

Dunleavy; seminars by Anne Power. A number of other courses provide valuable supplementary coverage according to interests: Supplementary teaching will be available in the llowing course:

SA187a) Lectures by Anne Power and Patrick

Gv211 Public Policy and Planning lectures (Dr. P. Dunleavy, Michaelmas Term).

Reading List: J. Burnett, A Social History of Housing; Cullingworth, Council Housing: Purposes, Procedures and Priorities; D. Donnison & C. ngerson, Housing Policy; H. Dyos & M. Wolff, The Victorian City; D. Englander, Landlord and Tenants Edwardian England; E. Gauldie, Cruel Habitations: Merrett, State Housing in Britain; M. Swenarton, Homes Fit for Heroes; J. Tarn, Five Per Cent Philanthropy; A. Wohl, The Eternal Slum; M. Boddy, Building Societies; P. Dunleavy, The Politics of Mass Housing in Britain 1945-75; J. Macey, Housing Management; J. Melling, Housing, Social Policy and he State; M. Burbidge et al., Investigation of Difficult Let Housing; W. Dunn, Introduction of Public Policy Analysis; A. Power, Local Housing

Examination Arrangements: There is a three-hour ormal written examination in June. A specimen paper will be provided well in advance of the examination. Students are advised to consult the specimen question papers which will be issued during the second term of the course to familiarize themselves with the examination format.

SA6771

## Social Policy and Social Structure

Teacher Responsible: Brian Abel-Smith, Room A243 and Professor H. Glennerster, Room A279, Professor D. A. Martin and others

Course Intended Primarily for Diploma in Housing. Scope: To introduce students to basic concepts in social policy and social structure in modern Britain. Syllabus: as in Calendar under SA5600 and SO5809. Teaching Arrangements: 50 lectures (SA100 and So120). These lectures will be backed up and integrated with the rest of the course in tutorial teaching with required essays.

Reading List: Social Policy:

M. Brown, Introduction to Social Administration (fifth edition), Hitchinson 1982; M. Hill, Understanding the Welfare State, B. Blackwell and M. Robertson 1982: J. Le Grande and R. Robinson, The Economics of Social Problems, Macmillan 1976; D. V. Marsh, The Welfare State, Longmans 1980; T. Marshall, Social Policy, Hutchinson 1975; W. A. Robson, Welfare State and Welfare Society, Allen & Unwin 1976; R. M. Titmus, Social Policy: An Introduction, Allen & Unwin 1975.

Social Structure:

P. Abrams, Work, Urbanisation and Inequality: A. H. Halsey, Change in Britich Society; T. Noble, Structure and Change in Modern Britain; J. Westergaard and H. Resler, Class in a Capitalist Society.

Examination Arrangements: There is a three hour formal written examination in June. A specimen paper will be provided well in advance of the examination.

SA6772

# Legal Framework of Housing Studies

Teacher Responsible: Michael Zander, Room A303 nad Martin Loughlin, Room A355

Course Intended Primarily for Diploma in Housing. Scope: To provide an introduction to the English Legal system and relate it to housing policy in both public and private sectors.

Syllabus: The course is in two parts.

Part I will cover the English legal system, the lawmaking process, the courts and litigations. See Calendar LL5000.

Part II will cover: (1) Introduction; legal concepts relating to housing. (2) Private rented sector; security of tenure, rent regulation. (3) Public rented sector; allocation policies, managements, rents, sales. (4) Homelessness; squatting, responsibilities of local housing authorities. (5) Housing conditions, repairs, unfitness, statutory nuisances, over-crowding, clearance, improvement.

Teaching Arrangements: Students will attend 20 lectures (LL103 and LL105) of Michael Zander's course, the English Legal System, and 10 lectures (SA185) in the Lent term on Housing Law. There will be 20 law classes (SA185a) in Michaelmas and Lent terms to integrate and two course and relate them to housing issues and practice.

Reading List: Michael Zander, The Law Making Process: Cases and Materials on the English Legal System; D. Hughes, Public Sector Housing Law; D. Hoath, Council Housing Homelessness; A. Arden, Manual of Housing Law; A. Arden and M. Partington, Housing Law; A. Arden, The Housing Act 1980.

**Examination Arrangements:** There is a three-hour formal written examination in June. A specimen paper will be provided well in advance of the examination.

### SA6773

# Housing Economics and Housing Finance

Teachers Responsible: Dr. C. M. E. Whitehead, Room S579 (Secretary, Ms. Vanessa Cartmell, S276), Professor H. Glennerster, Room A279 (Secretary Rachel Mawhood, A255) and David Piachaud, Room A284

Course Intended Primarily for Diploma in Housing. Scope: The course provides an introduction to economics which is then applied to the particular problems of housing economics and finance. There is also a short introduction to the application of accountancy techniques to housing.

Syllabus: The course is in three parts. The first covers an introduction to social economics, examining the determinants of supply and demand, the price system and market equilibirium, market failure, government intervention and the role of Government in the UK. The second part deals with the determinants of need, demand and supply of housing and tenure choice, the financing and subsidy system as it applies to owner-occupation – covering sources of finance, interest rates, the form of general subsidy, subsidies to existing stock

and subsidies to assist investment and allocation; the financing and subsidy system as it applies to private renting – covering the determination of rents, security of tenure, the taxation framework, and the effect of the control system on the incentive to supply and demand rented accommodation; the financing and subsidy system as applied to the public sector – the regulatory framework of the 1970's and 1980's Housing Revenue Accounts, investment, allocation and pricing decisions, housing associations the operation of income related subsidies and their relationship to housing demand and allocation comparative analysis of tenures; attributes, access, subsidy.

The third part deals with the principle and functions of housing accounts; budgetting, auditing and financial control.

Teaching Arrangements: 10 lectures: Social Economics – David Piachaud (SA130) M; 25 lectures: Housing Economics and Housing Finance (SA186) Christine Whitehead, Professor Howard Glennerster and an accountant (L15; S10). Classes: (SA186a) integrating the two courses (10M, 10L, 5S).

Reading List: Detailed reading lists will be provided at the beginning of each course. Relevant texts include: R. G. Lipsey, Introduction to Positive Economics; N. Hepworth, The Finance of Local Government; D. McLennan, Housing Economics; L. Lansley, Housing and Public Policy; N. Hepworth, A. Gray and J. Odling-Smee, Housing Subsidies and Accounting Manual; Audit Commission, Economy, Efficiency and Effectiveness: H Block Grant to Local Authorities; H. Glennerster, Paying for Welfare.

**Examination Arrangements:** There is a three-hour formal written examination in June, A Specimen Paper will be provided well in advance of the examination.

# SOCIOLOGY

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

# Lectures and Seminars

Lecture, Seminar Number	•		Study Guide Number
So100	Introduction to Sociology Dr. C. R. Badcock and Professor D. G. MacRae	23/MLS	So5800
So102	Statistics Research and Sociology (Not available 1985-86) Mr. G. Rose	5/S	So102
So103	Issues and Methods of Social Research Class Mr. G. Rose	36/ML	So5801; So6960
So104	Comparative Social Structures I Dr. I. Roxborough	24/MLS	So5820
So105	Comparative Social Structures II Mr. M. C. Burrage and Professor E. A. Wrigley	30/MLS	So5830
So106	Sociological Theory Dr. J. M. Mann	20/ML	SA5725; So5821; So6815
So110	Contemporary Sociological Theory Professor P. S. Cohen, Dr. L. A. Sklair and Dr. N. Mouzelis (Not available 1984–85)	20/ML	So5989
So111	Social and Moral Philosophy Dr. E. Barker	20/MLS	So5810
So112	Sociology of Knowledge and Science Dr. A. W. Swingewood	20/ML	So5946
So113	Society and Literature Dr. A. W. Swingewood	20/ML	So5945
So114	The Psychoanalytic Study of Society Dr. C. R. Badcock	24/MLS	So5960
So120	The Social Structure of Modern Britain Professor T. P. Morris, Professor D. A. Martin, Mr. C. M. Langford, Dr. P. Rock et al	30/ML	So5809
So121	The Social Structure of the Soviet Union Dr. E. A. Weinberg	20/MLS	So5860
So122	The Development of Modern Japanese Society Professor K. E. Thurley	22/MLS	So5861

Lecture/ Seminar Number			Study Guide Number	Lecture/ Seminar Number			Study Guide Number
So123	Social Structure and Politics in Latin America (Not available until 1986–87) Dr. I. Roxborough	23/LS	So5862	So162	Social Structure of Industrial Societies  - Seminar  Dr. E. A. Weinberg	25/MLS	So6830; So6969
So130	Political Sociology (alternate years) (Not available 1985–86) Dr. C. T. Husbands and Mr. A. W. G. Stewart	20/MLS	Gv4042; So5880; So6853	So163	Sociology of Development - Seminar Dr. N. Mouzelis, Dr. L. A. Sklair and Dr. I. Roxborough	24/MLS	So6831
So131	Political Processes and Social Change (alternate years) Mr. A. W. G. Stewart	23/MLS	Gv4041; So5881; So6852	So165	Sociology of Deviant Behaviour – Seminar Dr. P. E. Rock, Dr. D. M. Downes, and Professor T. P. Morris	25/MLS	So6881
So132	Industrialisation and Theories of Social	20/ML	So5882;	So166	Sociology of Religion - Seminar Professor D. A. Martin and Dr. E. Barker	30/MLS	So6880
	Change Dr. N. Mouzelis and Dr. L. Sklair		So6831	So167	Theories of Political Sociology (alternate years)	20/ML	So6853
So133	Theories and Problems of Nationalism (Not available 1985–86) Dr. A. D. S. Smith, Professor P. S. Cohen Mr. J. B. L. Mayall and Mr. G. Schöpflin	20/MLS	So5883; So6831 So6850	So168	Mr. A. W. G. Stewart  Political Stability and Change – Seminar (Not available 1985–86) (alternate years)  Mr. A. W. G. Stewart	22/MLS	So6852
So134	Urban Sociology (alternate years) Dr. C. T. Husbands	22/MLS	So5916	So169	Nationalism – Seminar (Not available 1985–86)	20/MLS	So6850
So140	Industrial Sociology Dr. S. R. Hill and Dr. K. Bradley	20/ML	So5917	CO.	Dr. A. D. Smith, Professor P. S. Cohen and Mr. J. B. L. Mayall		
So141	Sociology of Sex and Gender Roles Dr. L. A. Sklair and Dr. J. Lewis	24/MLS	So5918	So170	The Political Sociology of Latin America Dr. I. Roxborough	17/MLS	So6854
So142	Sociology of Religion (alternate years) Professor D. A. Martin and Dr. E. Barker	25/MLS	So5921	So171	Sociological Theory - Seminar Dr. J. M. Mann	22/MLS	So6815
So143	Criminology	20/MLS	So5919	So172	Comparative European Social Structures (Not available 1985-86)	15/MLS	So6969
So144	Professor T. P. Morris  Sociology of Deviance and Control Dr. P. E. Rock and Dr. D. M. Downes	10/M	SA5734; So5920	So183	Research Class for M.Phil. Students Dr. J. M. Mann	MLS	So183
So145	Sociology of Medicine Dr. S. Taylor	20/ML	So5922	So184	Research Seminar on the Sociology of Crime and Deviance Dr. P. E. Rock and Dr. D. M. Downes	25/MLS	So184
So150	Social Theory and Social Structure Seminar (Not available 1985–86) Professor P. S. Cohen and Dr. S. R. Hill	25/MLS		So185	Research Seminar in Political Economy and Social Stratification (Not available 1985–86)	15/MLS	So185
So152	Methods of Social Investigation Mr. G. Rose	12/MLS	So6960	So186	Dr. C. Crouch and others	15/MLS	So186
So160	Design and Analysis of Social	26/MLS	So6800	30180	Sociology Department Research Seminar Dr. J. M. Mann	13/1/1128	30180
	Investigations Mr. G. Rose			So187	Sociology of Literature Dr. A. W. Swingewood	12/MLS	So187
So161	Design and Analysis of Social Investigations: Special Topics To be arranged	10/ML	So6800		Graduate Seminar on the Sociology of of Sex and Gender Roles Dr. L. A. Sklair	MLS	So188

Teacher Responsible: Mr. G. Rose, Room S667 (Secretary, Miss J. Johnson, S779)

Course Intended Primarily for B.Sc. (Econ.) Part II; First year Sociology specialists; Dip. Soc.

Scope: These lectures are intended to provide links between the statistics course SM202 and the other first year sociology courses.

Syllabus: The role of statistics in social research and in sociological analysis. Examples will be chosen from recent British studies.

Teaching Arrangements: Five lectures (So102), Summer Term.

Reading List: A. Heath, Social Mobility; G. Rose, Deciphering Sociological Research; M. Rosenberg, The Logic of Survey Analysis; J. Silvey, Deciphering Data; J. Westergaard & H. Resler, Class in a Capitalist Society; Social Trends (annually).

Examination Arrangements: Non-examinable.

So185

Research Seminar in Political Economy and Social Stratification

(Not available 1985-86)

Course Intended for research students working within the area described.

**Scope:** The course is designed to encourage discussion of evolving work of students and teachers, with particular emphasis on comparative studies.

Teaching Arrangements: Seminars (So185), Sessional. Examination Arrangements: Non-examinable.

So186

Sociology Department Research Seminar

Teacher Responsible: Dr. Michael Mann, Room S778 (Secretary, Mrs. Yvonne Brown, S686)

**Scope:** An occasional seminar series open to all staff and students of the Sociology Department, in which either departmental members or outside visitors give papers on their current research.

So5800

Introduction to Sociology

Teacher Responsible: Dr. C. Badcock, Room S665 (Secretary, Miss Josephine Johnson, S779)

Course Intended Primarily for B.Sc. Sociology 1st year (compulsory), Geog., Maths., Stats., Comp., Act. Sci., Man. Sci., Psych., B.Sc. (Econ.) Parts I and II. Optional for B.Sc. S.S. and A. 1st year; M.Sc.

Scope and Syllabus: The principal aim is to provide an introduction to the theoretical and empirical study of social systems and of the processes of change which they undergo. An attempt is made to do this by way of certain central questions which have informed, and do inform, sociological enquiry: how society is possible; elements of social structure – communication, socialisation, economic allocation and production, social control, ritual and symbolic action. The history of sociological concepts from the Enlightenment to the present time.

**Pre-Requisites:** None. The course assumes no prior knowledge of the social sciences and is suitable for any student in the School eligible to take it.

Teaching Arrangements: Lectures, So 100 23 Sessional, classes, So 100a 23 Sessional.

Lectures are organised as follows: Michaelmas Term: 10 lectures given by **Dr. Badcock** on the fundamentals of society in an evolutionary perspective; 5 lectures, also given by **Dr. Badcock** in the Lent Term on some principal sociological paradigms linked to the material discussed in the first term (viz: positivism, Marxism, Weberian sociology, Functionalism, Structuralism, Psycho-analysis and Sociobiology); 10 lectures given by **Professor MacRae** in the Lent and Summer Terms on basic analytic concepts and issues related to

Classes: All class groups will follow an identical sequence of class topics and related reading closely linked to the lectures.

industrial society.

Written Work: Entirely at the class teacher's discretion. There is no formal requirement for course-work; however, all students are expected to prepare for all classes and to produce class papers if this is the method of instruction agreed on between the class teacher and the class. Students from foreign universities which require written course-work to be assessed must arrange this with their class teachers on an individual basis.

Minimal Reading List: The basic text-book for the course is G. & J. Lenski, *Human Societies*. Students may also wish to purchase some of the following basic texts:

R. Aron, Main Currents of Sociological Thought; L. Coser & B. Rosenberg, Sociological Theory: Readings; T. Raison, The Founding Fathers of Social Science;

and, for background reading to **Dr. Badcock's** lectures: C. Badcock, *The Psychoanalysis of Culture*, and *Levi-Strauss*.

Wherever possible xeroxed copies of selected reading specified on the class reading list will be deposited in the Library off-print collection (excepting the textbook).

Supplementary Reading List: ((P) indicates inexpensive paper-back).

R. Dawkins, The Selfish Gene; L. Stone, The Family, Sex and Marriage in England 1500-1800 (P); T. Bottomore & M. Rubel, Selected Writing of Karl Marx (P); D. MacRae, Max Weber (P); R. Nisbet Durkheim; R. Fletcher, The Making of Sociology; R. Merton, Social Theory and Social Structure; M. & R. Friedman, Free to Choose (P).

Examination Arrangements: A three-hour unseen examination towards the end of the Summer Term. Examination questions will tend to follow the lectures and the questions for class discussion printed on the main reading list.

So5801

Issues and Methods of Social Research
Teacher Responsible: Mr. G. Rose, Room S667
(Secretary, Miss Josephine Johnson, S779)

Course Intended Primarily for students in the B.Sc. course unit, main field Sociology (compulsory course to be taken in the first, second or third year) and B.Sc. (Econ.) Part II, special subject Sociology (compulsory course to be taken in the second or third year).

Scope: The aim of the course is to introduce students to central issues and basic techniques in the conduct of research sociology.

Syllabus: The course examines basic issues and methods of social research using examples from a number of sociological works. It covers elementary aspects of the philosophy of science, the relationship between research and theory, study design and sampling, and the main approaches to doing sociological research, including social surveys, experiments and quasi-experiments, field research and participant observation, and unobtrusive methods. Students are made familiar with the concepts of reliability and validity, with specific techniques of datagathering (such as interviews, questionnaires, etc.) and with the measurement devices appropriate for

particular tasks (e.g., various types of attitude measurement). The course covers differing approaches to data analysis, in particular various techniques for handling confounding variables and the construction of simple causal models. There is also material on the sources and problems of validity of certain major types of data, such as aggregate data and official data like crime statistics, wealth data and basic demographic statistics. Students work collectively throughout the year on a research project that involves the collection of data by questionnaire and their analysis using the computer.

Pre-Requisites: Students must be concurrently taking, or must have completed the course SM202 Statistical Methods for Social Research (or an equivalent course). Teaching Arrangements: The course comprises a series of twenty lectures, twelve fortnightly workshop classes, and twenty-four weekly classes in small groups.

Lectures: SA115 Methods of Social Investigation 20 Michaelmas and Lent Terms.

Workshop Classes: So103 12 Sessional (fortnightly starting in the *second* week of the Michaelmas Term). Classes: So103 24 Sessional.

The lectures provide a comprehensive coverage of topics in the syllabus. The fortnightly workshop classes aim to coordinate practical work on the projects and to show how lecture material can be applied to the project. In the weekly classes there will be sixteen devoted to the project and eight to topics selected directly from the syllabus. Students should note that the lectures, the workshop classes and the weekly classes are all essential parts of the course.

Written Work: There is a compulsory assignment entailing the answering of four or so short essay-questions that is distributed at the end of the Michaelmas Term and this must be handed to the student's class teacher by the end of the first full week of the Lent Term. There is also a compulsory research report that contributes to the examination for the course.

Reading List: There is no single textbook that covers the content of the whole course but students are encouraged to buy:

L. H. Kidder, Research Methods in Social Relations (4th edn.).

Other useful textbooks are:

K. D. Bailey, Methods of Social Research; H. M. Blalock, Jr., An Introduction to Social Research; D. P. Forcese & S. Richer (Eds.), Stages of Social Research; 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; G. Rose, Deciphering Sociological Research; M. Shipman, The Limitations of Social Research; H. W. Smith, Strategies of Social Research; M. Stacey, Methods of Social Research.

Supplementary Reading List: C. Bell & H. Newby (Eds.), Doing Sociological Research; M. I. A. Bulmer (Ed.), Sociological Research Methods; J. Bynner & K. M. Stribley (Eds.), Social Research: Principles and Procedures; J. A. Davis, Elementary Survey Analysis; L. Festinger & D. Katz (Eds.), Research Methods in

# So183

# Research Class for M.Phil. Students

Teacher Responsible: Dr. Michael Mann, Room S778 (Secretary, Mrs. Yvonne Brown, S686)

Course Intended for research students in Sociology. Syllabus: In the main part of the seminar series research students present papers on their proposed research designs. Each student must submit a paper in written form for Department approval during Summer Term. There are also two series of introducing classes on doing research and on using the L.S.E. computer (participation in the latter being voluntary).

So184

# Research Seminar on the Sociology of Crime and Deviance

Teachers Responsible: Dr. P. Rock, Room S875 (Secretary, Mrs. Elaine Hartwell, A453) and Dr. D. Downes, Room A246 (Secretary, Rachel Mawhood, A255)

Course Intended for students preparing dissertations on the Sociology of Deviance for the M.Phil. and Ph.D. degrees.

Scope: Designed to encourage public discussion of evolving work, the seminar will enable participants to review their own, others', and general problems encountered in the process of exploring deviant and allied phenomena.

Teaching Arrangements: Twenty-five seminars (So184), Sessional.

Examination Arrangements: Non-examinable.

the Behavioral Sciences; W. J. Goode & P. K. Hatt, Methods in Social Research; P. Hammond (Ed.), Sociologists at Work; G. Hoinville, R. Jowell & Associates, Survey Research Practice; P. F. Lazarsfeld & M. Rosenberg (Eds.), The Language of Social Research: A Reader in the Methodology of Social Research; R. Mayntz, K. Holm & P. Hoebner, Introduction to Empirical Sociology; D. C. Miller, Handbook of Research Design and Social Measurement; A. N. Oppenheim, Questionnaire Design and Attitude Measurement; S. L. Payne, The Art of Asking Questions; B. Phillips, Social Research: Strategies and Tactics; M. W. Riley, Sociological Research: A Case Approach; M. Rosenberg, The Logic of Survey Analysis; M. Shipman (Ed.), The Organisation and Impact of Social Research; J. Silvey, Deciphering Data; E. J. Webb, D. T. Campbell, R. D. Schwartz and L. Sechrest, Unobtrusive Measures; H. Zeisel, Say It With Figures (5th edn.).

Examination Arrangements: There is a conventional three-hour written examination in the Summer Term that is based on the full syllabus. All questions carry the same marks. Seventy per cent of the total assessment for the course is based on this examination. The remaining 30 per cent is awarded for the student's report of the research project. This latter assignement is given towards the end of the Lent Term and the completed report must be handed to the Examinations Office by 1 May.

So5809

### Social Structure of Modern Britain

Teacher Responsible: Professor Terence Morris, Room S877 (Secretary, Miss Josephine Johnson, S779)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. course units main fields Sociology, Social Psychology; B.Sc. Social Science and Administration; Diploma in Trade Union Studies; Diploma in Housing. Scope: The aim is to introduce students to the main contributions of sociological knowledge to the study of post-war British society. This will be achieved by considering some of the main problems which are considered to affect that society. The course is strongly empirical and makes use of quantitative material.

Syllabus: An examination of academic evidence relevant to some of the major issues confronting British society including industrial decline, inequality, political uncertainty, the fact of a multi-cultural society and the role of the mass media. This involves discussion of social stratification and mobility; occupational structure and the distribution of income; industrial structure and wealth of ownership; industrial relations; education; the state, including the welfare state; demographic patterns and family structure; religion, patterns of settlement and housing tenure; and race

Pre-Requisites: While constructed primarily for first and second year undergraduates reading for the B.Sc. course unit degree in sociology and for the B.Sc. Econ. Part II special subject sociology, the course does not assume a detailed knowledge of sociology. It is intended to be suitable as an outside option for undergraduates reading for a range of other degrees, and for students taking the Diploma in Trade Union

Studies. Overseas students, including those on singleyear or single-term courses, may find it a useful means of improving their knowledge of British society.

Teaching Arrangements: Lectures (So120) 10 Michaelmas Term and 20 Lent Term supplemented by 15–20 classes.

Classes (So120a) will be taken by teachers in the department of sociology, except for those reading for the B,Sc, in Social Science and Administration and for the specified Diplomas; classes for these students are organised by the appropriate department. During the Summer Term special tuition will be provided for General Course students taking this option.

Written Work: In addition to the presentation of class papers, each student attending classes should expect to present a short essay on a topic within the course to his/her class teacher during both the Michaelmas and Lent Terms.

Reading List: Basic Reading.

\*P. Abrams (Ed.), Work, Urbanisation and Inequality; A. B. Atkinson, (Ed.), Wealth Income and Inequality; M. Banton, Racial Minorities; F. Blackaby (Ed.), De-Industrialisation; R. M. Blackburn & M. Mann, The Working Class in the Labour Market; W. Brown, The Changing Contours of British Industrial Relations; D. Butler & D. Stokes, Political Change in Britain (2nd edn.); H. A. Clegg, The Changing System of Industrial Relations in Great Britain; P. R. Cox, Demography; C. J. Crouch, The Politics of Industrial Relations (2nd edn.); A. Francis, "Families, firms and finance capital; the development of U.K. industrial firms with particular reference to their ownership and control". Sociology, 14, 1, 1980; J. H. Goldthorpe, Social Mobility and Class Structure in Modern Britain; \*A. H. Halsey, Change in British Society; A. H. Halsey et al., Origins and Destinations; C. C. Harris, The Family and Industrial Society; A. Heath, Social Mobility; E. Hobsbawm, Industry and Empire; T. J. Johnson, Professions and Power; D. Kavanagh (Ed.), The Politics of the Labour Party; J. Le Grand, The Strategy of Equality; D. A. Martin, A Sociology of English Religion; \*T. Noble, Structure and Change in Modern Britain; A. Oakley, A Sociology of Housework; K. Roberts et al., The Fragmentary Class Structure; R. Rose, Politics in England (3rd edn.); G. Routh, Occupation and Pay in Great Britain, 1906-1979; J. Scott, Corporations, Classes and Capitalism; A. Sked & C. Cooke, Post-War Britain: a Political History; D. J. Smith. The Facts of Racial Disadvantage; P. Stanworth & A. Giddens (Eds.), Elites and Power in British Society; A. Stewart et al., Contemporary Britain: P. Townsend, Poverty in the United Kingdom; J. Westergaard & H. Resler, Class in a Capitalist Society; M. J. Wiener, English Culture and the Decline of the English Spirit 1850-1980; R. Williams, The Long Revolution.

\*indicates the most useful general references.

Further reading will be given with the lecture course outline.

Examination Arrangements: Those taking this course as part of the B.Sc. course unit or B.Sc. Econ. degree will be examined by means of three essays written during the Easter vacation. The essays, which are chosen from an extensive list of questions, must be of less than 2,000 words each.

### S05810

### Social and Moral Philosophy

Teacher Responsible: Dr. Eileen Barker, Room S684 (Secretary, Mrs. Jean Ridyard, A451)

Course Intended Primarily for B.Sc. c.u. main fields Sociology, Social Psychology, B.Sc. (Econ.) Part II Special Subject Sociology, but open to all students, if their depts. agree.

Scope: The course is designed to introduce awareness of philosophical problems, particularly those concerned with knowledge and ethics, which are of relevance to the social scientist.

Syllabus: Introduction to concepts concerning the nature of knowledge, reality and ethics. Brief description of the thought of some of the classical philosophers.

Elementary principles and fallacies in logical thought. Discussion of problems in descriptions and explanations of social behaviours.

An introduction to moral philosophies, especially those of Kant and the Utilitarians.

Discussion of the relationship between science and values.

Pre-Requisites: No background knowledge is necessary.

Teaching Arrangements: Lectures Soll1: 20 Michaelmas and Lent Terms. Lectures which involve considerable student participation, given by Eileen

Classes: Sollla: 20 Michaelmas and Lent Terms taken by David Martin.

Written Work: Students are expected to do some simple logical exercises for the lectures and to provide at least one class paper per term.

Reading List: J. Hospers, An Introduction to Philosophical Analysis; J. Hospers, Human Conduct; B. Russell, Problems of Philosophy; B. Russell, A History of Western Philosophy; A. MacIntyre, A Short History of Ethics; K. Popper, Conjectures and Refutations, Ch. 1; K. Popper, The Poverty of Historicism; A. Ryan, The Philosophy of the Social Sciences; M. Lessnoff, The Structure of Social Science: A Philosophical Introduction; E. Gellner, Thought and Change; E. Gellner, Legitimation and Raliaf

The Hospers books que the nearest approximation to text books for the course.

Supplementary Reading List: This will be given out at the beginning of the course with lecture notes and exercises.

Examination Arrangements: Three-hour formal examination in Summer Term. Also an optional essay which can upgrade borderline examination results, but cannot lower marks.

So5820 So6962

# Comparative Social Structures I

Teacher Responsible: Dr. I. Roxborough, Room S687 (Secretary, Mrs. Elaine Hartwell, Room A453) Course Intended Primarily for B.Sc. c.u. main field Soc. 2nd year; B.Sc. (Econ.) Part II; Dip. Soc. Normally

students will have successfully completed Introduction to Sociology (So100).

Scope: The comparative sociology of pre-industrial societies

Syllabus: Problems of comparative method in the analysis of social structure. The contributions of the main sociological schools on the issue; the analysis in terms of modes of production and systems of domination of the major types of complex preindustrial societies; slavery, caste, feudalism, oriental empires; early capitalism. Race, ethnicity and sex inequality will be considered.

Teaching Arrangements: Lectures So 104 24 Sessional. Classes So 104a Sessional. The lectures will provide an account of the main theories and a survey of the main sources for each of the areas to be covered in the course, while the classes will look in detail at the specific topics listed in the "Class Topics" reading list.

Written Work: Students will be expected to prepare one or more class papers and these will normally be revised in light of the class discussion and handed in to be marked by class teachers. Some topics may extend over more than one week.

Reading List: Lecture Course: The following list contains a selection of books that will serve as a sound introduction to one or more parts of course. Students are strongly advised to buy and study at least one of these. References to the relevant works of Marx, Weber and Durkheim, and to the literature on substantive problems will be given in the lectures. Specific topic references will be found in class reading lists.

P. Abrams, Historical Sociology; P. Anderson, Passages from Antiquity to Feudalism; Lineages of the Absolutist State; G. Lenski, Power and Privilege; A. Bailey & J. Llobera (Eds.), The Asiatic Mode of Production; M. Bloch, Feudal Society; S. Eisenstadt, Political System of Empires; A. de Ranck and U. Knight (Ed.), Caste and Race; M. Weber, General Economic History; L. Dumont, Homo Hierarchicus; B. Hindess & P. Q. Hirst, Pre-Capitalist Modes of Production; R. Hilton (Ed.), Transition from Feudalism to Capitalism; E. Hobsbawm, "Introduction" to K. Marx, Pre-Capitalist Economic Formations; R. Marsh, Comparative Sociology; T. Parsons, The Evolution of Societies; M. Finley (Ed.), Slavery in Classical Antiquity; I. Wallerstein, The Modern World System; C. Tilly (Ed.), The Formation of National States in Western Europe; I. Vallier (Ed.), Comparative Methods in Sociology; K. Wittfogel, Oriental Despotism; A. Weinstein & F. Gatell (Eds.), American Negro Slavery.

**Examination Arrangements:** The examination will consist of a three hour unseen written paper. The examination paper will be based on the topics covered in the "Class Topics" list.

So5821 So6961

### Sociological Theory

Teacher Responsible: Dr. Michael Mann, Room S778 (Secretary, Mrs. Yvonne Brown, S686)

Course Intended Primarily for B.Sc. c.u. main fields Soc. 2nd year, Soc. Anth. 2nd year; B.Sc. (Econ.) Part II; B.Sc. S.S. and A.; M.Sc.; Dip. Soc.

Syllabus: An introduction to the main varieties of classical and modern sociological theory, concentrating on three tasks: what are the principal arguments of the classic texts, to what problems and changes in the real world were the theories a response, and what relevance do they have in the contemporary world? The principal theorists and schools considered are: Marx, Weber, Durkheim, Parsons and normative functionalism, symbolic interactionism, phenomenology and contemporary Marxism.

Teaching Arrangements: Lectures: Solo6 Twenty lectures, weekly in Michaelmas and Lent Terms. Classes: Solo6(a) Twenty classes, weekly in Michaelmas and Lent Terms.

Reading List: (a) General Secondary Sources R. Aron, Main Currents in Sociological Theory (2 vols.); L. Coser & B. Rosenberg (Eds.), Sociological Theory; L. Coser, Masters of Sociological Theory; T. Parsons, The Structure of Social Action (2 vols.); A. Giddens, Capitalism and Modern Social Theory; R. Nisbet, The Sociological Tradition; A. Gouldner, The Coming Crisis of Western Sociology; J. H. Turner, The Structure of Sociological Theory.

(b) Primary Sources

It is important that the student read at least one substantial work by each of the principal classic writers.

For Marx either Capital, Vol. 1 or Vol. III or one of several one-volume collections of his shorter works. For Weber either The Theory of Economic & Social Organization or one of the Sociology of Religion Volumes (The Protestant Ethic, The Religion of China, The Religion of India). or Gerth & Mills (Eds.), From Max Weber. For Durkheim either The Division of Labour in Society or The Elementary Forms of the Religious Life.

Examination Arrangements: One three-hour formal examination in the Summer Term, based on the whole syllabus of the lecture course and the classes.

So5830 So6963

### Comparative Social Structures II

Teacher Responsible: Mr. Michael Burrage (Course Convener), Room A375 (Secretary, Mrs. Elaine Hartwell, A453)

Course Intended Primarily for B.Sc. Soc. course units (Sociology); B.Sc. Econ. (Sociology); M.Sc. in Sociology, supplementary to Course Sol62, (Social Structure of Industrial Societies); Dip. Soc.

Scope: The aim of the course is to review, making extensive use of comparisons between societies, the main theories related to (a) the industrialisation of the major industrial societies and (b) their more recent development.

Syllabus: The course will outline major features in the development of the political, economic and social institutions of modern societies, during both the period of industrialisation and the 20th century. It will also discuss sociological interpretations of these issues. Since the syllabus covers a very wide area, students will be permitted to specialise to some degree, and class discussions and examination papers will provide for this.

Pre-Requisites: Undergraduates specialising in sociology normally take this course in their final year. Students taking the course as an outside option should have followed an introductory course in sociology.

Teaching Arrangements: Lectures: So105, 30 Sessional. Classes: So105a, 20 Sessional. In the Michaelmas Term Mr. Burrage gives lectures on major issues of economy, polity and collective action in the period of industrialisation, including education and stratification; in Europe and the U.S.A., while Professor Wrigley discusses demographic and family developments. In the Lent Term there will be lectures on the same themes as they affect modern industrial society; and Professor Martin considers the sociological aspects of religion.

Classes will be conducted by Mr. Burrage.

A lecture outline with bibliography will be provided at the first lecture, and additional material will be available for classes.

Written Work: In addition to the presentation of class papers, each student attending classes should expect to present a short essay on a topic within the course to his/her class teacher during both the Michaelmas and Lent Terms.

Reading List: The following represents a minimal list: D. Bell, The Coming of Post-Industrial Society; R. Bendix, Work and Authority in Industry; R. Bendix, Nation-Building and Citizenship; S. Berger & M. Piore, Dualism and Discontinuity in Industrial Societies; J. Gershuny, After Industrial Society?; A. Giddens, Class Structure of the Advanced Societies; A. Giddens & D. Held (Eds.), Class, Power and Conflict; J. H. Goldthorpe (Ed.), Order and Conflict in Contemporary Capitalism; D. Held (Ed.), States and Societies; C. P. Lindblom, Politics and Markets; S. M. Lipset & S. Rokkan, Party Systems and Voter Alignments; M. Olsen, The Rise and Decline of Nations; R. Pipes, Russia under the Old Regime; T. Skocpol, States and Social Revolutions.

Examination Arrangements: There is a three-hour advanced notice examination in the Summer Term.

So5831

# Unit Essay in Sociology

Teacher Responsible: The Departmental Tutor

Course Intended Primarily for B.Sc. (Sociology) (compulsory unit, taken in third year), B.Sc. (Econ.) special subject Sociology (optional course, available in third year)

Scope: The essay is to be 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, so that it can be supervised adequately. 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.

Teaching Arrangements: Students should inform the Department of the general area within which their work will lie by the third week of the Michaelmas Term in the year of submission. They must submit a final title to the Department by the fourth week of the Lent Term in order for that title to be approved.

Three meetings will be arranged to discuss the essay. The first, held in the Summer Term of the session *prior* to the year of submission, will deal with guidelines for the essay, and provide a forum for a general discussion of possible approaches. The second and third meetings will enable progress on the essay to be discussed; these will be held in approximately the fifth week of Michaelmas Term and the fourth week of the Lent Term.

Arrangements for supervision: Students should themselves approach the member of staff they would like as supervisor. The role of the supervisor is often seen by students as more directive than the Department intends. The unit-essay gives students the opportunity to work in a more open-ended and individual context than is possible in a course. The role of the supervisor is not to teach, but to give the kind of advice and help which one scholar would normally give another. The supervisor 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 supervisor 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.

Examination Arrangements: The completed essay must be of not more than 10,000 words in length; it may include tables and diagrams as appropriate. It must be submitted to the Examinations Office by May I in the student's final year. Since a number of people will be reading the essay, the Department would be grateful if it could be submitted in typescript.

### So5860

### The Social Structure of the Soviet Union Teacher Responsible: Dr. E. A. Weinberg, Room S666 (Secretary, Mrs. Elaine Hartwell, A453)

Course Intended Primarily for B.Sc. c.u. main field Sociology (2nd or 3rd years), B.Sc. (Econ.) Part II; M.Sc.

Scope: Major aspects of Soviet 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.

Syllabus: Particular attention will be given to the analysis of: women, the family, and 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.

**Pre-Requisites:** A knowledge of introductory sociology is assumed. Knowledge of the Russian language is *not* necessary.

Teaching Arrangements: The lectures and classes are given by Dr. Weinberg and as such are entirely integrated.

Lectures: So121 22 Michaelmas and Lent Terms. Classes: So121a 22 Michaelmas and Lent Terms.

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; F. Fleron (Ed.), Communist Studies and the Social Sciences; A. Inkeles, Social Change in Soviet Russia (essays); A. Inkeles & K. Geiger (Eds.), Soviet Society: a book of readings; A. Kassof (Ed.), Prospects for Soviet Society; D. Lane, Politics and Society in the USSR; E. A. Weinberg, Development of Sociology in the Soviet Union; A. Brown & M. Kaser, The Soviet Union Since the Fall of Khrushchev; J. Pankhurst & M. P. Sacks, Contemporary Soviet Society.

**Examination Arrangements:** There is a three-hour formal examination in the Summer Term.

### So5861

# The Development of Modern Japanese Society

Teacher Responsible: Professor Keith Thurley, Room H707 (Secretary, Mrs. Ann Morris, H708)

Course Intended Primarily for undergraduates taking the B.Sc. (Econ.) and B.Sc. (Sociology) in the second or third year of study. The course can be taken by others, including post-graduates and General Course students.

Scope: (a) To introduce students to the main patterns of the development of the modern Japanese state and its economic and social institutions since 1600; (b) To discuss the factors behind this development; (c) To examine a range of social, economic and political topics characterising Japan since 1945, discussing the significance of differences with other advanced industrial societies.

Syllabus: Culture, social structure and social change; Japanese ideas and assumptions. Social and economic change in the Tokugawa period. The development of political and industrial elites. Social change in agrarian communities. Urban development in Japan. Educational policy and the educational revolution. The development of large scale organisation and managerial ideology. The growth of the labour unions and the post-war industrial relations system. The labour market and changes in occupational structure. The dynamics of growth and the nature of Japanese capitalism. Social discrimination and social deviance.

Democracy and the party system. The internationalisation of Japan. Japan as a case in the convergence debate.

Pre-Requisites: No prior knowledge of Japanese history is assumed, nor knowledge of Japanese language required (although, of course, useful).

Teaching Arrangements: Lectures (So122); twenty-two.

Classes: (So122a): twenty-four

Written Work: Students will prepare seminar papers for discussion from the third week of the course. Two essays will be prepared from these papers, one in each of the first two terms.

Reading List: A detailed bibliography, topic by topic, will be given. Major reference books include:

R. P. Dore (Ed.), Aspects of Social Change in Modern Japan, 1967; H. Patrick & H. Rosovsky (Eds.), Asia's New Giant, 1976; H. Patrick (Ed.), Japanese Industrialisation and its Social Consequences, 1976; R. J. Smith & R. K. Beardsley (Eds.), Japanese Culture, It's Development and Characteristics, 1963; R. Clark, The Japanese Company, 1979; K. Taira, Economic Development and the Labor Market in Japan, 1970; J. Hirschmeier & T. Yui, The Development of Japanese Business 1600–1973, 1975; R. P. Dore, British Factory — Japanese Factory.

Examination Arrangements: One three-hour paper.

# So5862

# Social Structure and Politics in Latin America

(Not available 1985-86)

Teacher Responsible: Dr. Ian Roxborough, Room S687 (Secretary, Mrs. Elaine Hartwell, A453, Ext. 454) Course Intended Primarily for B.Sc. Sociology; B.Sc. (Econ.) Sociology.

Scope: The social bases of politics in Latin America in the twentieth century.

Syllabus: The Michaelmas Term will be devoted to a survey of the historical development of social structures and political processes in the major countries of the region. The remainder of the course will analyse variations in social structure and politics between various Latin American countries, focussing on: dominant classes, working class, peasantry, the state, the military, multinational corporations, etc.

Teaching Arrangements: 23 lectures and classes (So123 and So123a).

Reading List: F. S. Weaver, Class, State and Industrial Structure, Greenwood Press, 1980; B. Kean & M. Wasserman, A Short History of Latin America, 1980; R. Chilcote & J. Edelstein (Eds.), Latin America: the Struggle with Dependency and Beyond, 1974; F. H. Cardoso & E. Faletto, Dependency and Development in Latin America, 1979; A Lowenthal (Ed.), Armies and Politics in Latin America, 1976.

Supplementary Reading List: A more detailed reading list is available from Dr. Roxborough or his secretary. Examination Arrangements: A three-hour examination in June.

NB. This course will be given in alternate years only, starting 1986/87.

Political Sociology (Not available 1985–86)

Teachers Responsible: Dr. C. T. Husbands, Room S879 (Secretary, Mrs. Elaine Hartwell, A453) and Mr. A. W. G. Stewart, Room S876 (Secretary, Mrs. Yvonne Brown, S686)

Course Intended Primarily for students in the B.Sc. course unit, main fields Sociology or Social Psychology (second or third years), B.Sc. (Econ.), Part II, special subject Sociology (second or third years), M.Sc. in Sociology.

Scope: The aim of the course is to discuss relevant theoretical and empirical issues in order to introduce the range of problems that define the field of political sociology.

Syllabus: The course presents competing views regarding the nature and scope of political sociology. This involves the analysis of power and the role attributed to power and/or politics within some major sociological paradigms. The distinction between authority and domination is presented. There is a discussion of the analysis of the state and the problem of sociological reductionism; the fascist state as an exceptional form of the capitalist state is also analysed. A further major focus is the role of classes and elites in the political process and the role of organisation in political activity, which relates to group theory and the development of pluralism. The distribution of power in capitalist and socialist societies is discussed. Further specific topics discussed include the analysis of community power, varying approaches to the study of ideology, the analysis of the mass support received by fascism and Nazism and by post-war neo-fascism in Britain and western Europe. The course also focuses upon more empirical and contemporary issues of mass politics, including the changing nature of political participation, political socialisation, the depth of issueawareness in western electorates and the changing dynamics of voting behaviour, especially in Great

Pre-Requisites: Students are normally expected to have taken So100: Introduction to Sociology or to be able to present evidence of equivalent knowledge. However, in special circumstances exceptions may be made to this formal requirement.

Teaching Arrangements: Lectures: So 130 20 Sessional. Classes: So 130a 22 Sessional. There is some flexibility in the division of lecturing between Dr. Husbands and Mr. Stewart. In general, however, the lectures in the first part of the course will be given by Mr. Stewart and those in second part by Dr. Husbands. Depending upon the number of students registered in the course, Dr. Husbands and Mr. Stewart each take a weekly class.

Written Work: The students in each class take turns to write essays on themes connected with the lecture course; these essays are presented to the class for criticism and discussion.

Reading List: R. Aron, Main Currents in Sociological Thought, Vol. 1; T. B. Bottomore, Elites and Society; D. Butler & D. Stokes, Political Change in Britain (2nd edn.); H. H. Gerth & C. W. Mills (Eds.), From Max Weber: Essays in Sociology; J. H. Meisel (Ed.), Pareto

and Mosca; R. Michels, Political Parties; N. with Poulantzas, Political Power and Social Classes.

Supplementary Reading List: N. Abercrombie, S. Hill

Class

& B. S. Turner, The Dominant Ideology Thesis; P. Anderson, Considerations on Western Marxism; D. Apter (Ed.), Ideology and Discontent; P. Bachrach, The Theory of Democratic Elitism: A Critique; R. Bahro, The Alternative in Eastern Europe; D. Beetham, Max Weber and the Theory of Modern Politics, Chapters 1 to 5, 8, 9; M. Billig, Fascists: I. Budge, I. Crewe & D. Fairlie (Eds.), Party Identification and Beyond; R. E. Dowse & J. A. Hughes, Political Sociology; A. Effrat (Ed.), Perspectives in Political Sociology; D. Kavanagh (Ed.), The Politics of the Labour Party; W. Laqueur (Ed.), Fascism: A Reader's Guide; J. Larrain, The Concept of Ideology; S. M. Lipset, Political Man; R. T. McKenzie, British Political Parties (2nd edn.); R. T. McKenzie, and A. Silver, Angels in Marble; L. W. Milbrath, Political Participation; R. Miliband, The State in Capitalist Society; R. Miliband, Marxism and Politics; L. Minkin, The Labour Party Conference, (new edn.); T. Nairn, The Break-up of Britain; D. Nicholls, Three Varieties of Pluralism; N. H. Nie, S. Verba & J. R. Petrocik, The Changing American Voter. (enl. edn.); F. Parkin, Marxism and Class Theory: N. W. Polsby, Community Power and Political Theory (2nd edn.); P. G. J. Pulzer, Political Representation and Elections in Britain (3rd edn.); R. Rose (Ed.), Studies in British Politics (3rd edn.); R. Rose (Ed.), Electoral Participation; R. Rose, Class Does Not Equal Party; M. Rush & P. Althoff, An Introduction to Political Sociology; R. Skidelsky, Oswald Mosley.

Examination Arrangements: Assessment is entirely by a conventional three-hour written examination in the Summer Term that is based on the full syllabus. All questions carry the same maximum of marks.

### So5881

# Political Processes and Social Change Teacher Responsible: Mr. A. W. Stewart, Room S876

Secretary, Mrs. Yvonne Brown, S686)

Course Intended Primarily for B.Sc. c.u. main field Soc.; B.Sc. (Econ.) Part II; M.Sc. (Complementary to the graduate seminar Political Stability and Change). Scope: 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.

Syllabus: Role attributed to political processes in different theories of social change; sociological theories of state development; the process of state formation and its relation to other social forces; social determinants of major modern political regimes; patterns of political change in relation to modernisation and industrialisation; relations between the state, industrialisation and the development of labour movements; major types of social and political movements; movement and regime in the development of fascism; politics and social change in the study of revolution; continuity and change in post-revolutionary situations.

Pre-Requisites: Primarily an interest in the integration of theory and empirical materials. Some familiarity

with basic sociological theory would be of assistance. **Teaching Arrangements:** Lectures: So131 – Sessional. Classes: So131a – Classes Sessional. This is a complementary and entirely integrated series of twenty-one lectures and twenty-one classes.

Written Work: Every member of the class may expect to present two class papers in order to facilitate discussion of the relevant topics.

Reading List: No one book covers the entire syllabus. However, students will find it very helpful to buy the following books which throw light on a variety of topics discussed in the syllabus.

B. Moore, Social Origins of Dictatorship and Democracy; T. Skocpol, States and Social Revolutions; P. Abrams, Historical Sociology.

The following books illuminate central themes and problems for relevant sections of the course.

P. Anderson, Lineages of the Absolutist State, part 1 sections 1 and 2 (beginning of Michaelmas Term); C. Tilly, The Formation of Nation-States in Western Europe, pp. 601-638 (first half of Michaelmas Term): I. Wallerstein, The Modern World System, Introduction and chap. 7 (first half of Michaelmas Term); G. Poggi, The Development of the Modern State, chaps. iv and v (first half of Michaelmas Term); E. Hobsbawm, Primitive Rebels, chaps. 1-5 (middle of Michaelmas Term); R. Bendix, Nation-Building and Citizenship, chaps. 1, 2 and 3 (second half of Michaelmas Term); G. Roth, The Social Democrats in Germany (end of Michaelmas Term); P. Anderson. "Origins of the Present Crisis" in Towards Socialism (Ed. Anderson and Blackburn) - 2 offprint copies of this article are available in the Teaching Library (end of Michaelmas Term). A. Stewart, "Political Movements and Political Participation" British Political Sociology Yearbook, Vol. 3 (first half of Lent Term); M. Kitchen, Fascism (first half of Lent Term); T. Parsons; "Democracy and Social Structure in Pre-Nazi Germany", and "Some Sociological Aspects of Fascist Movements" in Essays on Sociological Theory (first half of Lent Term); A. Gerschenkron, Bread and Democracy in Germany; T. W. Mason, "The Primacy of Politics - Politics and Economics in National Socialist Germany" in The Nature of Fascism, Ed. S. J. Woolf; B. Moore Jr., Injustice, chaps. 8-11; A. Gerschenkron, Economic Backwardness in Historical Perspective; A. S. Cohen, Theories of Revolution (second half of Lent Term); L. Kaplan (Ed.), Revolutions: A Comparative Study, esp. Introduction and Part I (second half of Lent Term); B. Moore, Soviet Politics: The Dilemma of Power (second half of Lent

**Examination Arrangements:** There is a three-hour formal examination in the Summer Term based on the full syllabus.

### So5882

# Industrialization and Theories of Social

Teacher Responsible: Dr. N. Mouzelis, Room S775 (Secretary, Miss Josephine Johnson, S779, Ext. 788) Course Intended Primarily for B.Sc. Sociology and B.Sc. (Econ.) part II Sociology.

Scope: Social change in the third world.

Syllabus: The course will deal with political and social processes in selected third world societies. It will include such topics as urbanization, agrarian structure, peasant movements, urban class formation, political mobilization, revolutions, the state, military intervention in politics, nationalism, ethnicity and idealogy.

Teaching Arrangements: Lectures: (So132) 10 Michaelmas and 10 Lent Term.

Classes: (So132a) Sessional.

Reading List: P. Worsley, The Third World; J. E. Goldthorpe, The Sociology of the Third World; A. Hoogvelt, The Third World in Global Development; The Sociology of Developing Societies; E. De Kadt and G. Williams (Eds.), Sociology and Development; A. Webster, Introduction to the Sociology of Development; P. Baran, The Political Economy of Growth; A. Bernstein (Ed.), Underdevelopment and Development; I. Oxaal, Barnett and Booth (Eds.), Beyond the Sociology of Development; R. Rhodes (Ed.), Imperialism and Underdevelopment; J. Taylor, From Modernisation to Modes of Production; E. Wallerstein, The Modern World System (Vol. I and II); B. Moore, Social Origins of Dictatorship and Democracy; R. Bendix, Nation Building and Citizenship; P. Anderson, Lineages of the Absolutist State: A. Gerschenkron, Economic Backwardness in Historical Perspective; I. Roxborough, Theories of Underdevelopment; P. Bairoch, The Economic Development of the Third World since 1900; G. Kitching, Development and Underdevelopment in Historical Perspective; N. Girvan, Corporate Imperialism; C. Y. Thomas, Dependence and Transformation; K. Kumar (Ed.), Transnational Enterprise: their impact on Third World Societies and Cultures.

Supplementary Reading List: A more detailed list is available from Dr. Mouzelis or Dr. Sklair or secretaries

**Examination Arrangements:** A three-hour examination in June.

So5883

# Theories and Problems of Nationalism (Not available 1985-86)

Teacher Responsible: Dr. A. D. Smith, Room S776 (Secretary, Mrs. J. Ridyard, A451, Ext. 295)

Course Intended Primarily for B.Sc. Sociology, B.Sc. (Econ.) Sociology and B.Sc. (Econ.) International Relations.

Scope: 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.

Syllabus: The aspects considered cover four main

- 1. Theories of nationalism and modernisation, including relations between nations and classes, language and religion, and the role of communications and the state:
- 2. Aspects of race and ethnicity, and the rise of fascism.

 Nationalism and the international system, including problems of dependency, secession and selfdetermination;

 Relations between nationalism and communism, in the Soviet Union and the Third World.

Pre-Requisites: A suitable course in Anthropology, Sociology, Political Science, International Relations and International History.

Teaching Arrangements: Lectures, So133, 10 Michaelmas and 10 Lent Term given by:

Dr. A. D. Smith on Theories of Nationalism, and on Nationalism and Communism;

Professor P. Cohen on Race, Ethnicity and Fascism; Mr. J. Mayall on Nationalism and the International System.

These will be supported by weekly classes (So133a) following the lectures given by the relevant lecturer, with revision classes in the Summer Term.

Reading List: A. Cobban, National Selfdetermination, Oxford UP, 1945; E. Kedourie, Nationalism, Hutchinson, 1960; E. Gellner, Thought and Change, Weidenfeld & Nicolson, 1964; H. Kohn, The Idea of Nationalism, Macmillan, 1967; N. Glazer & D. Moynihan (Eds.), Ethnicity, Theory and Experience, Harvard UP, 1975; H. Seton-Watson, Nations and States, Methuen, 1977; T. Nairn, The Break-up of Britain, New Left Books, 1977; L. Tivey (Ed.), The Nation-State, Martin Robertson, 1980; J. Breuilly, Nationalism and the State, Manchester UP, 1982; A. D. Smith, Nationalism in the Twentieth Century, Martin Robertson, 1979; A. D. Smith, The Ethnic Revival, Cambridge UP, 1981; A. D. Smith, Theories of Nationalism (2nd edn.), Duckworth, 1983. Supplementary Reading List: A more detailed reading list is available from Dr. Smith or secretary.

Examination Arrangements: A three-hour exam in June, divided into a Sociology and a Politics/History section, at least one question to be answered from each section.

So5916

Urban Sociology

Teacher Responsible: Dr. C. T. Husbands, Room S879 (Secretary, Mrs. Elaine Hartwell, A453)

Course Intended Primarily for students in the B.Sc. course unit main field Sociology (second or third years) and B.Sc. (Econ.) Part II, special subject Sociology (second and third years).

Scope: The aim of the course is to teach students both about the intellectual origins of urban sociology and also about contemporary theoretical debates and empirical research in the subject.

Syllabus: This course both analyses social and economic phenomena that have differential distributions in urban space and also examines the role of space in mediating urban social relationships.

Subjects covered under the first of these categories include: contributions to the study of human ecology by the Chicago School, later developments in ecological analysis, the role of urban renewal and slum clearance in affecting urban ecology, and the contributions of the neo-Marxist school of urban analysis. There are also discussions of the dimensions

of the 'inner-city problem', of the dynamics of residential segregation by race, and of race differentials in access to urban housing and employment.

Under the second category of subject matter the course examines such issues as urban crowding, territoriality in an urban environment, racist voting behaviour, defensible space, and related issues in the sociology of housing design.

There is a small compulsory project in which students use the computer to perform an exercise in factorial ecology upon census data for Greater London; no previous acquaintance with the computer is required. Pre-Requisites: Students are normally expected to have taken So100: Introduction to Sociology or to be able to present evidence of equivalent knowledge. However, in special circumstances exceptions may be made to this requirement.

Teaching Arrangements: There is a lecture course and a series of twenty-two weekly classes.

Lectures: So134 22 Sessional Classes: So134a 22 Sessional

Written Work: For the classes students take turns to prepare essays on themes connected with the lecture course; these essays are presented to the class for

criticism and discussion.

Reading List: E. W. Burgess & D. J. Bogue, Contributions to Urban Sociology; M. Castells, The Urban Question; L. J. Duhl (Ed.), The Urban Condition; M. Harlow (Ed.), Captive Cities; P. K. Hatt & A. J. Reiss (Eds.), Cities and Society; W. H. Michelson, Man and His Urban Environment, with Revisions; C. G. Pickvance (Ed.), Urban Sociology: Critical Essays; M. Stewart (Ed.), The City; G. A. Theodorson (Ed.), Studies in Human Ecology.

Supplementary Reading List: K. Bassett & J. R. Short, Housing and Residential Structure; B. J. L. Berry & J. D. Kasarda, Contemporary Urban Ecology; M. Castells, City, Class and Power; G. E. Cherry, Urban Change and Planning; C. Cockburn, The Local State; P. Dunleavy, Urban Political Analysis; J. L. Freedman, Crowding and Behaviour; P. Hall (Ed.), The Inner City in Context; D. Harvey, Social Justice and the City; D. T. Herbert & R. J. Johnson (Eds.), Social Areas in Cities; Housing Workshop of the Conference of Socialist Economists, Political Economy and the Housing Question; Housing and Class in Britain; Housing, Construction and the State; P. Lawless, Britain's Inner Cities; T. R. Lee, Race and Residence; C. Mercer, Living in Cities; S. Merrett, State Housing in Britain; S. Merrett, Owner-Occupation in Britain; National Community Development Project, The Costs of Industrial Change; O. Newman, Defensible Space; K. Newton (Ed.), Urban Political Economy; J. Rex & S. Tomlinson, Colonial Immigrants in a British City; P. Saunders, Urban Politics; M. P. Smith, The City and Social Theory; K. Young & P. L. Garside, Metropolitan London.

Examination Arrangements: Assessment is entirely by a three-hour written examination in the Summer Term that is based on the full syllabus. All questions carry the same maximum of marks.

So5917

Industrial Sociology

Teacher Responsible: Dr. S. R. Hill, Room A454a (Secretary, Mrs. Elaine Hartwell, A453, Ext. 454) Course Intended Primarily for undergraduate B.Sc. Soc. and B.Sc. (Econ.) special subjects Sociology and Industrial Relations.

**Scope:** Coverage of modern industrial sociology, with an emphasis on the labour process and issues of political economy.

Syllabus: Competing interests at work. The development of the managerial function. Managerial structure and goals. Bureaucracy and organizational theory. The Japanese corporation. Self-management. Industrial democracy. Work behaviour and job satisfaction. The deskilling debate. Labour market segmentation. Women in employment. The institutionalization of industrial conflict. Trade union representativeness and effectiveness. The structure of the working and middle classes. Ideology and consciousness. The collective organization of non-manual employees. The state, political parties and the economy.

Pre-Requisites: Normally one of Introduction to Sociology, The Social Structure of Modern Britain, Introduction to Social Anthropology, but this requirement is waived for B.Sc. (Econ.) special subject Industrial Relations.

Teaching Arrangements: There will be 20 lectures (So140) and 23 classes (So140a) given by **Dr. Hill** and **Dr. K. Bradley.** 

Written Work: Each student is expected to present at least one class paper per session and, depending on the number of people per class, may be asked to present two.

Reading List: The recommended textbook is S. Hill, Competition and Control at Work. Other books of a general nature that cover substantial parts of the syllabus are:

H. Braverman, Labor and Monopoly Capital; C. Crouch, Trade Unions: The Logic of Collective Action; R. Edwards, Contested Terrain; A. Giddens & G. Mackenzie (Eds.), Social Class and the Division of Labour; D. M. Gordon, et al., Segmented Work, Divided Workers; S. Wood (Ed.), The Degradation of Work?

The major additional references for individual topics on the syllabus, arranged chronologically by topic are: A. Fox, Beyond Contract, chaps. 6 and 7; C. Littler, The Development of the Labour Process; J. Scott, Corporations, Classes and Capitalism, chaps. 2-4; M. Crozier, The Bureaucratic Phenomenon, Part 3: R. Dore, British Factory - Japanese Factory; K. Bradley & A. Gelb, Worker Capitalism; J. Thornely, Workers' Co-operatives; M. Poole, Workers' Participation in Industry; J. Goldthorpe et al., The Affluent Worker, Vol. 1; A. Zimbalist, Case Studies on the Labor Process; I. Berg (Ed.), Sociological Perspectives on Labor Markets, chaps. 4 and 5; A. Amsden (Ed.), The Economics of Women at Work; J. West (Ed.), Work, Women and the Labour Market; W. Korpi & M. Shalev, 'Strikes, industrial relations and class conflict', British Journal of Sociology, 1979; A. Carew, Democracy and Government in European Trade

Unions, chaps. 8 and 9; A. Giddens, The Class Structure of the Advanced Societies; N. Abercrombie et al., The Dominant Ideology Thesis; G. Bain, The Growth of White-Collar Unionism; F. Parkin, Marxism and Class Theory, Part 2.

A more comprehensive bibliography will be available to students taking this course.

Examination Arrangements: A three-hour formal examination in the Summer Term.

# So5918

# Sociology of Sex and Gender Roles: Women in Society

Teacher Responsible: Dr. L. Sklair, Room A350 (Secretary, Mrs. Y. Brown S686)

Course Intended Primarily for B.Sc. c.u. main field Soc.; B.Sc. (Econ.) Part II; B.Sc. S.S. and A. 3rd year. Scope: The nature and causes of sex and gender role differences over time and place.

Syllabus: A comparative study of the roles of men and women in society, and the kind and extent of inequalities between them. An examination of theories of sex discrimination: feminist, Marxist, sociological, psychological and biological. Family structures and their implications for gender roles in the political, economic, occupational, religious, and cultural spheres. Comparative materials will be drawn chiefly from Britain, the United States, Scandinavia and the Soviet Union.

Teaching Arrangements: The course will consist of 24 lectures (So141) and a weekly class (So141a). The class lists are posted on the notice boards on the Ground Floor of the Main Building.

The lectures will provide an account of the main theories and a survey of the main sources for each of the areas to be covered in the course, while the classes will look in detail at the specific topics listed in the attached "Class Topics" reading list.

Written Work: Students will be expected to prepare one or more class papers and these will normally be revised in light of the class discussion and handed in to be marked by class teachers. Some topics may extend over more than one week.

General: (a) Although there is no single textbook that covers all the topics included in the course, there are several books that provide a sound introduction to several parts of the course. Students are advised to buy and study closely at least one of the following:

S. Delamont, A Sociology of Women; A. Oakley, Sex, Gender and Society; A. Oakley, Subject Women; J. Rohrbaugh, Women: Psychology's Puzzle; Bristol Women's Study Group, Half The Sky; Cambridge Women's Study Group, Women in Society; J. Lewis (Ed.), Women's Welfare, Women's Rights; E. Whitelegg et al. (Eds.), The Changing Experience of Women: M. Evans (Ed.), The Woman Question.

(b) There are several journals that specialise in this area. The most useful of these are:

Feminist Review (LSE Main Library); Signs (LSE Main Library); Sex Roles (Senate House); International Journal of Women's Studies History Workshop Journal (LSE Main Library).

Unions; C. Mulvey, The Economic Analysis of Trade (c) There are good booklists in many of the items in the reading list. In addition the following three works are particularly useful:

BSA, Sociology Without Sexism: a Sourcebook: M. Evans & D. Morgan, Work on Women: A Guide to the Literature; M. Warren, The Nature of Woman: An Encyclopaedia and Guide to the Literature.

The journal Signs regularly features review articles on feminist scholarship in many disciplines. Of particular relevance for the course are:

L. Lamphere, "Anthropology", Vol. 2 (Spring 1977), pp. 612-27.

M. Boxer, "For and About Women", Vol. 7 (Spring 1982), pp. 661-95.

(d) Many journals in specialist areas have in recent years produced special issues on topics for the course. You may find the following useful:

'Women in Communist Systems", Studies in Comparative Communism, XIV (Summer 1981) "Rape", Journal of Social Issues 37, no. 4 (1981)

"Homosexuality: the end of an Illness", American Behaviour Scientist, 25 (March 1982)

"Sexuality in History", Journal of Contemporary History, 17 (April 1982)

"Women's Issue", Critique of Anthropology, 3, 9 and "Sex Roles: Resistance and Change", Journal of

Social Issues, 32, 3 (1976) "Asian Women", Bulletin of Concerned Asian

Scholars, 7 (Jan.-March, 1975) "Women and the City", International Journal of

Urban and Regional Research, 1, 3 (Oct. 1978) Examination Arrangements: The examination will consist of a three hour unseen written paper. The examination paper will be based on the topics covered in the "Class Topics" list.

### So5919

### Criminology

Teacher Responsible: Professor T. P. Morris, Room S877 (Secretary, Miss Josephine Johnson, Room S779) Course Intended Primarily for B.Sc. c.u. main fields Soc. Psych., Soc., B.Sc. (Econ.) Part II, Dip. Soc. Admin.

Scope: The course is intended to introduce students to sociological perspectives on theories of crime and its control through legal institutions in contemporary industrial societies.

Syllabus: The intellectual origins of criminology in 18th and early 19th century social thought; early theories of crime causation including Positivist theories of criminal anthropology. Sociological approaches to crime causation including functionalism, anomie theory, interactionism and area studies. Problems of criminal statistics. White collar crime; organised and professional crime. Crimes without victims including drug offences, prostitution and offences arising from sexual deviance. Suicide and homicide. Problems of juvenile delinquency and juvenile justice. The work of the Chicago School of social ecology. Problems in the sociology of law and the operation of the criminal justice system. The sociology of policing. Sentencing and the practices of the courts. The development of the

prison system and other total institutions for the control of deviance.

Pre-Requisites: Students should have some grounding in sociological theory and be familiar with the social and political history of western industrial societies, although detailed knowledge is not required. For this reason the course is not normally available for firstvear sociology students.

Teaching Arrangements: Lectures So143, 20 Michaelmas and Lent Terms. Classes So143a (2 hours) 20 Michaelmas and Lent Terms.

Reading List: The text designed to introduce the course is: Terence Morris, Deviance and Control: The Secular Heresy. Other recommended introductory texts include: E. Sutherland and D. Cressey, Principles of Criminology; D. Downes and P. Rock, Understanding Deviance; W. Chambliss, Crime and the Legal Process. Supplementary Reading List: Details will be given during the course, in connection with classwork.

Examination Arrangements: By written unseen examination.

# So5920

# Sociology of Deviant Behaviour

Teachers Responsible: Dr. P. E. Rock, Room S875 Secretary, Mrs. Elaine Hartwell, A453), and Dr. D. Downes, Room A246 (Secretary, Rachel Mawhood,

Course Intended Primarily for B.Sc. Sociology 3rd year and B.Sc. (Econ.) Sociology Option, 3rd year. Scope: The aim of the course is to introduce students to the major theories of deviance and control, and their detailed application to specific forms of deviance.

Syllabus: Detailed consideration is given to the major sociological perspectives on deviance and control, including ecology and the 'Chicago School', functionalism, Marxism, cultural and subcultural 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.

Pre-Requisites: Introductory courses in sociological theory and social structure; Criminology (So143) is recommended

Teaching Arrangements: There is a lecture course and classes.

Lectures: So144: Sociology of Deviance and Control, given by Dr. Downes and Dr. Rock.

There are ten lectures, one per week in the Michaelmas Term only.

Classes: So144a: 20 weekly classes in the Michaelmas and Lent Terms of the 3rd year.

Classes are one and a half hours long, teacher - Dr. Rock.

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 covering all classes is provided at the first class. The following is basic reading:

D. M. Downes & P. E. Rock, Understanding Deviance; H. Becker, Outsiders (2nd edn.); A. K. Cohen, Deviance and Control; D. Matza, Becoming Deviant; I. Taylor, P. Walton & J. Young, The New Criminology; S. Cohen, Folk Devils and Moral Panics (2nd edn.); S. Cohen & L. Taylor, Psychological Survival; S. Box, Deviance, Reality and Society; R. Hood (Ed.), Crime. Criminology and Public Policy; E. Rubington & M. Weinberg, Deviance: The Interactionist Perspective (2nd edn.); W. G. Carson & P. Wiles (Eds.), Crime and Delinquency in Britain (Vols. 1 & 2).

Examination Arrangements: Students sit one 3-hour examination.

> So5921 So6880

# The Sociology of Religion (Undergraduate and Post graduate)

(Undergraduate course not available 1986-87)

Teachers Responsible: Professor D. A. Martin, Room S777 (Secretary, Mrs. Yvonne Brown, S686) Dr. E. Barker, Room S684 (Secretary, Mrs. Jean Ridyard, A451)

Course Intended Primarily for B.Sc. Soc. or B.Sc. Econ. students who make it an option. The material is recommended for 2nd/3rd year students and the course is given once every two years.

Scope: The course concentrates on western religion, but arrangements can be made for those wishing to concentrate on a non-western religion. Teachers recommend that only a select group of topics is studied and the examination will allow for this approach.

Syllabus: Professor Martin concentrates on a historical survey of relationships between religion and society introducing en route.

The Weber thesis

The Halevy thesis

The Secularisation debate and issues relating to:

Church, Sect, Denomination, Cult Millenialism.

Mrs. Barker concentrates on more specifically modern issues, as for example sects and cults, religion and science.

The overall idea is

(a) to relate religion to basic theoretical approaches, e.g. Durkheim, Marx, Weber.

(b) to concentrate somewhat on Anglo-American material, so as to bring the material under control.

Teaching Arrangements: Lectures: So142 25

Classes: So142a Sessional.

If for some reason a student needs to take the sociology of religion in a year when it is not being given, he or she can be allocated Dr. Barker or Professor Martin as tutors. This should not normally be necessary.

Post-Graduate Seminar (So166)

This course takes the above as the examinable core of the subject, but varies the examination in accordance with the interests of students participating. It is chaired alternately by Professor Martin and Dr. Barker.

Written Work: This is confined to papers given in classes which should not exceed ten minutes in length. Reading List: What follows is a minimal reading list. Two Supplementary reading lists are available which

students can use when they wish to pursue a particular topic in depth. The inner core is starred.

#### General

\*B. Wilson, Religion in Sociological Perspective, (O.U.P.); J. M. Yinger, The Scientific Study of Religion, (Free Press); \*M. Hill, A Sociology of Religion; N. Birnbaum & G. Lenzer, Sociology and Religion; R. Robertson, The Sociological Interpretation of Religion; Y. M. Yinger, Religion, Society and the Individual.

#### Readings

\*R. Robertson, Sociology of Religion, (paperback).

Durkheim

S. Lukes, Emile Durkheim (chaps. 11 and 23); W. S. F. Pickering (Ed.), Durkheim on Religion; M. Ginsberg, On the Diversity of Morals (chaps. 4, 13, 14). In the Durkheimian tradition read:

M. Douglas, Purity and Danger; M. Douglas, Natural Symbols.

#### Marx

K. Marx & F. Engels, On Religion; N. Birnbaum, Beyond Marx in the Sociology of Religion in C. Y. Glock & P. E. Hammond (Eds.), Beyond the Classics; A. MacIntyre, Marxism and Christianity.

#### Weber

\*S. N. Eisenstadt, The Protestant Ethic and Modernization (especially Eisenstadt, Fischoff, and Bellah); R. W. Green (Ed.), Protestantism and Capitalism.

### Halevy

See the bibliography given in the relevant chapter of M. Hill, A Sociology of Religion.

B. Semmel. The Methodist Revolution.

#### Freud

P. Rieff, The Mind of the Moralist; C. Badcock, The Psychoanalysis of Culture.

### Secularisation

\*K. Dobbelaere, "Secularisation" in Current Sociology, Vol. 29, No. 2, Sage Publications, Summer 1981; \*D. Martin, A General Theory of Secularization, Blackwell; H. McLeod, Religion and the People of Western Europe, 1789–1970, Oxford University Press, Opus Paperback Series, 1981; H. J. Ausmus, The Polite Escape, Ohio University Press; P. Berger, The Sacred Canopy; R. Bellah, "Religious Evolution" in American Sociological Review, June 1964.

#### The Millennium

N. Cohn, The Pursuit of the Millennium; \*B. Wilson, Magic and the Millennium; D. Martin, Pacifism; J. F. C. Harrison, The Second Coming (Routledge); J. Beckford, The Trumpet of Prophecy; P. Worsley, The Trumpet Shall Sound.

#### Church and Sect

M. Hill, The Religious Order; R. Stark & W. S. Bainbridge, "Of Churches, Sects and Cults" in Journal for the Scientific Study of Religion, June 1979; R. Wallis (Ed.), Sectarianism; B. Wilson, Religious Sects; B. McSweeny, Roman Catholicism, Blackwell.

#### Charisma

E. Shils, Entry in International Encyclopedia of the Social Sciences; \*B. Wilson, The Noble Savages.

#### Civil Religion

J. Wilson, Public Religion in American Culture, Temple UP; J. Wilson, Religion in American Society.

#### America

\*G. Marsden, Fundamentalism in American Culture, Oxford U.P.; H. R. Niebuhr, The Kingdom of God in America; Dean M. Kelley, Why Conservative Churches are Growing; R. Stark & C. Y. Glock, American Piety; Wade Clark Roof, Community and Commitment, Elsevier; \*"Religion" in Daedalus, Winter 1982; R. N. Bellah et al., Habits of the Heart, 1985; P. Hammond (Ed.), The Sacred in a Secular Age, 1985.

### Britain

A. D. Gilbert, Religion and Society in Industrial England; \*A. D. Gilbert, The Making of Post-Christian Britain, Longman; B. Martin, A Sociology of Contemporary Cultural Change, Blackwell.

Comparative

\*H. Mol (Ed.), Western Religion, Mouton. New Religious Movements, Cults etc.

R. Quebedeaux, The New Charismatics; C. Y. Glock & R. N. Bellah, The New Religious Consciousness; J. M. Yinger, Countercultures, (Free Press); D. G. Bromley & A. D. Shupe, Moonies in America; E. Cashmore, Rastaman; I. Zaretsky & M. P. Leone (Eds.), Religious Movements in Contemporary America; E. Barker (Ed.), New Religious Movements;

# E. Barker, The Making of a Moonie.

L. S. Feuer, The Scientific Intellectual; H. W. Kearney, Origins of the Scientific Revolution.

#### Clergy

A. J. Russell, The Clerical Profession; R. Towler & A. Coxon, The Fate of the Anglican Clergy.

**Examination Arrangements:** Three-hour formal paper, Questions will be set by the teachers involved. At the time of writing there is an optional long essay on one of a group of set topics.

## So5922

### Sociology of Medicine

Teacher Responsible: Dr. S. Taylor, Room S664 (Secretary, Mrs. Yvonne Brown, S686)

Course Intended Primarily for B.Sc. Sociology and B.Sc. (Econ.) Part II Sociology; other c.u. students may attend with permission of teacher responsible.

Scope and Syllabus: The aim of the course is the analysis of medicine as a social institution: its origins, development, contemporary organization and social consequences. Detailed consideration will be given to the following themes. Comparative analysis of the social construction of the concepts of health and illness. Medicine in industrial society; public health and social change, the development of modern medicine. The medical professions. Structural influence on health, illness and life chances. Becoming a patient: defining and experiencing illness, stigma and social identity. The organisation of health care services; the politics and economics of health care. Medicine and social control. Medicine, law and ethics.

Pre-Requisites: One of: Introduction to Sociology, Introduction to Social Anthropology, Social Structure of Modern Britain.

Teaching Arrangements: Lectures (So145) 20 lectures. Classes: (So145a) weekly classes.

Written Work: Students will be expected to present at least one seminar paper, and there will be one assessed piece of course work.

Reading List: R. Dingwall et al (Eds.), Health Care and Health Knowledge; E. Friedson & J. Lorber (Eds.), Medical Men and their Work; D. Tuckett, An Introduction to Medical Sociology; N. Parry & J. Parry, The Rise of the Medical Profession; V. Navarro, Class Struggle, the State and Medicine; I. Illich, Medical Nemesis; C. Ham, Choices for Health Care; P. Wright & A. Teacher, The Problem of Medical Knowledge; R. Dingwall, Aspects of Illness; P. Townsend & N. Davidson, Inequalities in Health; I. Kennedy, The Unmasking of Medicine; J. Glover, Causing Death and Saving Lives.

Note: most references for this course are to be found in the journals especially: Journal of Health and Illness, Social Science and Medicine, Medicine, Science and the Law, Journal of Health and Social Behaviour, and Medical History.

Teaching Arrangements: A conventional three-hour unseen written examination which will count for 70% of the mark, and one assessed piece of course work which will count for the remaining 30%.

### So5945

### Society and Literature

Teacher Responsible: Dr. A. Swingewood, Room A352 (Secretary, Miss Josephine Johnson, S779)

Course Intended Primarily for B.Sc. c.u. main field Sociology 2nd or 3rd year and B.Sc. (Econ.) Part II 2nd or 3rd year.

Scope: 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.

Syllabus: An analysis of the major contributions to the theoretical study of the sociology of literature: Lukacs, Goldmann, Raymond Williams; Marxism, structuralism, semiotics.

The theory of mass society and mass culture; the relation of literacy to social development and culture. 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.

Pre-Requisites: No particular knowledge of literature or literary theory is required but some knowledge of sociology is desirable in particular sociological theory. Teaching Arrangements: Lectures: Sol13 (2 hours) 10 Michaelmas Term.

Seminar: Sol13a 10 Lent Term.

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: J. Hall, *The Sociology of Literature* (pb); J. Wolff, *The Social Production of Art* (pb); R. Williams, *Marxism and Literature* (pb); D. Laurenson & A. Swingewood, *The Sociology of Literature*.

Examination Arrangements: There is a three hour formal examination in the Summer Term. 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 data at the beginning of May.

The formal examination counts for 70% and the essay for 30% of the examination mark.

### So5946

# Sociology of Knowledge and Science

Teacher Responsible: Dr. A. Swingewood, Room A352 (Secretary, Miss Josephine Johnson, S779)
Course Intended Primarily for B.Sc. (Sociology) 2nd or

3rd years and B.Sc. (Economics) 2nd or 3rd years. Scope: The aim of the course is to introduce students to the main traditions in the sociology of knowledge and science by focussing on the contributions of major sociologists such as Marx, Durkheim, Mannheim, Weber, Schutz, Merton and analysing the development of particular approaches such as those of the Frankfurt School and Phenomenology.

Syllabus: A critical examination of the work of Marx, Weber, Durkheim and Mannheim. The social organisation of knowledge in modern industrial society. The relation of knowledge to elites. Forms of knowledge and forms of society. The social organisation of science and the problem of a sociology of science in the work of Popper, Kuhn and Merton. Pre-Requisites: A knowledge of the main theoretical traditions in sociology is desirable. No knowledge of philosophy is required although this would be useful.

### Teaching Arrangements:

Lectures: Sol12 10 Michaelmas and 10 Lent Term. Classes: Sol12(a) 10 Michaelmas and 10 Lent Term. Each student is expected to produce two class papers and two essays.

Reading List: The most useful texts are; P. Hamilton, Knowledge and Social Structure (pb); N. Abercrombie, Class Structure and Knowledge (pb); J. Larrain, The Concept of Ideology; Z. Baumann, Hermeneutics and Social Science; L. Sklair, Organised Knowledge.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the full syllabus.

### So5960

# The Psychoanalytic Study of Society

Teacher Responsible: Dr. C. Badcock, Room S665 (Secretary, Miss Josephine Johnson, S779)

Course Intended Primarily for B.Sc. Sociology, B.Sc. Social Psychology – 2nd year option, B.Sc. Social Anthropology; B.Sc. Social Science and Administration – first year, B.Sc. Econ. Parts I and II, General Course students, and to all other students in the School who may follow an optional course taught in the department of sociology.

Scope: The course aims to provide students of the social sciences with a basic grounding in the aspects of psychoanalysis relevant to their discipline. It explores common ground between the sociological and psychoanalytic perspectives of society and outlines a central paradigm for the understanding of how cultural

and economic factors, personality structures and basic biological drives interact in constituting human social behaviour.

Syllabus: The course is based on Freud's cultural theory and its relation to psychoanalysis in general. It considers individual psychological ontogeny as recapitulating social phylogeny and considers the interrelations between culture, religion and psychopathology. It looks at group psychology and the structure of the ego, object-relations and social interactions, and the theory of groups. It examines the literature of psychoanalytic anthropology and sociology and considers the sociological critique of psychoanalysis and the psychoanalytic critique of sociology. It attempts to define psychoanalysis as a central paradigm in the social sciences and explores its relations with sociology, psychology, anthropology, economics and history.

Pre-Requisites: None, but prior attendance at course PS101 (Psychoanalytic Theories and their derivatives) would be desirable.

Teaching Arrangements: Lectures: Sol14 10 Michaelmas and 10 Lent Term.

Classes: Sol14a Sessional.

Written Work: entirely at the class teacher's discretion. There is no formal course work.

Reading List: S. Freud, Totem and Taboo; Civilisation and Its Discontents; Group Psychology and the Analysis of the Ego; Moses and Monotheism; The Question of Lay-analysis; Introductory Lectures on Psychoanalysis: A. Freud, The Ego and the Mechanisms of Defence; Normality and Pathology in Childhood: A Study-guide to Freud's Writings; G. Roheim, Psychoanalysis and Anthropology; The Riddle of the Sphinx; E. Jones, Essays on Applied Psychoanalysis; The Nightmare; P. A. Robinson, The Sexual Radicals; T. Reik, Ritual; A. Kardiner, The Psychological Frontiers of Society; G. Devereux, From Anxiety to Method in the Behavioural Sciences: Dreams in Greek Tragedy; E. Erikson, Childhood and Society; E. Fromm, The Sane Society; W. LaBarre, The Ghost Dance; C. Levi-Strauss, The Elementary Structures of Kinship; M. Spiro, Oedipus in the Robriands; H. Marcuse, Eros and Civilization; B. Mazlish, Psychoanalysis and History; W. Muensterberger et al, (Eds.), The Psychoanalytic Study of Society, 10 vols.; W. Rieff, Triumph of the Therapeutic; F. Weinstein & G. Platt, Psychoanalytic Sociology; M. Fortes, Oedipus and Job in West African Religion; R. Fox, The Red Lamp of Incest; J. H. Crook, The Evolution of Human Consciousness; C. Badcock, Levi-Strauss, The Psychoanalysis of Culture: Madness and Modernity; N. O. Brown, Life Against Death; R. Bocock, Freud and Modern Society; Sigmund Freud; R. Endleman, Psyche and Society; S. Moscovici, La Psychanalyse: Son Image et Son Public. Supplementary Reading List: A supplementary reading list associated with class topics will be issued to students at the beginning of the course.

Examination Arrangements: A three-hour unseen examination towards the end of the Summer Term.

So6800

# Methods of Sociological Study

Teacher Responsible: Mr. G. Rose, S667 (Secretary, Miss Josephine Johnson, S779)

Course Intended Primarily for M.Sc. (Sociology), for which it is the compulsory course. Part-time students taking the M.Sc. over two years may wish to note that the course can be taken in either the first or second year. First year M.Phil. (Sociology) students are encouraged to attend either the whole or parts of the course, but their attendance is optional.

Scope: The aim of the course is to discuss main aspects of the research methods used in Sociology. However it is not a specialist course, nor is it of a technical nature; it is devised to meet the general needs of M.Sc. students

Syllabus: 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.

Pre-Requisites: This is not a course on statistical techniques, but it is an advantage for students to have a prior knowledge of elementary statistics approximately to the level required for the London B.Sc. (Sociology) degree. Any students who wish to refresh their memories or who need to fill in gaps in their knowledge can attend undergraduate course SM202, either in full or in part.

Teaching Arrangements: There are two series of

So160: Design and Analysis of Social Investigation. 26 Sessional.

So161: Design and Analysis of Social Investigation (special topics) 10 Michaelmas and Lent Term. Each series of seminars will intersperse three methods

of teaching:

(a) lecture followed by discussion

(b) student seminar papers followed by discussion

(c) invited guest speakers, talking about their own research or special topics.

Part of the assessment for the course is, in normal circumstances, a "project paper" which involves the design of a research study (see section on examination arrangements, below). Approximately one-third of the seminars will, therefore, focus on this topic. However, students may substitute one of two other options for this project paper.

Either (a) Course SM268, Further Statistical Methods. This course focusses on topics such as non-parametric techniques, analysis of variance and covariance, multiple regression and other selected multivariate techniques. It assumes a knowledge of introductory statistics comparable to SM202. For further details of the course, including examination methods, see the relevant study guide.

or (b) In exceptional cases, students may submit an extended paper on a methodological subject (the topic to be determined in consultation with Mr. Rose).

Written Work: In normal circumstances (i.e. when the student undertakes the "project paper"), he or she will write two papers as part of their course: (i) at the end of Michaelmas Term and (ii) at the beginning of Summer Term. Paper (ii) will be based on the student's project, and acts as preparation for the final project

examination arrangements, below).

If option (a) is taken instead of the project paper, paper (i) is required, plus the usual requirements of course SM268. If option (b) is taken, paper (i) is required, and paper (ii) will act as preparation for the extended paper on a methodological subject. Students should also expect to give up to three seminar papers, of which one will be on their project (or their option).

Reading List: No one book covers the whole syllabus. Students are advised to purchase L. H. Kidder, Research Methods in Social Relations, (4th edn.) Holt, 1981; G. Rose, Deciphering Sociological Research. Macmillan, 1982.

Readings which students may wish to consult include: K. D. Bailey, Methods of Social Research, Free Press, 1978; C. Bell & H. Newby (Eds.) Doing Sociological Research, Allen & Unwin, 1977; H. S. Becker, Sociological Work, Aldine, 1970; M. Bulmer (Ed.), Sociological Research Methods, Macmillan, 1977; R. G. Burgess, In the Field, Allen & Unwin 1984; D. T. Campbell & J. C. Stanley, Experimental and Quasi-Experimental Designs for Research, Rand McNally, 1963; N. K. Denzin, The Research Act, McGraw-Hill, 1978; P. Hammersley & P. Atkinson, Ethnography: Principles in Practice, Tavistock 1983; G. Hoineville et al., Survey Research Practice, Heinemann, 1978; C. Marsh, The Survey Method, Allen & Unwin, 1982; G. J. McCall, & J. L. Simmons, Issues in Participant Observation, Addison-Wesley, 1969; R. K. Merton, On Theoretical Sociology, Free Press, 1968; D. C. Miller. Handbook of Research Design and Social Measurement, McKay, 1970; C. A. Moser, & G. Kalton, Survey Methods in Social Investigation, Heinemann, 1971; A. Orenstein, & W. R. F. Phillips, Understanding Social Research, Allyn and Bacon; L. Schatzman & A. L. Strauss, Sociology, Prentice-Hall; C. Selltiz et al., Research Methods in Social Relations (2nd, 3rd edns.), Holt, 1976; M. Shipman, The Limitations of Social Research, Longman, 1972; M. Shipman (ed.), The Organisation and Impact of Social Research, Routledge, 1976; J. Silvey, Deciphering Data, Longman, 1975; H. W. Smith, Strategies of Social Research, Prentice-Hall, 1975, 1981; J. P. Wiseman & M. S. Aron, Field Projects for Sociology Students, Schenkman, 1970.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the whole syllabus. The paper contains ten questions of which three are to be answered. Copies of previous years' papers are available.

66% of the total assessment for the course is based on the examination paper. The other 34% is awarded either on the project paper, assigned during Lent Term, or on one of the two alternatives listed above.

So6815

# Sociological Theory (Seminar)

Teacher Responsible: Professor P. S. Cohen, Room K204 and Dr. M. Mann, Room S778 (Secretaries, Miss J. Gauntlett, S878 and Mrs. Y. Brown, S686) Course Intended Primarily for M.Sc. students

Syllabus: Recent trends in sociological theory. The exact syllabus is worked out at the beginning of the

paper, which is formally examined (see section on academic year according to the interests of students doing the course.

Among the topics covered are:

phenomenology, hermeneutics, contemporary Marxism, neo-evolutionary theory, and recent trends in historical and comparative sociology. Students are assumed to have a basic grounding in classical theory, but they may pursue more intensively selective themes within it if they wish.

Teaching Arrangements: Twenty-two two-hour seminars (So171) weekly throughout the Session. Dr. Mann, Michaelmas and Lent Terms and Professor Cohen, Lent and Summer Terms.

Reading List: This is mainly constructed at the beginning of the terms. Useful introductory books are: P. Cohen, Modern Sociological Theory; A. Gouldner, The Coming Crisis of Western Sociology. These two books are useful for trends up to c.1965. J. H. Turner, The Structure of Sociological Theory; A. Giddens, Central Problems of Sociological Theory; A Contemporary Critique of Historical Materialism.

Examination Arrangements: One three-hour formal examination in the Summer Term, comprising topics agreed with the students and covered in the course of the seminar series. Students must answer three from about ten questions.

So6830

# Social Structure of Industrial Societies

Teacher Responsible: Dr. Elizabeth Weinberg, Room S666 (Secretary, Mrs. Elaine Hartwell, A453)

Course Intended Primarily for M.Sc. Sociology, available as an outside option within some other M.Sc. courses. M.A. Area Studies (United States).

Scope: 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.

Syllabus: 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, the U.S.S.R., U.S.A. and Japan.

Pre-Requisites: A first degree in sociology or some experience of undergraduate courses in sociology. (Students reading for the M.A. Area Studies (United States) are subject to different rules concerning prerequisites).

Teaching Arrangements: Course comprises at least 20 two-hour seminars (So162) at which papers (two each week) are presented by the students and occasionally by teachers. During Michaelmas and part of Lent Term the seminars follow a prescribed pattern of topics, for which extensive bibliographies are made available. During the remainder of Lent and some weeks of Summer Term the papers are chosen by the students, reading material being discussed individually with the teachers. (Students are also recommended to attend the lecture course So105).

Reading List: The following represents a minimal list: M. Archer, Social Origins of Educational Systems; D. Bell, The Coming of Post-Industrial Society; S. Berger (Ed.), Organising Interests in Western Europe; S.

Berger & M. Piore. Dualism and Discontinuity in Industrial Societies; H. A. Clegg, Trade Unionism under Collective Bargaining; C. J. Crouch & A. Pizzorno, The Resurgence of Class Conflict in Western Europe since 1968 (2 Vols.); R. Edwards, Contested Terrain; F. Froebel et al., The New International Division of Labour; A. Giddens, Class Structure of Advanced Societies; J. Gershuny, After Industrial Society?; C. Lindblom, Politics and Markets; S. M. Lipset & S. Rokkan, Party Systems and Voter Alignments: V. Mallinson, An Introduction to the Study of Comparative Education; P. C. Schmitter and G. Lehmbruch (Eds.), Trends towards Corporatist Intermediation: D. Treiman, Occupational Prestige on Comparative Perspective.

Examination Arrangements: There is a conventional three-hour examination in the Summer Term, in which three questions must be answered. There is an extensive list of questions, and the topics selected by students for their papers are borne in mind when the examination is set.

So6831

# Sociology of Development

societies

Teacher Responsible: Dr. N. Mouzelis, Room S775 (Secretary, Miss Josephine Johnson, S779)

Seminar Intended Primarily for M.Sc. Sociology. Scope: Selected sociological issues in developing

Syllabus: Dependency and development in the Third World: the role of multinational corporations; the state; nationalism; ideology, culture and political mobilization; ethnicity; populism; marginality and the urban working class; military intervention in politics; peasantry; revolutionary movements in the Third

World; socialist development paths. Pre-Requisites: Knowledge of basic sociological theory

Teaching Arrangements: Seminars: Sol63 24 Michaelmas, Lent and Summer Terms. The Lecture courses So132 and So133 are also relevant.

Written Work: Students are expected to write and present at least two seminar papers (one during the Michaelmas and one during the Lent Term).

Reading List: E. Wallerstein, The Modern World System Vol. I and II; B. Moore, Social Origins of Dictatorship and Democracy; R. Bendix, Nation Building and Citizenship; P. Anderson, Lineages of the Absolutist State; A. Gerschenkron, Economic Backwardness in Historical Perspective; P. Baran, The Political Economy of Growth; P. Worsley, The Third World; J. E. Goldthorpe, The Sociology of the Third World; E. De Kadt and G. Williams (Eds.), Sociology and Development; A. Hoogvelt, The Third World in Global Development; The Sociology of Developing Societies; A. Bernstein (Ed.), Underdevelopment and Development; I. Oxaal, Barnett and Booth (Eds.), Beyond the Sociology of Development; R. Rhodes (Ed.), Imperialism and Underdevelopment; J. Taylor, From Modernisation to Modes of Production; I. Roxborough, Theories of Underdevelopment; J. Paige, Agrarian Revolution; A. D. Smith, State and Nation in the Third World; I. Redclift, From Peasant to Proletarian; P. Bairoch, The Economic Development of

the Third World since 1900; P. Bairoch and M. Levy-Leboyer (Eds.), Disparities in Economic Development since the Industrial Revolution; G. Kitching. Development and Underdevelopment in Historical Perspective; F. H. Cardoso and E. Faletto, Dependency and Development in Latin America; D. Collier (Ed.). The New Authoritarianism in Latin America: N. Girvan, Corporate Imperialism; C. Y. Thomas, Dependence and Transformation; C. Rosberg and T. Callaghey (Eds.). Socialism in Sub-Sahara Africa: I L. Horowitz (Ed.), Cuban Socialism; M. Selden and V. Lippit (Eds.), The Transition to Socialism in China; K. Kumar (Ed.), Transnational Enterprises: their impact on Third World Societies and Cultures.

Supplementary Reading List: Detailed reading lists on specific topics are available from Dr. Sklair or Dr.

Examination Arrangements: A three-hour examination in June. Three questions to be answered.

So6850

# Nationalism

(Not available 1985-86)

Teacher Responsible: Dr. A. D. Smith, Room S776 (Secretary, Mrs. J. Ridvard A451, Ext. 295) Course Intended Primarily for M.Sc. Sociology,

International Relations, Anthropology, Political Science.

Scope: 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. Syllabus: Nationalism and the international system; Nationalism and development; ethnic separatism and irridentism; race and nationalism; nationalism and revolution.

Teaching Arrangements: Seminars: So169 10 Michaelmas and 10 Lent Term. (Students are also recommended to attend course So133).

Reading List: A. Cobban, National Self-Determination, Oxford University Press 1945; E. Kedourie, Nationalism, Hutchinson, 1960; E. Kedourie (Ed.), Nationalism in Asia and Africa, Weidenfeld & Nicolson, 1971; E. Gellner, Thought and Change, Weidenfeld & Nicolson, 1964, 1971; K. Deutsch, Nationalism and Social Communication, MIT Press, 1966; H. Kohn, The Idea of Nationalism, Macmillan, 1967; P. Sugar & I. Lederer (Eds.), Nationalism in Eastern Europe, Seattle, 1969; I. Geiss, The Pan African Movement, Methuen, 1974; M. Hechter, Internal Colonialism, Routledge & Kegan Paul, 1975; N. Glazer and D. Movnihan (Eds.), Ethnicity Theory and Experience, Harvard University Press, 1975; H. Seton-Watson, Nations and States, Methuen, 1977; T. Nairn, The Break-up of Britain, New Left Books, 1977; L. Tivey (Ed.), The Nation State, Martin Robertson, 1980; J. Breuilly, Nationalism and the State, Manchester University Press. 1982: J. Armstrong, Nations before Nationalism, University of North Carolina Press, 1982; A. D. Smith, Nationalism in the Twentieth Century, Martin Robertson, 1979; A. D. Smith, The Ethnic Revival, Cambridge University Press, 1981; A. D. Smith, Theories of Nationalism, 2nd edn., Duckworth, 1983.

Supplementary Reading List: A more detailed reading list is available from Dr. Smith and secretary and at the first two seminars.

Examination Arrangements: A three-hour examination in June with three questions to be answered.

So6852

# Political Stability and Change

(Not available 1985-86)

Teacher Responsible: Mr. A. W. G. Steward, Room S876 (Secretary, Mrs. Yvonne Brown, S686)

Course Intended Primarily for M.Sc. and other graduate students.

Scope: 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.

Syllabus: 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 organisation in the analysis of societal breakdown and revolution; case studies of the development of social democratic, fascist and communist regimes.

Pre-Requisites: A working knowledge of basic sociological theory (i.e. of analysis in terms of norms, roles, structures, institutions, etc.) and an ability to integrate theoretical and empirical materials.

Teaching Arrangements: Seminars: So168 Sessional. The course is normally given every other year, alternating with So6853, Theories of Political Sociology. 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" (So131) which deals with many of the same problems with which the seminar is concerned. Students with little or no background in the field of political sociology will find it helpful to attend at least some of the lecture course Political Sociology (So130).

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; R. Bendix, Nation-Building and Citizenship; G. Roth, The Social Democrats in Germany; M. Schwartz, Radical Protest and Social Structure; C. Tilly, The Vendee; N. Smelser, Theory of Collective Behaviour; L. Kaplan, Revolutions: A Comparative Study; S. Woolf (Ed.), The Nature of Fascism, M. Kitchen, Fascism; T. Skocpol, States and

Social Revolutions; I. Wallerstein, The Modern World System: E. Hobsbawm, Primitive Rebels: S. Cohen, Bukharin: A. Gerschenkron, Bread and Democracy in Germany; B. Moore, Jr., Injustice, chaps. 8-11; A. Gerschenkron, Economic Backwardness in Historical Perspective.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. The paper will consist of approximately twelve questions of which candidates must answer

So6853

### Theories of Political Sociology

Teacher Responsible: Mr. A. W. G. Stewart, Room S876 (Secretary, Mrs. Yvonne Brown, S686)

Course Intended Primarily for M.Sc. and other graduate students.

Scope: Selected sociological issues in the social distribution of power.

Syllabus: Key concepts and major theories of political sociology; major forms of power in modern societies, their social bases and inter-relationships; class, state and gender; political organization as resource and constraint; authority, power and legitimation; problems and possibilities of political representation; the comparative political sociology of capitalist and state socialist societies.

Teaching Arrangements: Seminars: So167 Sessional. The course is normally given every other year, alternating with So6852, Political Stability and Change. Papers are presented by students and, on occasion, by guest speakers. Students may find it helpful to attend the lecture course So130, Political Sociology, which considers a number of issues discussed in the seminar.

Written Work: Members of the seminar will be required to present two papers during the course of the session. Reading List: R. Aron, Main Currents in Sociological Thought, Vol. 1 (Section on Marx) and Vol. II (Section on Weber); Isaac Balbus, Marxism and Domination; A. Gilbert, Marx's Politics; R. Michels, Political Parties; R. T. Mckenzie, British Political Parties; L. Minkin, The Labour Party Conference; R. Dahl, Who Governs? Polyarchy: R. Bell, D. Edwards and H. Wagner, Political Power; Alan Wolfe, The Limits of Legitimacy; R. Scase (Ed.), The State in Western Europe: S. Bornstein (Ed.), The State in Capitalist Europe; Tom Nairn, The Break-up of Britain; David Held et al (Eds.), States and Societies; E. Nordlinger, On the Autonomy of the Democratic State; S. Lukes, Power: Sheila Rowbotham, Women's Consciousness, Man's World; R. Reiter (Ed.), Toward an Anthropology of Women (esp. Gail Reuben, "Traffic in Women"): M. Stacey & M. Price, Women, Power and Politics: Elizabeth Wilson, Women and the Welfare State; T. Parsons, Politics and Social Structure; A. Gramsci, Prison Notebooks; A. Showstack Sassoon, Gramsci's politics; W. Adamson, Hegemony and Revolution; N. Abercrombie, S. Hill & B. Turner, The Dominant Ideology Thesis; John Scott, Corporations, Classes and Capitalism; F. Parkin, Marxism and Class Theory; Barry Smart, Foucault, Marxism and Critique; David Held, Introduction to Critical Theory:

Horkeimer to Habermas; J. Habermas, Toward a Rational Society, Legitimation Crisis; T. McCarthy, The Critical Theory of Jurgen Habermas: M. Diilas. The New Class: D. Lane, Politics and Society in the IISSR

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. Candidates will be required to answer three questions.

So6854

# The Political Sociology of Latin America

Teacher Responsible: Dr. Ian Roxborough, Room S687 (Secretary, Mrs. Elaine Hartwell, A453, Ext. 454) Course Intended Primarily for M.Sc. Sociology and M.A. (Area Studies in Latin America).

Scope: Aspects of the political sociology of Latin America.

Syllabus: Dominant classes, agrarian politics, urban subordinate classes, revolution, populism, democracy and authoritarianism, the military.

Teaching Arrangements: Seminars: So170 Sessional. Students will also ordinarily be expected to attend the course "Latin American Development" given at the Institute of Latin American Studies, 31 Tavistock

Reading List: F. H. Cardoso & E. Faletto, Dependency and Development in Latin America, 1979; I. Roxborough, Theories of Under-development, 1979; B. Roberts, Cities of Peasants, 1978; C. Waismann, Modernization and the Working Class. 1982: P. Evans, Dependent Development, 1979; J. Pavne, Labor and Politics in Peru, 1965; J. Paige, Agrarian Revolution, 1975; D. Collier, The New Authoritarianism in Latin America, 1979: F. Katz. The Secret War in Mexico, 1981; R. Bonachea & M. San Martin, The Cuban Insurrection, 1974; J. Malloy, Bolivia, 1970: A. Stepan, The Military in Politics. 1971; J. Foweraker, The Struggle for Land, 1981. Supplementary Reading List: A more detailed reading list is available from Dr. Roxborough or his secretary. Examination Arrangements: A three-hour examination in June. Three questions to be answered.

So6880

# The Sociology of Religion (Undergraduate and Post graduate) See So5921

So6881

# Sociology of Deviant Behaviour

Teachers Responsible: Professor T. Morris, Room S877 (Secretary, Miss J. Johnson, S779, Ext. 788), Dr. P. Rock, Room S875 (Secretary, Mrs. Elaine Hartwell, A453, Ext. 454), Dr. D. Downes, Room A246 (Secretary, Miss R. Mawhood, A255, Ext. 509) Course Intended Primarily for M.Sc. Sociology, M.Sc.

Social Psychology, M.Sc. Social Planning. Scope: The analysis of deviance, crime and social control.

Syllabus: The course falls into three parts: a systematic introduction to concepts and problems in the sociology

of deviance; chronological review of major theories of deviance and control; a description of empirical examples of deviance.

Teaching Arrangements: Seminars: So165 10 Michaelmas, 10 Lent and 3 Summer Term. There is a course of undergraudate lectures (So144) offered in the Michaelmas Term to which M.Sc. students are invited. Reading List: D. Downes, & P. Rock, Understanding Deviance, 1982; M. McIntosh, The Organisation of Crime, 1975; A. K. Bottomley, Criminology in Focus 1979; T. P. Morris, Deviance and Control: The Secular Heresy, 1976; I. Taylor, P. Walton, & J. Young, The New Criminology, 1973; P. Rock & M. McIntosh (Eds.), Deviance and Social Control, 1974.

Supplementary Reading List: A more detailed list is available from Dr. Rock or secretary.

Examination Arrangements: three-hour examination in

So6960

# Methods of Social Investigation

Teacher Responsible: Mr. G. Rose, Room S667 (Secretary, Miss J. Johnson, S779)

Course Intended Primarily for Diploma in Sociology. Scope: The aim of the course is to introduce students to basic research methods and statistical techniques used in sociology

Syllabus: The process of social research; techniques of data collection; social surveys; data analysis; descriptive statistics: sampling and sampling distributions; elements of statistical inference; elements of correlation and regression.

Pre-Requisites: None.

Teaching Arrangements: There is a fortnightly seminar. There are two lecture courses, each accompanied by classes. The programme is as follows: Seminars: So152. Methods of Social Investigation. 12 sessional (fortnightly).

Lectures: SA115. Methods of Social Investigation. 20 Michaelmas and Lent Terms. SM202. Statistical Methods for Social Research. 23 Sessional.

Classes: So103. Issues and Methods of Social Research, 24 Sessional (weekly) and 12 Workshop classes Sessional (fortnightly).

SM202. Statistical Methods for Social Research. 24 Sessional.

Students should note that the first lecture course above, SA115, does in fact comprise the lectures for course So103. Also, the fortnightly 'workshop classes' for So103 alternate with the seminars So152 to form a weekly series in Michaelmas and Lent Terms. For further details of teaching arrangements, reading lists and written work students should consult the two corresponding study guides:

Issues and methods of Social Research (So5801) (corresponding to So103) and Methods of Statistical Analysis (SM7215) (corresponding to SM202).

Written Work: See the two study guides noted above. The course Issues and Methods of Social Research involves participation in a research project and the writing of a report. Candidates for the Diploma in Sociology are required to write this report, but it does not contribute to the final examination.

Reading List: See the two study guides noted above. Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the syllabus for both lecture courses. The paper contains ten questions in all, six in Section A and four in Section B. Four questions are to be answered, two from each

So6961

Sociological Theory See So5821

So6962

Comparative Social Structures I

So6963

Comparative Social Structures II See So5830

So6969

# Comparative European Social Structures

Not available 1985-86)

Course Intended Primarily for M.Sc. European Studies; M.Sc. Government and Politics of Western

Scope: To introduce students to the main characteristics of contemporary western European

Syllabus: Occupational structure; industrial relations: welfare state; education systems; family structure; religion; social stratification. Students will be expected to specialise in two of the following: (a) France, (b) W. Germany, (c) Italy, (d) the Nordic countries, (e) the consociational democracies.

Pre-Requisites: Some previous experience of sociology would be helpful, but a background in political science, history or economics will also be useful.

Teaching Arrangements: Students should attend the seminars organised for the M.Sc. Sociology course, Social Structure of Industrial Societies (So162), When these seminars are covering topics and countries not relevant to this course, alternative seminars are organised for CESS students. There are 20-23 seminars in toto. Students may also wish to attend the lectures for the B.Sc. sociology course Comparative Social Structures II (So5830). Students also attend So172: Comparative European Social Structures. 15 lectures Sessional.

Reading List: A full bibliography will be circulated at the start of the course.

Examination Arrangements: There is a three-hour conventional examination in the Summer Term, in which three questions must be answered.

# STATISTICAL AND MATHEMATICAL **SCIENCES**

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

Lectures and Schillians	Lectures	and	Seminars
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Lecture Semina Number	r		Study Guide Number
Math	nematics		
	Basic Mathematics Dr. A. J. Ostaszewski	10/ML	Ec1415
SM101	Introduction to Algebra Dr. H. Freedman and Dr. E. M. Boardman	45/MLS	SM7001
SM102	Elementary Mathematical Methods Dr. S. R. Alpern	46/MLS	SM7000
SM103	Introduction to Analysis and Set Theory Dr. A. J. Ostaszewski and Dr. J. L. Bell	45/MLS	SM7002
SM104	Information Seminar Dr. H. Freedman	MLS	
SM111	Further Analysis Dr. E. M. Boardman	25/MLS	SM7030
SM112	Further Algebra Dr. H. Freedman	20/ML	SM7040
SM113	Mathematical Methods Dr. A. J. Ostaszewski	45/MLS	SM7020
SM120	Game Theory I Dr. A. J. Ostaszewski	20/M	SM7025; SM8002
SM121	Game Theory II Dr. A. J. Ostaszewski	25/LS	SM7025; SM8003
SM122	Applied Abstract Analysis (Not available 1984–85) Dr. A. J. Ostaszewski	40/ML	SM7060
SM123	Ideas in Mathematics and Science Dr. J. L. Bell	10/M	SM7024
SM124	Introduction to Topology Dr. S. R. Alpern	24/LS	SM7021
SM125	Convexity and Duality Dr. S. R. Alpern	10/M	SM7021
SM126	Fixed Point Theorems Dr. S. R. Alpern	10/M	SM7021

Lecture/ Seminar Number			Study Guide Number
SM127	Sets and Models Dr. J. L. Bell	40/ML	Ph6203; SM7031
SM128	Axiomatic Set Theory Dr. J. L. Bell	15/LS	Ph6203
SM129	Infinite Abelian Groups (Not available 1985–86) Dr. H. Freedman	10/L	SM7042
SM130	Category Theory Dr. H. Freedman	10/L	SM7041
SM131	Measure, Probability and Integration Dr. E. M. Boardman and Dr. S. R. Alpern	45/MLS	SM7061
SM132	Graph Theory and Combinatorics Dr. A. J. Harris	36/ML	SM7063
Statis	ties		
SM200	Basic Statistics Professor A. C. Harvey and Dr. C. S. Smith	30/ML	SM7200
SM202	Statistical Methods for Social Research Mr. C. A. O'Muircheartaigh	33/MLS	PS5406; SM7215
SM204	Elementary Statistical Theory Mr. D. W. Balmer and Professor J. Durbin	40/ML	SM7201
SM206	Probability and Distribution Theory Dr. M. Knott and Professor J. Hajnal	33/MLS	SM7220
SM207	Estimation and Tests Professor J. Durbin	12/LS	SM7220
SM210	Analysis of Variance and Quality Control Dr. J. Howard	10/L	SM7230; SM8258
SM211	Time Series and Forecasting Professor A. C. Harvey	10/M	SM7230; SM8253; SM8258
SM212	Applied Regression Analysis Dr. J. Howard	10/L	SM7230; SM8253; SM8258
SM213	Survey Methods Dr. C. M. Phillips	10/M	SM7230; SM8258
SM214	Surveys, Experiments and other Investigations Mrs. K. E. Spitz	11/LS	SM7240; SM8260
SM215	Sample Survey Theory Mrs. K. E. Spitz	15/ML	SM7240; SM8260
SM216	Multivariate Techniques Dr. C. M. Phillips	15/ML	SM7240; SM8260
SM217	Further Statistical Theory and Methods Dr. C. S. Smith	15/ML	SM7240

Lecture/ Seminar Number			Study Guide Number
SM218	Statistical Theory Professor J. Durbin and Dr. M. Knott	45/MLS	SM7241; SM7250
SM219	Elementary Stochastic Processes Professor J. Hajnal	12/ML	SM7241; SM7250
SM220	Applications of Stochastic Processes Professor J. Hajnal	3/L	SM7241
SM221	Actuarial Applications of Stochastic Processes Professor J. Hajnal	5/L	SM7250
SM222	Marketing and Market Research Dr. C. M. Philips, Mrs. K. E. Spitz and Mr. D. W. Balmer	69/MLS	SM7231
SM230	Introduction to Econometics and Economic Statistics Dr. C. R. S. Dougherty, Dr. C. M. Phillips and Professor A. C. Harvey	44/MLS	Ec1430
SM232	Econometric Theory Mr. J. E. H. Davidson and Mr. A. C. Harvey	30/ML	Ec1575; Ec2412
SM234	Statistical Sources Dr. C. M. Phillips	10/LS	SM8254; SM8260
SM235	Actuarial Investigations: Financial and Statistical (Not available 1985-86) Mr. L. A. Roberts	44/MLS	SM7260
SM236	Actuarial Life Contingencies Mr. L. A. Roberts	44/MLS	SM7261
SM237	Statistical Packages and Data Analysis Dr. C. S. Smith	29/ML	SM8254
SM238	Fundamentals of Decision Theory Dr. J. Howard	10/L	SM7216; SM8204
SM239	Behavioural Decision Theory Dr. L. D. Phillips	10/M	SM7216; SM8204
SM240	Bayesian Statistical Methods Dr. M. Knott	10/M	SM7216; SM8204
	Decision Analysis in Practice Dr. L. D. Phillips	10/L	SM7216; SM8204
	Stochastic Processes Professor J. Hajnal	40/ML	SM8203
	Multivariate Analysis Dr. M. Knott	20/MLS	SM8257
	Dr. M. Knott	20/ML	SM8256
	Analysis of Categorised Data Dr. C. S. Smith	10/LS	SM8257

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Lecture/ Seminar Number			Study Guide Number
SM257	Basic Time Series Analysis Professor J. Durbin and Professor A. C. Harve	10/M	Ec2561 SM8259
SM258	Further Time Series Analysis Professor J. Durbin	10/L	Ec2561 SM825
SM259	Applied Multivariate Analysis Professor D. J. Bartholomew	10/L	Ps6498 SM825
SM260	Models for Social Processes Professor D. J. Bartholomew	20/ML	SM821
SM262	Further Sample Survey Theory and Methods Mr. C. A. O'Muircheartaigh	15/ML	SM825
SM263	Experiments in Social Research Mrs. K. E. Spitz	10/L	SM826
SM264	Survey Design, Execution and Analysis Mr. C. A. O'Muircheartaigh	20/ML	SM826
SM265	Statistical Aspects of Educational Planning Dr. C. M. Phillips	10/M	SM821
SM268	Further Statistical Methods Professor D. J. Bartholomew and Professor A. C. Harvey	20/ML	Ps649
SM271	Joint Statistics Seminars Dr. M. Knott	L	
SM272	Advanced Lectures on Special Topics in Statistics Professor D. J. Bartholomew and Professor J. Durbin	MS	
Comi	outing and Operational Resear	ch	
	General Computing I Mr. D. P. Dalby and others	20/ML	SM7301 SM8303 SM8300
SM301	General Computing II Mr. S. Smithson	20/ML	SM7301 SM8303 SM8300
M302	Introduction to Computing Mr. A. Cornford	20/ML	SM7300
M303	Fortran Vacation Course		
M304	Fortran 77	10/M	SM7330
M305	Pascal Programming Mr. A. Cornford	15/ML	SM7300
M306	Computing Methods I Mr. A. Cornford and Mr. R. A. Hirschheim	20/ML	SM7320

Lecture Semina Number	r		Study Guide Number
SM307	Computing Methods II Mr. A. Cornford and Mr. S. Smithson	20/ML	SM7320
SM309	Data Processing Methods Professor F. Land	10/M	SM7322
SM310	Systems Analysis Methodology I Professor F. Land and Mr. R. K. Stamper	20/ML	SM7322
SM311	Computer File Organisation Mr. A. Cornford	5/L	SM7300
SM312	Numerical Methods Dr. J. Sylwestrowicz	20/ML	SM7330
SM313	Elements of Management Mathematics Dr. M. Knott and Dr. S. Powell	33/MLS	SM7340; SM8350
SM314	Operational Research Techniques Dr. J. V. Howard	25/MLS	SM7345
SM315	Mathematical Programming Dr. S. Powell	10/M	SM7345
SM317	Model Building in Operational Research Dr. R. J. Paul, Mr. D. W. Balmer, Professor A. Land and Dr. S. Powell	40/ML	SM7347
SM318	Management Sciences Seminar Dr. R. J. Paul	10/ML	
SM319	First-Year Computing Seminar Professor F. F. Land and Mr. A. Cornford	ML	
SM320	Management Game for Management Sciences Dr. R. J. Paul	10/ML	
SM321	Applications of Computers Mr. A. Cornford and Mr. Smithson	10/M	SM7231; SM8301
SM350	Operational Research Methodology Dr. J. V. Howard	10/L	SM8342; SM8344
SM351	Basic Operational Research Techniques Dr. R. J. Paul	10/M	SM8342; SM8343
SM352	Advanced Operational Research Techniques Dr. R. J. Paul, Dr. J. V. Howard and Mr. D. W. Balmer	20/LS	SM8347
SM353	Basic Mathematical Programming Professor A. Land and Dr. S. Powell	10/M	SM8342; SM8343; SM8354
SM354	Mathematical Programming I Professor A. Land and Dr. S. Powell	15/ML	SM8354
SM355	Mathematical Programming II Professor A. Land and Dr. S. Powell	15/LS	SM8355

Lecture/			
Seminar Number			Study Guide Number
SM356	Graph Theory Mr. A. J. Harris	10/M	SM7063; SM8354; SM8356
SM357	Applied Statistical and Forecasting Techniques for O.R. Dr. J. V. Howard	10/M	SM8342; SM8343
SM358	Selected Topics in O.R. Dr. J. V. Howard, Dr. R. J. Paul, Dr. S. Powell and Mr. A. J. Harris	15/ML	SM8342; SM8344
SM359	O.R. Tutorial		SM8342;
	Dr. R. J. Paul		SM8344
SM360	Information Requirements Mr. R. K. Stamper	10/M	SM8304; SM8305
SM361	Information Systems Mr. R. A. Hirschheim	10/M	SM8304
SM362	Information Systems Management Professor F. Land and Mr. R. A. Hirschheim	10/M	SM8300; SM8303; SM8304
SM363	Systems Analysis Methodology II Mr. R. K. Stamper	10/L	SM8304; SM8305
SM364	Computer Systems Design Mr. S. Smithson	10/L	SM8302
SM365	Basic Systems Analysis Professor F. Land	10/M	SM8345; SM8349
SM366	Economics for Operational Research Dr. A. Roell	5/M	SM8345
SM367	Planning and Design Methods (Not available 1985-86)	10/L	Gy2860; SM8357
SM368	Workshop in Simulation and Computer Software Dr. R. J. Paul and Mr. D. W. Balmer	10/M	SM8345; SM8349
SM369	Topics in Systems Analysis – Seminar Mr. R. A. Hirschheim and others	20/ML	SM8302
SM370	Computers in Information Processing Systems Mr. R. A. Hirschheim and Mr. A. Cornford	20/ML	SM8302
SM371	Workshop in Urban and Transport Models Professor A. D. J. Flowerdew and Dr. S. Powell	15/ML	SM8358
SM372	Facility Location (Not available 1985–86)	5/L	SM8357
SM373	Distribution and Scheduling Dr. S. Powell	5/L	SM8356

Lecture/			
Seminar Number			Study Guide Number
SM374	Further Simulation Dr. R. J. Paul and Mr. D. W. Balmer	13/LS	SM8348
SM375	Cost-Benefit Analysis Professor A. D. J. Flowerdew	5/L	SM8356; SM8357
SM376	Valuation of Intangibles Professor A. D. J. Flowerdew	5/L	SM8356
SM377		5/M+ preceeding fichaelmas	SM8343
SM378	Land Use Models (Not available 1985-86)	5/M	SM8357
SM379	Introduction to Operational Research in Transport Dr. S. Powell and Professor A. D. J. Flowerdew	5/M	SM8356
SM380	Aspects of Development Economics Professor A. D. J. Flowerdew	5/L	SM8306
SM381	Applications of New Technology Dr. J. Liebenau and Mrs. M. Hardiman	20/ML	SM8306
SM382	Management and Political Issues Professor F. Land and others	15/ML	SM8306
SM383	Contemporary Urbanisation and the Policy Proces (Not available 1985-86)	s	SM8357
SM384	Seminar for Research Students in Systems Analysis Mr. S. Smithson and others	ML	
SM385	Research Seminar in Systems Analysis Professor F. Land, Mr. T. Cornford and Mr. R. Stamper	10/MLS	
SM386	Combinatorial Optimization Mr. A. J. Harris	30/L	SM8346

# Study Guides

SM303

Fortran 77 Programming (General)

Teacher Responsible: Miss C. R. Hewlett, Room S202 Course Intended Primarily for beginners in FORTRAN 77.

Teaching Arrangements: The course consists of the video-taped lectures, "Structured FORTRAN", ogether with supervised classes and practical sessions. This course will be given twice during the session. (a) Christmas vacation: five days, 16-20 December

(b) Easter vacation: five days, 21-25 April 1986. Anyone wishing to take this course should register with the Computer Service Receptionist (Room S100) by 6 December for Course (a) or by 11 April 1986 for Course (b).

Recommended Reading: T. M. R. Ellis, A Structured Approach to FORTRAN 77 Programming.

# SM7000

### **Elementary Mathematical Methods**

Teacher Responsible: Dr. S. R. Alpern, Room S465 Secretary, Mimi Bell, S464)

Course Intended Primarily for B.Sc. (Maths./Stats./ Comp./Act.Sci.), B.Sc. (Man.Sci.), B.Sc. (Econ.), Dip. Stat., Dip. Econ. and suitably qualified graduate students

Scope: This is a first level "how-to-do-it" course for those who wish to use mathematics seriously in social

Syllabus: Real and complex numbers. Sets and functions. Differentiation and integration with emphasis on several variables. Elementary optimisation. Simple differential and difference equations. Vectors, matrices and determinants. Eigenvalues and quadratic forms. Vector spaces and linear transformations. Solutions of systems of linear equations.

Pre-Requisites: A knowledge of the elementary techniques of mathematics including calculus as covered in a British 'A' level mathematics subject. Students without such a background should first take the paper Basic Mathematics for Economists with particular reference to the purely mathematical lectures SM100 Basic Mathematics taught in association with this paper.

Teaching Arrangements: The lecture course SM102 Elementary Mathematical Methods. This lecture course consists of 25 weekly lectures on Calculus given by Dr. Alpern and 20 weekly lectures on Linear Algebra given by Dr. S. Alpern. Associated with the lectures are weekly problem classes SM102a given mostly by part-time teachers and graduate students. Written Work: Students will be expected to attempt simple exercises designated in the lectures. Written answers to specified exercises are submitted to the appropriate class teacher for evaluation. Success in this paper depends largely in dealing with this written work in a regular and systematic fashion.

Reading List: Students should purchase Calculus (C.U.P.) by K. G. Binmore and Elementary Linear Algebra by Howard Anton; G. Hadley, Calculus by Bers and Karal, Methods for Economists by T. Yamane. Some inexpensive supplements are the "Library of Mathematics" books, Complex Numbers, Partial Derivatives and Multiple Integrals. Also the "Schaum Outline" books, Calculus by F. Ayres, Linear Algebra by Lipschutz and Mathematics for Economists by E. Dowling.

Examination Arrangements: Students are normally assessed on the basis of a three hour formal examination in the Summer Term.

### SM7001

Introduction to Algebra

Teacher Responsible: Dr. H. Freedman, Room S465 (Secretary, Mimi Bell, S464)

Course Intended Primarily for B.Sc. (Maths.) 1st year; B.Sc. (Maths./Stats., Maths./Comp.); B.Sc. (Maths./ Phil.); B.Sc. (Econ.) (Maths./Econ.); B.Sc. (Econ.) Part

Scope: An introduction to the basic structures in algebra and their respective homomorphism.

Syllabus: Vector spaces. Linear transformations and matrices. Linear equations. Inner product spaces. Eigenvalues and quadratic forms. Elementary group and ring theory. Euclidean rings.

Pre-Requisites: Elementary algebra, for example, the binomial theorem, quadratic equations, complex numbers. The ability to grasp abstract concepts.

Teaching Arrangements: 23 lectures (SM101) and 22 classes (SM101a) on Linear Algebra (Dr. E. Boardman).

23 lectures and 22 classes on Abstract Algebra (Dr. H.

Informal Seminar, 12 hours (Dr. H. Freedman).

Written Work: Lecture notes including exercises are provided. Students are expected to hand in exercises in each subject each week. These are corrected and fully discussed in the respective classes. In addition there is an informal seminar where students are encouraged to give at least one lecture on some subject in algebra. Students are assisted with the preparation of their

Reading List: H. Anton, Elementary Linear Algebra (3rd edn.), Wiley; P. M. Cohn, Algebra, Vol. 1 (Chaps. 1-9), John Wiley; I. N. Herstein, Topics in Algebra (Chaps. 1-3), Blaisdell; R. B. J. T. Allenby, Rings, Fields and Groups, E. Arnold; S. Lipschutz, Theory and Problems of Linear Algebra, McGraw-Hill; N. Ya Vilenkin, Stories about Sets, Academic Press.

Supplementary Reading List: N. Jacobson, Basic Algebra I, W. H. Freeman; N. H. McCoy & T. R. Berger, Algebra, Allyn & Bacon; L. Shapiro, Introduction to Abstract Algebra, McGraw-Hill.

Examination Arrangements: There is a 3 hour formal examination in the Summer Term, based on the full syllabus for the lecture course. The paper contains 8 questions. Full marks may be obtained on 5 questions.

# Introduction to Analysis and Set Theory

Teacher Responsible: Dr. A. Ostaszewski, Room S468 (Secretary, Mimi Bell, S464)

Course Intended Primarily for B.Sc. (Maths./Stats./ Comp./Act.Sci.), B.Sc. (Econ.) and suitably qualified Diploma students.

Scope: The course establishes the fundamental theory on which, among other things, the techniques of calculus are based. The emphasis is on logical proof and careful reasoning.

Syllabus: Elementary logic and set theory. Number systems particularly the reals. Convergence and continuity. Differentiation and integration. Analysis in finite dimensional space.

Pre-Requisites: A good knowledge of the elementary techniques of calculus as covered in a British 'A' level mathematics subject or in an American freshman calculus course.

Teaching Arrangements: The lecture course SM103 Introduction to Analysis and Set Theory consisting of two lectures per week (approx. 45 lectures in all) should be attended. In addition a weekly class SM103a is given which is chiefly devoted to going over problems. The class is of fundamental importance.

Written Work: Every second week students are required to submit written work to their class teachers who will comment upon this and discuss appropriate issues in the classes. Most students find that it takes some considerable time to learn the art of presenting an argument in a sufficiently careful manner to satisfy their class teacher. In addition students should attempt problems from the first book listed below and may be asked to present answers to these problems verbally during their classes.

Reading List: Students should purchase Mathematical Analysis: A Straightforward Approach and Foundations of Analysis: A Straightforward Introduction, Vol. 1 (Logic, Sets and Numbers) both by K. G. Binmore published by C.U.P. (The second of these is not required until the Lent Term.) Students may also wish to consult Vol. 2 (Topological Ideas) of the second book mentioned above, A First Course in Mathematical Analysis by C. Burkhill (C.U.P) and Mathematical Analysis by D. A. Quadling (O.U.P.). Also Numbers and Infinity by E. Sondheimer and A. Rogerson, Stories about Sets by N. Ya Vilenkin.

Examination Arrangements: Students are normally assessed on the basis of a three hour formal examination in the Summer Term.

# SM7020

### Mathematical Methods

Teacher Responsible: Dr. A. Ostaszewski, Room S461 (Secretary, Mimi Bell, S464)

Course Intended Primarily for B.Sc. (Econ.) Part II under the following special subjects: II Mathematical Economics & Econometrics 5(b)

V International Trade & Development 7(p) XI Statistics 1

XII Computing 5(e)

B.Sc. by Course Unit (Unit 550/7020) (Maths./Stats./ Comp./ActuarialSci./Management Science/ Mathematics & Philosophy) 2nd or 3rd year.

Diploma in Econometrics 4(b) Diploma in Statistics (c) (ii)

Diploma in OR 3 & 4 (b) (ii) Diploma in Management Sciences IV(c)

M.Sc. preliminary year.

Scope: To develop the ideas and results first presented in Elementary Mathematical Methods. On the calculus side the course studies how integrals may be numerically calculated, or transformed by a variety of manipulations, and how they may be applied systematically to the solutions of differential equations. On the algebra side geometric insights are used as a unifying framework for such diverse problems as reduction of (possibly non-square) matrices to simpler form, fitting a line through non-collinear points solving both linear and non-linear programmes, solving a two person zero-sum game.

(i) Integration and Transforms. Riemann-Stieltjes integral, manipulation of integrals. Multiple integrals. Convolutions. Laplace Transforms.

(ii) Matrix Analysis. Vector Spaces (revision). Wronskian. Geometry in Rn (orthogonality, Gram-Schmidt, conjugate directions). Rank of matrices. Spectral Theory. Positive definiteness. Upper triangular and blockdiagonal form. Tridiagonal form (Householder's method). Projections and least squares. Generalized inverses.

(iii) Convexity and Programming. Convexity. Separating hyperplane. Linear inequalities. Linear programming. Zero-sum games. Simplex method. Concave functions. Kuhn-Tucker theorem.

(iv) Differential Equations. Linear ordinary differential equations. Solution by series expansion (power series, Fourier series).

(v) Calculus of Variations. (Introductory treatment.) Pre-Requisites: Ideally the course Elementary Mathematical Methods. Alternatively (a) a course in linear algebra so that notions like linear independence, eigenvalue, diagonalisation are already familiar, and (b) an intermediate course of calculus giving proficiency in routine differentiation and integration of say rational functions and trigonometric functions.

Teaching Arrangements: One lecture course accompanied by classes. (SM113)

Lectures: SM113 – 45 two one-hour meetings per week Michaelmas and Lent Terms with about 5 hours overspill into Summer Term condensed by mutual arrangement into two weeks.

Classes: SM113(a) 25 Sessional.

Very full lecture notes are distributed in advance and contain a very full assortment of problems. No course book is necessary but alternative accounts are always worth consulting (as below). Class teachers are all parttime. They assign a selection of the problems already mentioned for homework which must be done (or attempted at the very least) and handed in for marking. Model answers are available but will be distributed only selectively.

Reading List: Recommended reading (i) M. R. Spiegel, Advanced Calculus; M. R. Spiegel, Laplace

Transforms: (ii) and (iii) B. Noble, Applied Linear Algebra; R. Bellman, Matrix Analysis; (iv) and (v) L. Elsgolts, Differential Equations and Calculus of Variations; E. L. Ince, Differential Equations.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. A revision guide will be issued at the end of Lent Term detailing: the structure of the paper, what subject matter may safely be omitted and which areas to concentrate on.

### SM7021

Topology & Convexity

Teachers Responsible: Dr. S. Alpern, Room S485 and Dr. J. Bell, Room S467 (Secretary, Mimi Bell, S464) Course Intended Primarily for second or third year B.Sc. mathematics, usually audited by postgraduate

Scope: The aim of the course is to introduce the student to abstract techniques of Analysis. These techniques are useful in many fields of pure and applied mathematics and particularly in theoretical mathematical economics.

### Syllabus:

i) 10 lectures in the first half of the Michaelmas Term cover the Fixed Point Theorems of Banach, Brouwer, Schauder and Kakutani.

(ii) The next 10 lectures present a brief introduction to "convex analysis" and the Duality Theorem of Linear Programming. We do not cover computational methods for solving Linear Programs in this course. (iii) In the Lent Term there are 20 lectures which introduce "point-set" topology.

Topological Spaces are defined and properties such as connectedness, completeness and compactness are discussed. Examples and techniques of proving topological theorems are emphasised.

(iv) There will be four lectures in the Lent Term covering applications to game theory and economics. Pre-Requisites: A basic knowledge of Analysis continuity, differentiation, topology of Euclidean space) and in particular techniques for formal proofs is required for parts (i) and (ii) of the syllabus. This knowledge is normally obtained in the course Introduction to Analysis and Set Theory. The third part of the course (iii) Convexity and Duality requires an elementary knowledge of Linear Algebra or Matrix Algebra, to the extent of understanding the nature of solutions to a system of linear equations.

Teaching Arrangements: There are two lectures (SM124; SM125; SM126) and one class (SM124a) each week. The class is devoted mainly to discussing assigned work.

Written Work: Students are expected to submit written solutions to some of the problems assigned for the

Reading List: S. Lipshutz, General Topology; Hocking & Young, Topology; J. Franklin, Methods of Mathematical Economics; D. Smart, Fixed Point

Examination Arrangements: There is a single threehour formal examination in the Summer Term.

# SM7024

### Ideas in Mathematics and Science

Teacher Responsible: Dr. J. L. Bell, Room S467 (Secretary, Mimi Bell, S464) and Dr. E. G. Zahar, Room A210 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main fields Maths., Stats., Comp. 2nd or 3rd year, Maths. and Phil. 2nd or 3rd year; M.Sc. Logic and Scientific Method; M.Sc. Social Philosophy; Dip. Logic and Scientific Method; Dip. Social Philosophy. Scope: The aim of the course is to survey, at an elementary level, some of the major historical developments in mathematics and physics.

Syllabus: Mathematics: Concepts of Greek mathematics: Eudoxan theory of proportions; concept of the continuum; Zeno's paradoxes. The three ancient problems and their resolution in the 19th century: trisection of the angle, doubling the cube, squaring the circle. Euclidean and non-Euclidean geometry. Paradoxes of the infinite and the consistency of mathematics.

Physics (1) The Scientific Revolution which started with Copernicus and culminated with Galileo, Kepler, Descartes and Newton.

(2) A brief account of the discovery of the Calculus. (3) The philosophical aftermath of the emergence of Newtonian science, in particular Kant's, Mach's and Poincare's respective appraisals of Newtonian

Pre-Requisites: A-level Mathematics (acquaintance with the differential calculus).

Teaching Arrangements: There are 2 lecture courses (SM123; Ph109), each accompanied by a class (SM109a), as follows:

Lectures: Ideas in Mathematics and Science, and The Rise of Modern Science, Copernicus to Newton.

Written Work: The material covered in the lectures is discussed in the classes. Students are required to write substantial essays on a mathematical and on a physical topic chosen by themselves.

Reading List: For Mathematics: E. T. Bell, The Development of Mathematics; H. Eves, An Introduction to the History of Mathematics. For Physics: E. Mach, The Science of Mechanics; A. Einstein & L. Infield, The Evolution of Physics; A. Einstein, Relativity: a Popular Approach; M. Born, Einstein's Theory of Relativity; G. Holton & D. H. D. Roller, Foundations of Modern Physical Science.

Supplementary Reading List: S. Goldstein, Classical Mechanics.

Examination Arrangements: There is a 3-hour formal examination based on both lecture courses. The paper contains approximately 15 questions in the form of essay topics, of which 3 are to be answered.

### SM7025

### Game Theory

Teacher Responsible: Dr. A. Ostaszewski, Room S468 (Secretary, Mimi Bell, S464)

Course Intended Primarily for B.Sc. (Maths./Stats./ Comp./Act.Sci.), B.Sc. (Econ.), M.Sc. (Maths.), M.Sc. (Operational Research), M.Sc. (Econ.), M.Sc. (Math. Econ. and Econometrics) and other suitably qualified graduate or General Course students.

Scope: The theory of games and its applications in

Syllabus: Von Neumann and Morgenstern utility theory. Formal games and their classification. Strictly competitive (zero-sum) games. Poker and bluffing. Non-cooperative games. Nash equilibrium, Games with incomplete information. Cooperative games. Survey of cooperative solution concepts including the core, Von Neumann and Morgenstern solutions sets, Aumann and Maschler bargaining sets, Nash bargaining solutions and the Shapley Value. The Nash program and non-cooperative bargaining models. Market games and the application of game-theoretic ideas to problems in the economic theories of externalities, oligopoly and resource allocation under differential information. (Students will not be required to prepare for the whole of this syllabus. Mathematically trained students will be expected to omit the more advanced economic material and Economic students will be expected to omit the more advanced mathematical material.)

Pre-Requisites: A knowledge of mathematics beyond that covered in Elementary Mathematical Methods (SM102) possibly including Introduction to Analysis and Set Theory (SM103) and/or Mathematical Methods (SM113). For the more advanced economics material, a knowledge of economics as covered in Ec113 Principles of Economics Treated Mathematically. For the more advanced mathematics material SM124 Introduction to Topology and SM126 Fixed Point Theorems will be useful but not essential. More important than a knowledge of specific techniques is the habit of thinking in the careful way required in mathematics and economic theory. Undergraduates are advised to take the course in their third year rather than their second year.

Teaching Arrangements: The lecture course SM120 Games consisting of two lectures a week in the Michaelmas Term (and one lecture a week thereafter). The lecture course Ec151 Economic Applications of Game Theory consisting of one lecture a week in the Lent Term. Also twenty-five problem classes SM120a are given throughout the year. The classes are organised by Dr. A. Ostaszewski. Attendance for at least 55 hours will be expected.

Written Work: Lecture notes containing problems are supplied. Written answers will be expected by the class teacher on a regular basis and the problems will be discussed in the class.

Reading List: This subject is currently under development and completely adequate books are not available. Game Theory by G. Owen (2nd edn.) should be purchased or Game Theory by T. Jones (although this is only sound on zero-sum games). Some further references are Games and Decision by Luce & Raiffa, The Theory of Games and Economic Behaviour by Von Neumann & Morgenstern, Two-Person Game Theory by Rappaport, Economics and the Theory of Games by Bacharach, Rational Behaviour and Bargaining Equilibrium in Games and Social Situations by Harsanyi, The Compleat Strategyst by Williams, The Strategy of Conflict by Schelling.

Examination Arrangements: Students are normally assessed on the basis of a three-hour formal examination in the Summer Term. The examination will contain a general section, a more mathematical section and a more economical section. Students will be required to answer questions from two of these three

### SM7030

### Further Analysis

Teacher Responsible: Dr. E. Boardman, Room S486 (Secretary, Mimi Bell, S464)

Course Intended Primarily for B.Sc. (Maths./Stats./ Comp./Act.Sci); B.Sc. (Econ.) and suitably qualified graduate students.

Scope: This is a second level theoretical course in analysis. The aim is to consolidate and extend the students' knowledge of real analysis via a discussion of topological ideas in a concrete setting and to introduce the basic notions of complex analysis.

Syllabus: Real analysis and topology in metric spaces including finite dimensional Euclidean space. Complex analysis includig the Residue Theorem and elementary mapping ideas.

Pre-Requisites: Students should have previously attended SM103 Introduction to Analysis and Set Theory or the equivalent. (For an American student an equivalent background would involve at least one course in formal real analysis together with several supplementary courses in mathematics.) Simultaneous attendance at the course SM124 Introduction to Topology is helpful but not necessary.

Teaching Arrangements: The lecture course SM111 Further Analysis consisting of some 25 lectures taught in the Michaelmas and Lent Terms by Dr. Boardman associated with which are the weekly problem classes SM111a also conducted by Dr. Boardman. Also the lecture course M204 Functions of a Complex Variable taught by Dr. William Harvey at King's College. The latter course consists of three hours per week beginning in the 2nd or 3rd week of the Lent Term and extending into the Summer Term.

Written Work: Written answers to set problems will be expected on a regular basis by Dr. Boardman and Dr. Harvey. Students may also be asked to answer problems from the recommended textbook verbally in the classes. Written work is of particular importance in this course.

Reading List: Foundations of Analysis: A Straightforward Introduction, Vol. II (Topological Ideas) by K. G. Binmore contains most of the material to be covered in SM111 (though not necessarily in the same order). Complex Analysis by Joseph Black & Donald J. Newman covers the material taught in

Alternatives and Further Reading: For SM111: Mathematical Analysis 2 by J. C. Burkill and H. Burkill, Introduction to Topology and Modern Analysis by G. F. Simmons, The Theory and Problems of General Topology by S. Lipschutz ("Schaum's Outline" Series). All these contain topics outside the scope of SM111, the nearest book to the material covered is K. G. Binmore mentioned above. For M204: Theory and Problems of Complex Variables by M. R.

Spiegel ("Schaum's Outline" Series), Complex Analysis by L. V. Ahlfors, Introduction to Complex Analysis by R. Nevanlinna and V. Paatero, Basic Complex Analysis by J. E. Marsden.

Examination Arrangements: Students are normally assessed on the basis of a three hour formal examination in the Summer Term.

# SM7031

### Sets and Models

Teacher Responsible: Dr. J. Bell, Room S467 (Secretary, Mimi Bell, S464)

Course Intended Primarily for B.Sc. (Maths./Stats./ Comp.) 2nd or 3rd year; B.Sc. (Maths./Phil.) 2nd or 3rd year; Dip. Logic and Sci. Method; M.Sc. Logic and Sci. Method.

Scope: The aim of this course is to provide an introduction to set theory and the model theory of firstorder languages.

Syllabus: Axiomatic approach to set theory. Sets and classes. Well-orderings. Cardinals and ordinals. The axiom of choice and Zorn's lemma.

First-order languages and their models. Completeness, compactness and Lownheim-Skolem theorems. The elementary chain theorem and some of its consequences: Craig's interpolation lemma and Beth's definability theorem.

Pre-Requisites: A basic acquaintance with predicate calculus, as provided in the course Ph114: Introduction Mathematical Logic.

Teaching Arrangements: 20 lectures on set theory in the first term, 20 lectures on model theory in the second term (SM127). (Full lecture notes provided.) 20 problem classes (SM127a) over the 2 terms.

Reading List: J. Bell & M. Machover, A Course in Mathematical Logic; J. Bridge, Beginning Model Theory; K. Kuratowski & A. Mosstowski, Set Theory; E. Mendelson, Introduction to Mathematical Logic. Examination Arrangements: There is a 3 hour formal examination in the Summer Term, based on the full yllabus for the lecture course. The paper contains 10 questions divided into 2 sections (set theory, model theory respectively). Full marks may be obtained on 5 questions of which at least one must come from each section

# SM7040

# Further Algebra

Teacher Responsible: Dr. H. Freedman, Room S465 (Secretary, Mimi Bell, S464)

Course Intended Primarily for B.Sc. (Maths.); B.Sc. Maths./Stats., Maths./Comp.); B.Sc. (Maths./Phil.). Scope: The aim of this course is to introduce students o the theory of modules, in particular, modules over a principal ideal domain.

Syllabus: Topics in commutative rings; Modules; Projective and injective modules; Modules over a principal ideal domain.

Pre-Requisites: The rudiments of group and ring theory as presented in the course Introduction to Algebra.

## Teaching Arrangements:

20 lectures and 20 seminars (Michaelmas and Lent Terms) (SM112)

14 classes (Michaelmas and Summer Term) (SM112a) Written Work: Weekly exercises during the Michaelmas and Summer Terms. The Lent Term is devoted to seminars given by students on their projects. Written reports on the projects are handed in early in the Summer Term.

Reading List: M. F. Atiyah & I. G. Macdonald, Introduction to Commutative Algebra, Addison-Wesley; S. MacLane & G. Birkhoff, Algebra (Chapters 4, 6 and 10), Macmillan Co.; N. Jacobson, Basic Algebra II (Chapter 3), Freeman.

Supplementary Reading List: D. W. Sharpe & P. Vamos, Injective Modules, Cambridge University

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 7 questions. Full marks may be obtained on 4 questions, 60% of the total assessment of the course is based on the exam paper. 40% is awarded on the project, for which both the written report and the lecture are taken into consideration.

### SM7041

### Category Theory

Teacher Responsible: Dr. H. Freedman, Room S465 (Secretary, Mimi Bell, S464)

Course Intended Primarily for B.Sc. (Maths.) 3rd year; B.Sc. (Maths./Stats., Maths./Comp.) 3rd year; B.Sc. (Maths./Phil.) 3rd year; M.Sc. (Maths.)

Scope: The aim of the course is to introduce students to the theory of categories, emphasizing ideas and methods which can also be used in other fields of Mathematics

Syllabus: Functors and natural transformations; Limits and colimits; Adjoints; Completion; Abelian and algebraic categories.

Pre-Requisites: Acquaintance with sets, groups, rings and modules. Mathematical maturity.

Teaching Arrangements: 20 lectures (SM130) and 20 classes (SM130a) during the Lent Term.

Written Work: During the Michaelmas Term each student has to prepare, under supervision, a project, lecture on it to the class in the Lent Term and hand in a written report early in the Summer Term. In addition there are weekly exercises during the Lent Term.

Reading List: S. MacLane, Categories for the Working Mathematician, Springer; M. A. Arbib & E. G. Manes, Arrow, Structures and Functions (Chapter 10), Academic Press.

Supplementary Reading List: B. Pareigis, Categories and Functors, Academic Press.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 7 questions. Full marks may be obtained on 4 questions.

60% of the total assessment of the course is based on the exam paper.

40% is awarded on the project, for which both the written report and the lecture are taken into consideration.

# Infinite Abelian Groups

(Not available 1985-86)

Teacher Responsible: Dr. H. Freedman, Room S465 (Secretary, Mimi Bell, S484)

Course Intended Primarily for B.Sc. (Maths.) 3rd year; B.Sc. (Maths./Stats., Maths./Comp.) 3rd year; B.Sc. (Maths./Phil.) 3rd year.

Scope: The aim of the course is to introduce students to the theory of infinite abelian groups and to help them acquire some of the techniques used in modern infinite

Syllabus: Direct sums of cyclic groups. Divisible and free Abelian groups. Pure subgroups. Basic subgroups. Ulm's theorem.

Pre-Requisites: The rudiments of group theory as presented in the course Introduction to Algebra.

Teaching Arrangements: 20 lectures (SM129) (about 75% of them given by students) and 20 classes SM129(a).

Written Work: During the Michaelmas Term each student has to prepare, under supervision, a project, lecture on it to the class in the Lent Term, and hand in a written report early in the Summer Term. Each student also has to give further lectures covering part of the course (usually the one related to his or her project), and hand in weekly exercises.

Reading List: L. Fuchs, Infinite Abelian Groups I, Academic Press; I. Kaplamsky, Infinite Abelian Groups, Ann Arbor, Michigan Univ. Press.

A selection of papers specified during the course. Supplementary Reading List: P. A. Griffith, Infinite Abelian Group Theory, Univ. Chicago Press.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 7 questions. Full marks may be obtained on 4 questions.

60% of the total assessment of the course is based on the exam paper.

40% is awarded on the project for which the written report and the lecture are taken into consideration.

> SM7060 SM8001

# Applied Abstract Analysis

(Not available 1985-86)

Teacher Responsible: Dr. A. Ostaszewski, Room S468 (Secretary, Mimi Bell, S464)

Course Intended Primarily for M.Sc. prelim. and final year. Available for suitable candidates for B.Sc. (Econ.) Part II. B.Sc. Course Unit (Maths./Stats./Comp./ Actuarial Science/Management Science/Maths. and Phil.) 3rd year only.

Scope: To present a self-contained rigorous treatment of differentiation in infinite dimensional spaces (e.g. spaces consisting of functions) which establishes the calculus of variations as a tool for solving optimisation problems of a non-linear nature (such as finding the shortest path between two points on a given surface). A field of applications is then studied either using this tool or the whole framework of functional analysis. Syllabus: Selected topics from the following:

SM7042 (i) Function Analysis and Optimization. (Banach spaces, Hahn-Banach Theorem, Operator Derivatives. Abstract Lagrange Multipliers).

(ii) Control Theory. (Calculus of Variations, Pontryagin Theory, Linear Systems, Feedback Control, Stability).

(iii) Continuum Economics. (Lebesgue measure of coalition, mean demand, equivalence theorem, limit theorems.)

(iv) Special topic to be announced.

Pre-Requisites: Ideally though not necessarily a second course in Analysis. However, a rigorous first course in Analysis and Set Theory which considers metric spaces and topological spaces on an introductory level will suffice, provided that the student is well versed in socalled "epsilon and delta" arguments and accustomed to "abstract notions".

Teaching Arrangements: One lecture course (SM122) accompanied by classes.

Lectures: SM122 Two one-hour sessions Michaelmas and Lent Terms.

Classes: One hour Michaelmas and Lent Terms

Classes are taken by Dr. Ostaszewski. Very full notes are provided with appropriate problem sheets. Model answer may be provided as necessary. No course book is required but it is advisable to look at alternative accounts (as below).

Reading List: D. G. Luenberger, Optimization by Vector Space Methods (Wiley, 1969). Appropriate to the first part of the course. D. L. Russell, Mathematics of Finite Dimensional Control Systems.

An excellent text for linear control theory. W. Hildenbrand, Core and Equilibrium of a Large Economy (Princeton, 1974) is the source text for the applications in mathematical Economics.

Supplementary Reading Lists are distributed.

Examination Arrangements: There is a formal examination in the Summer Term which consists of two sections A and B. Section A usually contains eight questions, Section B only three. M.Sc. students taking only the first semester of the course are given two hours in which to answer any number of questions from section A; full marks may be obtained on about threeand-a-half questions. M.Sc. students taking the full course are given three hours and must answer at least one question from each section; full marks in this case may be obtained on about five questions. For B.Sc. students, the marking is more lenient and questions may be answered from Sections A and B at will. The time given is three hours and full marks are obtainable on about four questions.

Revision guides will be distributed at the end of Lent Term and will contain information about: the structure of the paper, details of non-examinable material, suggestions on areas on which to concentrate revision. Revision classes will be arranged on request in the Summer Term.

SM7061

# Measure Theory, Probability and Integration

Teacher Responsible: Dr. E. Boardman, Room S486 and Dr. S. Alpern, Room S485 (Secretary, Mimi Bell,

Course Intended Primarily for B.Sc. (Maths./Stats./ Comp./Act. Sci.), B.Sc. (Econ.) and suitably qualified graduate students.

Scope: This is a third level theoretical course in Mathematics. The aim is to teach Measure Theory and Integration and to introduce the basic notions of Probability using the tools of Measure Theory.

Syllabus: Measure Theory and integration. Probability spaces, random variables, distribution functions and characteristic functions. Sums of random variables. Independance. Conditional probabilities and conditional expectations. Modes of convergence of sequences of random variables. Laws of large numbers and central limit theorem. Skorohod's representation theorem. Empirical distribution function and Glivenko-Cantelli theorem, Martingales, Martingale convergence theorem. Applications.

Pre-Requisites: Normally students would be expected to have previously attended SM7030.

Further Analysis: The course presupposes at least one course in formal real analysis, together with some elementary set theory and a knowledge of the topological properties of R<sup>n</sup>. Students who have not taken Further Analysis should consult the teacher responsible about the suitability of their mathematical background.

Teaching Arrangements: The lecture course SM131 Measure Theory and Probability consisting of some 45 lectures, sessional, associated with which are the weekly problem classes SM131a. Written answers to set problems will be expected on a regular basis. Written work is of particular importance in this course. Written Work: See above paragraph.

Reading List: G. R. Grimmett & D. R. Stirzaker, Probability and Random Processes; P. Billingsley, Probability and Measure; L. Brieman, Probability; H. L. Royden, Real Analysis; J. F. C. Kingman & S. J. Taylor, Introduction to Measure and Probability; P. R. Halmos, Measure Theory; W. Feller, An Introduction to Probability Theory and its Applications, Vols. 1 & 2; H. Tucker, A Graduate Course in Probability.

Examination Arrangements: There is a three-hour written formal examination in the Summer Term.

SM7063

### Graphs and Combinatorics

Teacher Responsible: Andrew Harris, Room S106a (Secretary Hazel Rice, S108)

Course Intended Primarily for B.Sc. (Maths./Stats./ Comp.Act. Sci.), B.Sc. (Econ.), suitably qualified diploma and General Course students.

Scope: This is a course in finite mathematics concentrating on the theory of networks (i.e. graphs) and certain topics in the theory of algorithms (i.e. combinatorial optimization).

Syllabus: Fundamentals of graph theory; paths, circuits, cycles, trees. Planarity, directed graphs,

maximum-minimum problems in networks, connectivity, colouring, Ramsey theory, extremal problems, shortest path algorithms, bipartite and nonbipartite matching, introduction to matroids, the greedy algorithm.

Pre-Requisites: Some experience of mathematical reasoning and a knowledge of some techniques from Elementary Mathematical Methods (SM102).

Teaching Arrangements: The course will consist of two lectures (SM132) and (SM356) and one problem class (SM132a) throughout the Michaelmas and Lent Terms. In the Michaelmas Term the course will concentrate on graph theory, and in the Lent Term will move into Combinatorial Optimization (SM386), i.e. shortest path algorithms, matchings and matroids.

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: This subject is currently under development and so a definitive text is not available. As preliminary reading for the first part of the course, Chapters 1-5 of B. Bollobas's book Graph Theory; An Introductory Course (Springer, 1979) will prove useful reference material, though R. Wilson's book Introduction to Graph Theory (Oliver and Boyd, 1977) will be easier reading material to get an idea of the subject. Other possible reading material is Graphs and Networks: An Introduction by W. L. Price, Graph Theory by F. Harary, The Theory of Graphs and its Applications by C. Berge, Graph Theory: An Algorithmic Approach by N. Christophides, Graph Theory and its Applications by Bondy and Murty, and the Open University Handbooks, TM361, numbers 1 to 4. For the second part of the course, the two main reference books will be Combinatorial Optimization by E. Lawler, and Combinatorial Optimization by C. H. Papadimitriou and K. Steiglitz (Prentice Hall, 1982). Examination Arrangements: Students are assessed on the basis of a three-hour formal examination in the Summer Term.

### SM7200

### **Basic Statistics**

Teachers Responsible: Dr. C. Smith, Room S212 and Professor A. Harvey, Room S203 (Secretary, Mary

Course Intended Primarily for 1st year B.Sc. (Economics) and Course Unit Students.

Diploma in Accounting and Finance

Diploma in Business Studies

Diploma in Economics

Diploma in Management Sciences

Scope: The course is an introduction to statistical methods and their use in the social sciences.

Syllabus: Descriptive statistics, elements of probability, special distributions, inference, analysis of variance, correlation and regression, goodness of fit, decision theory and survey sampling.

Pre-Requisites: A Pass in O-level Mathematics is normally required. The course is not suitable for those who have taken A-level Mathematics. Such students should take SM7201, Elementary Statistical Theory.

Teaching Arrangements: There is one lecture (SM200) a week in the Michaelmas Term and two lectures a week in the Lent Term. There is one class (SM200a) a week throughout the year, the final class being in the second week of Summer Term. Students are expected to hand in exercises for classes every week.

Reading List: Students should purchase one of the following books:

P. G. Hoel, Elementary Statistics; R. J. Wonnacott & T. H. Wonnacott, Introductory Statistics; J. E. Freund, Modern Elementary Statistics.

Examination Arrangements: There is a three-hour examination in the Summer Term. The paper is in two parts. Part A consists of a number of short questions, all of which are to be answered. These questions account for 40% of the marks. They do not all have equal weight. Part B consists of six questions, of which three are to be answered. Each of the questions is worth 20%. A formulae sheet is provided, as are statistical tables. Electronic pocket calculators can be used.

# SM7201

### **Elementary Statistical Theory**

Teacher Responsible: Mr. D. Balmer, Room S208 (Secretary, S107)

Course Intended Primarily for B.Sc. (Econ.) Part I B.Sc. (c.u.) (Management Sciences) (Maths./Stats./ Comp./Actuarial Science)

Course Unit 790/7201 usually taken in 1st year but is available for 2nd and 3rd years.

B.Sc. (Econ.) Part II

II Mathematical Economics and Econometrics 6(a) V International Trade and Development 7(p)

VII Accounting and Finance 7(c)

XII Computing 5 & 6(b)

XVII Philosophy 7(k)

XXIV Population Studies 5-8(i)(1)

XXVI Mathematics and Economics 3(c)

and as an approved outside option/course unit for nonspecialists.

Also available under

Diploma in Economics 2, 3 & 4 (b(iii))

Management Sciences Group III (d)

Operational Research 3 & 4(a(i))

Scope: The course intends to introduce students to a basic range of statistical ideas and techniques.

Syllabus: Descriptive Statistics including some exploratory data analysis. Probability and distribution theory. Sampling ideas. Estimation and hypothesis testing. Regression, correlation, analysis of variance, time series and forecasting.

Pre-Requisites: No previous knowledge of statistics will be assumed. N.B. students who have taken a full or part A level in Statistics or have previously studied Statistics to an equivalent level should indicate this by recording an 'A' on their option cards. The course will however assume a mathematical knowledge (and confidence) equivalent to a reasonable attainment in a mathematical subject to A-level.

# Teaching Arrangements:

Lectures: SM204 Elementary Statistical Theory 40 Michaelmas and Lent Terms.

Classes: SM204(a) 20 Sessional.

Reading List: There are many books with a similar content and level of coverage as the course. Students are advised to purchase one of:

T. H. Wonnacott & R. J. Wonnacott, Introductory Statistics, 3rd edn., Wiley; R. E. Walpole, Introduction to Statistics, 3rd edn., Collier-Macmillan; P. G. Hoel, S. C. Port & C. J. Stone, Introduction to Probability Theory and Introduction to Statistical Theory. Houghton-Mifflin Co.

Supplementary Reading List: P. Sprent, Statistics in Action (Pelican); D. Cooke, A. H. Craven & G. M. Clarke, Basic Statistical Computing (Arnold); P. F. Velleman & D. C. Hoaglin, ABC of EDA (Duxbury Press); H. L. Alder & E. B. Roessler, Introduction to Probability and Statistics (Freeman); V. E. Cangelose. P. H. Taylor & P. F. Rise, Basic Statistics - a Real World Approach (West P.C.); H. S. Gillow, Stat City (Irwin).

Examination Arrangements: There is a single threehour formal examination in the Summer Term covering the full content of the course.

### SM7215

# Methods of Statistical Analysis

Teacher Responsible: Colm O'Muircheartaigh, Room S214 (Secretary, Mary Cahill, S206)

Course Intended Primarily for

(a) B.Sc. c.u. Main field Sociology 1st Year

(b) B.Sc. c.u. Main field Social Psychology 1st year (See Ps5406)

(c) B.Sc. (Econ.) Part II

(d) Diploma in Sociology

(e) M.Sc. in Sociology (optional)

Scope: An introduction to statistical methods and statistical reasoning, with particular reference to applications in the social sciences. No prior knowledge of statistics is assumed.

Syllabus: 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. Elementary ideas of probability theory. Simple probability distributions. 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.

The exact sampling distribution of the standard test statistics. Two-sample tests for means for related and unrelated measurements. Distribution free tests, contingency tables, rank correlation methods. Analysis of variance (ANOVA). The t-test and the F-test. Testing correlation and regression coefficients. Multiple regression.

Pre-Requisites: None.

### Teaching Arrangements:

Lectures (SM202): In the Michaelmas Term, there will be one lecture each week; in the Lent Term there will be two lectures each week. Lectures for the Summer Term will be arranged later. Sociologists attend So102. Classes: In addition to lectures there will be a weekly class (SM202a). 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 Sociology and Social Psychology 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.

The following notes may help the student to choose among some of the more useful books. H. M. Blalock, Social Statistics (1st or 2nd edn.). Probably the best single text. It is widely used in university courses at this level but the mathematical level is rather higher than in this course and it covers a much wider range. Social Psychologists are recommended to buy it - others should look at it first to see if it meets their needs.

H. J. Loether & D. G. MacTavish, Descriptive Statistics for Sociologists: An Introduction; Inferential Statistics for Sociologists: An Introduction. Two very good books although very long (more than 300 pages in each) and going beyond the scope of this course. Certainly worth consulting from time to time.

K. A. Yeomans, Introductory Statistics, Statistics for the Social Scientist, Vol. I; Applied Statistics, Statistics for the Social Scientist, Vol. II. A good alternative to Blalock. Vol. I contains a revision of elementary arithmetic and mathematics. Vol. II takes the subject beyond the scope of this course.

F. R. Jollife, Commonsense Statistics for Economists and Others. A good elementary introduction with no particular bias in spite of the title. Goes a little further in some directions than this course. It would be a reasonable choice for someone who finds Blalock too difficult. Available in paper back.

D. Rowntree, Statistics Without Tears. Described as a primer for non-mathematicians it covers much of the material in the early part of the course. It would serve as a good preparation for those whose mathematics is very limited but would need to be supplemented by one of the other books giving a more complete coverage. A. H. Pollard, Introductory Statistics, A Service Course by A. H. Pollard. Similar coverage to Jolliffe and equally good.

T. W. Anderson & S. L. Sclove, Introductory Statistical Analysis. Another introductory test somewhat above the level of Jolliffe and with wider coverage. The examples tend to have an American flavour but those who find this appealing and have A or good O-level mathematics might find it a good choice.

W. E. Willemson, Understanding Statistical Reasoning. This is an excellent book. It is written primarily fob psychologists and its object is to enable them to evaluate critically the statistical arguments which appear in their research literature. It goes well beyond the scope of this course and concentrates on those topics which are prominent in the psychological literature. Social psychologists, especially, would find it useful both for this course and later.

T. H. Wonnacott & R. J. Wonnacott, Introductory Statistics. Particularly useful for the later part of the course. The mathematical level is a little too high but the treatment is clear and concise. The book covers many topics beyond the level of this course.

Examination Arrangements: All examinations for this course will be open-book examinations. For Social Psychology and Sociology students 30% of the marks for the course will be based on assessment of the homework submitted during the session.

# SM7216

### **Decision Analysis**

Teacher Responsible: Dr. John Howard, Room S209 (Secretary, Hazel Rice, S108)

Course Intended Primarily for

B.Sc. (Management Sciences) 2nd or 3rd year

B.Sc. (Maths./Stats./Actuarial Science) 2nd or 3rd

B.Sc. (Economics) XI Statistics

B.Sc. (Economics) XII Computing

Diploma in Operational Research

Diploma in Statistics

For course unit degrees, the Course Registration Number is 790/7216.

Scope: 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 given jointly by the Decision Analysis Unit and the Department of Statistical and Mathematical Sciences, and is intended to be genuinely inter-disciplinary.

Syllabus: The foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice.

Pre-Requisites: Statistics and Probability Theory to the level of the course Elementary Statistical Theory. Mathematics to the level of Elementary Mathematical

Teaching Arrangements: There are four lecture courses, each accompanied by a fortnightly class, as

Lectures: SM238, 10 Michaelmas Term

SM239, 10 Michaelmas Term

SM240 10 Lent Term

SM241, 10 Lent Term

Classes: SM238a, 5 Michaelmas Term

SM239a, 5 Michaelmas Term

SM240a, 5 Lent Term

SM241a, 5 Lent Term

SM238 Fundamentals of Decision Theory (Dr. J. V. Howard). This covers the normative theory of subjective probability and expected utility.

SM239 Behavioural Decision Theory. (Staff of the Decision Analysis Unit.) An exposition of descriptive models of human decision making, with an emphasis on the relationship between descriptive and normative

SM240 Bayesian Statistical Methods (Dr. M. Knott). General discussion of the Bayes' approach and comparison with other approaches to statistical inference. Applications to some basic statistical

SM241 Decision Analysis in Practice. (Staff of the Decision Analysis Unit.) Presents applications of Decision Theory in both public and private sectors, illustrating how Decision Theory is modified and supplemented to provide a workable technology.

Reading List: Recommended books will be given at the beginning of each lecture course.

Examination Arrangements: The course is examined by one three-hour formal examination in the Summer Term, covering the full syllabus for the four lecture courses. The paper will probably contain eight questions of which five must be attempted. 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.

# SM7220

# Probability, Distribution Theory and Inference

Teacher Responsible: Professor J. Hajnal, Room S116 (Secretary, Anne Usher, S205)

Course Intended Primarily for B.Sc. (Econ.) Special subjects: Econometrics and Mathematical Economics, Statistics; B.Sc. Course Unit Main Fields Maths., Stats. Act. Sci.

Scope: 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.

Syllabus: Revision of basic probability theory and of the basic discrete and continuous one variable distributions. Joint distribution of several variables. Marginal and conditional densities. Multinomial and bivariate normal distributions. Moment generating functions. Functions of random variables. Change of variable. Weak law of large numbers and central limit theorem. Sampling distributions. Criteria of estimation: consistency, unbiasedness, efficiency, minimum variance. Sufficiency. Maximum likelihood estimation and its properties. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests.

Pre-Requisites: The course is designed to follow on from Elementary Statistical Theory. It is normally attended by second year students who have taken Elementary Mathematical Methods as well as Elementary Statistical Theory in the first year. Any student who has not taken these two first year courses is advised to consult one of the teachers responsible for the course.

Teaching Arrangements: There are two lecture courses each accompanied by classes for which the students are divided into two groups. Exercises will be set in connection with these classes and students' answers will be marked.

Lectures: SM206 Probability and Distribution Theory. 20 Michaelmas, 10 Lent, 3 Summer Term.

SM207 Estimation and Tests. 10 Lent, 2 Summer

Classes: SM206(a) 9 Michaelmas, 5 Lent, 2 Summer

SM207(a) 4 Lent, 1 Summer Term.

Reading List: The main reference for the course is: A. M. Mood, F. A. Graybill & D. C. Boes, Introduction to the Theory of Statistics (3rd edn.).

Other useful books are:

R. V. Hogg & A. T. Craig, Introduction to Mathematical Statistics (3rd edn.); P. L. Mever, Introductory Probability and Statistical Applications; B. W. Lindgren, Statistical Theory (3rd edn.): M. Woodroofe, Probability with Applications; H. J. Larson, Introduction to Probability Theory and Statistical Inference (3rd edn.)

Examination Arrangements: One three-hour written examination in the Summer Term. Five questions have to be answered out of the ten set. (Seven questions are set on the material of course SM206, three on SM207).

# SM7230

# Statistical Techniques for Management Sciences

Teacher Responsible: Dr. J. V. Howard Room S209 (Secretary, Hazel Rice, S108)

Course Intended Primarily for

B.Sc. (Management Sciences) 2nd or 3rd year B.Sc. (Maths./Stats./Comp./Actuarial Science) 2nd or 3rd year

B.Sc. (Economics) XII Computing Diploma in Management Sciences

For course unit degrees, the Course Registration Number is 790/7230.

Scope: This is a second course in Statistics, emphasizing the application of statistical techniques which have proved useful in the Management Sciences. Syllabus: Analysis of Variance, Regression, Time Series and Forecasting, Survey Methods, Quality Control. More detail is given in the lecture course descriptions under "Teaching Arrangements" below. Pre-Requisites: Statistics and Probability Theory to the level of the course Elementary Statistical Theory. Mathematics to the level of Elementary Mathematical Methods. In particular, students should have covered elementary distribution theory, confidence intervals and hypothesis testing, 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. Teaching Arrangements: There are four lecture

courses, each accompanied by a class, as follows: Lectures: SM210 Analysis of Variance and Quality Control 10 Michaelmas Term

SM211 Time Series and Forecasting 10 Michaelmas

SM212 Applied Regression Analysis 10 Lent Term

SM213 Survey Methods 10 Michaelmas Term Classes: SM210a 5 Michaelmas Term

SM211a 5 Lent Term

SM212a 5 Lent Term

SM213a 5 Lent Term

SM210 Analysis of Variance and Quality Control (Dr. Howard).

Three lectures on Quality Control introduce methods of acceptance/rejection and continuous process control. Seven lectures on Analysis of Variance cover one and two-way classifications and the estimation of

SM211 Time Series and Forecasting (Mr. Balmer). Trend, seasonality, stationarity, exponentially weighted moving average forecasts, ARMA models, and Box-Jenkins forecasting.

SM212 Applied Regression Analysis (Dr. Howard). Multiple linear regression, transformation of data, stepwise and best subsets regression.

SM213 Survey Methods (Dr. Phillips).

This also forms part of the Statistical Techniques and Packages - Course Registration Number 790/7240.) Principles of sampling, stratification, clustering and the multistage sample, applications in market research and accounting. Major government surveys. Questionnaire design. Non-sampling errors.

SM210-SM213 have classes approximately once a fortnight to discuss sets of problems given out in the ectures. The class teachers are usually either the ecturer or a research officer. SM214 has five class seminars taken by the lecturer after the lecture course has finished. Full lecture notes and problem solutions are provided for SM210 and SM212.

Reading List: Recommended books are R. B. Miller & D. W. Wichern, Intermediate Business Statistics (Holt. Rinehart & Winston, 1977); T. H. Wonnacott & R. J. Wonnacott, Regression: A Second Course in Statistics Wiley, 1981, available in paperback); G. Kalton and C. Moser, Survey Methods in Social Investigation. Students may also wish to consult C. Chatfield, The Analysis of Time Series - Theory and Practice: W. Gilchrist, Statistical Forecasting; J. Neter & W. Wasserman, Applied Linear Statistical Models; T. A. Ryan, B. L. Joiner & B. F. Ryan, MINITAB Student Handbook; G. B. Weatherill, Sampling Inspection and Quality Control; T. H. Wonnacott & R. J. Wonnacott, Introductory Statistics for Business and Economics 2nd edn.).

Examination Arrangements: There is a three-hour formal examination in the Summer Term, covering the full syllabus for all four lecture courses. The paper usually contains 9 questions, of which 5 must be attempted. It is important to attempt five questions: no credit is given for a sixth answer, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer in full all parts of a question to obtain a reasonable mark on it. Copies of previous years' papers are available. The majority of the total assessment of the course is based on the examination paper - the remainder is awarded on a project. The project is usually set during the Lent Term and students attempt it in teams of about four members each. The project is handed in early in the Summer Term, and is marked on presentation as well SM7231

Marketing and Market Research

Teacher Responsible Mrs. K. Spitz, Room S213 (Secretary, Anne Usher, S205) Course Intended Primarily for

Course Unit 790/7231

B.Sc. (Management Sciences) 3rd year B.Sc. (Econ.) approved outside option Diploma in Management Sciences

Scope: 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.

Syllabus: 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. Product tests, advertising and public opinion research. Models for purception, attitudes and preferences: methods of attitude scaling. Thurston, Likert, Guttman and semantic differential scales. Some statistical models used in the analysis of multivariate marketing data. Theories of customer behaviour: models for brand choice, brand loyalty, purchase incidence, purchase timing and market penetration. Learning models for new product adoption. Optimal advertising rates.

Pre-Requisites: An understanding of the elements of probability and statistical inference is required. Although much of the course is completely nonmathematical, those students who have done only one very basic course in statistics will find part of the course difficult. Some use may be made of computer packages but it is NOT necessary to have any previous experience of computers.

Teaching Arrangements: Approximately two thirds of the total of 70 hours are lectures. Three members of staff participate in the course.

SM222(i) Mr. D. Balmer (S208) Stochastic Models of Consumer Behaviour. 20 Hours Lent Term.

SM222(ii) Mrs. K. E. Spitz (S213) Research Methods 20 Michaelmas Term, 10 Lent Term, 4 Summer Term SM222(iii) Dr. C. Phillips (S207) Measurement and Data Analysis 7 Michaelmas Term, 8 Lent Term

Class time will be allocated at the most appropriate points in each of the lecture courses and will take the form either of problem discussion and solution or of the presentation by students of prepared papers.

SM222(i) covers various theories of consumer behaviour and the stochastic models associated with

SM222(ii) is the core methods course and is predominantly concerned with the application of survey methods in market and opinion research.

SM222(iii) covers attitude scaling and introduces some methods of multivariate analysis.

Written Work: Students will be expected to attempt about six statistical problem sets for SM222 (i) and (ii). They will also be asked to prepare and deliver class papers on assigned topics for SM222 (iii).

Reading List: No one book covers the entire syllabus. Students are however advised to purchase:

C. A. Moser & G. Kalton, Survey Methods in Social Investigation (Available in paperback); W. F. Massey, D. B. Montgomery & D. G. Morrison, Stochastic Models for Buying Behaviour (Available in paperback).

Books which students may wish to consult include: R. W. Worcester & J. Downham (Eds.), Consumer Market Research Handbook; J. R. G. Jenkins, Marketing and Consumer Behaviour; C. A. O'Muircheartaigh & C. D. Payne (Eds.), The Analysis of Survey Data.

Examination Arrangements: There is a three hour formal examination in the Summer Term based upon the full syllabus. The paper contains eleven questions of which four are to be answered. Each question carries an equal number of marks. The majority of the questions require essay type answers. The paper will be marked out of 90 and course work for (ii) and (iv) will be marked out of 10.

Copies of the examination paper from 1981 are available.

### SM7240

# Statistical Techniques and Packages

Teacher Responsible: Mrs. K. Spitz, Room S213 (Secretary, Anne Usher, S205)

Course Intended Primarily for B.Sc. (Statistics) (Third year); B.Sc. (Econ.) XI Statistics (Third year). Course unit 790/7240

Scope: The aim of the course is to introduce students to a further range of important statistical techniques and procedures together with some relevant programming packages.

### Syllabus:

SM214 Surveys, Experiments and other Investigations. Surveys: design decisions, methods of random sampling, data collection methods and the control of response and non-response errors. The design of experiments and other explanatory studies.

SM215 Sample Survey Theory. The mathematical theory of simple random sampling, stratification and multi-stage sampling.

SM216 Multivariate Methods. A survey of principal component analysis, cluster analysis, factor and latent structure analysis and multidimensional scaling. Illustrative examples of the application of each technique including interpretation of computer output. SM217 Further Statistical Theory and Methods. Minimum variance estimation. The Rao-Blackwell theorem, completeness and the exponential family of distributions. Distribution-free methods, outliers and robustness, exploratory data analysis.

Pre-Requisites: Probability, Distribution Theory and Inference to an intermediate level.

### Teaching Arrangements:

SM214 Given by Mrs. K. Spitz. 20 Lent Term, 2 Summer Term. Usually consists of 15 lectures and 7 classes. Students present prepared class papers.

SM215 Given by Mrs. K. Spitz. 10 Michaelmas Term, 5 Lent Term. Includes 4 or 5 classes in which solutions to problem sets given out in the lectures are discussed.

SM216 Given by Dr. C. Phillips, Room S207, 10 Michaelmas Term, 5 Lent Term. Usually includes 5 classes for which each student prepares one class

SM217 Given by Dr. C. S. Smith, Room S212. 10 Michaelmas Term, 5 Lent Term. Includes 5 classes. Reading List: SM214 Students are advised to purchase: C. A. Moser & G. Kalton, Survey Methods in Social Investigation.

Other books which may be consulted include:

C. Selltiz et al, Research Methods in Social Relations: H. M. Blalock, An Introduction to Social Research. SM215 Students should purchase or consult:

W. G. Cochran, Sampling Techniques.

Other recommended reading:

L. Kish, Survey Sampling; M. H. Hansen, W. N. Nurwitz & W. G. Madow, Sample Survey Methods and Theory; F. Yates, Sampling Methods for Censuses and Surveys.

SM216: No single book adequately covers the course. The most suitable are:

C. A. O'Muircheartaigh & C. Payne, The Analysis of Survey Data, Volume I; A. E. Maxwell, Multivariate Analysis in Behavioural Research.

Other Books which can be usefully consulted are: C. Chatfield & A. J. Collins, Introduction to Multivariate Analysis; M. G. Kendall, Multivariate Analysis; D. J. Bartholomew, Mathematical Methods in Social

SM217 Reading will be announced at the beginning of the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based upon SM214 to SM217. Five questions must be answered from a total of nine. Copies of past examination papers are available.

# SM7241 SM7250

# Statistical Theory Statistical Methods for Actuarial Sciences

Teacher Responsible: Dr. M. Knott, Room S216 (Secretary, Anne Usher, S205)

Course Intended Primarily for B.Sc. (Econ.) XI Statistics 3rd year

B.Sc. (Maths./Stats./Comp./Actuarial Science) 3rd

Scope: The course introduces the student to four central fields in the theory of statistics: stochastic processes, linear models, time series, regression and analysis of variance.

### Syllabus:

SM218 Regression, General Linear Models, Analysis of variance, Time Series Analysis and Forecasting. Implementation of the theory on selected computer

SM219 Elementary stochastic processes including random walks, Markov Chains, Poisson processes, Birth and Death processes.

SM220 Applications of stochastic processes in selected social science fields.

SM221 Actuarial Applications of Stochastic Processes.

Pre-Requisites: Elementary Statistical Theory and Probability Distribution Theory and Inference.

Teaching Arrangements: Course SM218 has 3 sections of 15 hours on Time Series, Analysis of Variance and Regression. About one third of the hours will be classes.

SM221 consists of 5 hours.

Course SM218 has 3 sections of 15 hours on Time Series, Analysis of Variance, and Regression. About one third of the hours will be classes.

Reading List: SM219 and SM220:

SM218: N. R. Draper & H. Smith, Applied Regression Analysis, 2nd edn.; K. A. Brownlee, Statistical Theory and Methodology in Science and Engineering; R. L. Plackett, Analysis of Categorical Data; A. C. Harvey, Time Series Models.

SM219: U. N. Bhat, Elements of Applied Stochastic Processes; P. G. Hoel, S. C. Port and C. J. Stone, Introduction to Stochastic Processes.

SM220: D. J. Bartholomew, Stochastic Models of Social Processes (3rd edn.)

SM221: I. B. Hossack, J. H. Pollard and B. Zehnwirth, Introductory Statistics with Applications in General Insurance; R. E. Beard, T. Pentikaimen and E. Pesonen, Risk Theory - The Stochastic Basis of Insurance (3rd edn.).

Examination Arrangements: There is a three-hour paper in the Summer Term of 9 questions, 6 from SM218, 2 from SM219 and 1 which may be answered either from SM220 or SM221. The rubric asks for answers for five questions. If more than five are attempted the marks for the best five only will be counted, 92% of the final assessment is based on the examination and 8% on exercises set in connection with the Regression and Analysis of Variance courses.

# SM7260

# Actuarial Investigations: Financial and Statistical

(Not available 1985-86)

Teacher Responsible: Leigh Roberts, Room S266 (Secretary, Mary Cahill, S206)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. 2nd or 3rd year.

Scope: The financial part of the course refers to the application of the principles of compound interest to financial transactions, including investment, and is closely modelled on the Institute of Actuaries' subject A2. The statistical part refers to data interpretation and derivation of models from data involving human contingencies and is closely modelled on the Institute of Actuaries' subject A6.

Syllabus: Financial: Compound interest; equations of value; discounted cash flow terminology and methods of investment appraisal; the annuity certain; capital redemption policies; determination of the rate of interest in a given transaction; valuation of securities; cumulative sinking funds.

Statistical: Decremental rates and other indices; analysis of data and derivation of exposed to risk formulae; calculation of mortality, sickness and other decremental rates, including multiple decrement rates: graduation methods and their application, tests of graduation, features of principal tables in common use; national vital statistics and population projection: applications outside insurance.

Pre-Requisites: Mathematics to a level corresponding to Elementary Mathematical Methods. Statistics to a level corresponding to Elementary Statistical Theory. This is starting course and there are no other pre-

Teaching Arrangements: The course is taught in alternate years. (The other alternate is Actuarial Life Contingencies, SM7261). The course is taught in fortyfour lectures and twenty supporting classes.

Written Work: Students generally solve an example sheet for each class. These are commented upon in writing by the class teacher, and discussed in the following class

Reading List:

Financial: D. W. A. Donald, Compound Interest and Annuities Certain.

Statistical: B. Benjamin & J. H. Pollard, The Analysis of Mortality and Other Actuarial Statistics; Registrar General's Decennial Supplement, Life Tables 1971.

Examination Arrangements: There are two three-hour examination papers in the Summer Term. Paper I is on the financial part of the course, and Paper II on the statistical part. On each paper there is a choice of two questions from three in Section A and three questions from five in Section B. Section A questions tend to be more basic than those in Section B, and questions in Section A carry fewer marks. The final mark is the average of the marks awarded on each paper.

# SM7261

# Actuarial Life Contingencies

Teacher Responsible: Leigh Roberts, Room S266 (Secretary, Mary Cahill, S206)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. 2nd or 3rd year.

Scope: The course covers the elements of valuing insurance companies and determining premium rates, and calculating pension fund liabilities. The basic tool is decrement tables, and the methods developed are of significance in many areas besides insurance. The course is closely modelled on the Institute of Actuaries'

Syllabus: Construction of mortality, sickness, multiple decrement and other similar tables from graduated data; determination and use of functions based thereon. Values of and premiums for annuities and assurances on one or more lives. Reserves for financial contracts. Values of contributions for sickness benefits, pension benefits, disability and widows' and orphans' benefits. Pre-Requisites: Mathematics to a level corresponding

to Elementary Mathematical Methods. Statistics to a level corresponding to Elementary Statistical Theory. There are no other pre-requisites.

Teaching Arrangements: The course is taught in alternate years. (The other alternate is Actuarial Investigations: Financial and Statistical, SM7260). The course is taught in forty-four lectures and twenty supporting classes.

Written Work: Students generally solve an example sheet for each class. These are commented upon in writing by the class teacher, and discussed in the following class.

Reading List: A. Neill, Life Contingencies, Heinemann, 1977.

Examination Arrangements: There are two three-hour examination papers in the Summer Term. On each paper there is a choice of two questions from three in Section A and three questions from five in Section B. Section A questions tend to be more basic than those in Section B, and questions in Section A carry fewer marks. The final mark is the average of the marks awarded on each paper.

### SM7300

### Elements of Computer Science

Teacher Responsible: Georgios Doukidis, Room S106B (Secretary, S107)

Course Intended Primarily for

B.Sc. (Econ.) Part I

B.Sc. (Maths./Stats./Computing/Actuarial Science)

B.Sc. (Management Sciences)

Diploma in Accounting and Finance

Diploma in Management Sciences

Diploma in the Management of Information Systems

Diploma in Operational Research

Diploma in Statistics

Scope: This course covers computer hardware and computer software including programming, together with some consideration of the overall design and management of computer systems. It is intended for students who will go on to study further computing courses.

### Syllabus:

Computer hardware

Central processing unit, memory, storage devices, input/output devices. The operation of a computer. The scope and capabilities of computer communication systems.

Computer software

Loaders, assemblers, compilers, interpreters, utilities and operating systems. Programming languages and the methodology of problem formulation, program design and coding. The PASCAL programming language is taught.

Data structures and computer file organisation Data representation, data storage devices, logical data structures. File organisation and file processing.

Pre-Requisites: There are no pre-requisites for this course. No knowledge of computers is assumed.

Teaching Arrangements: There are three lecture courses, one of which is accompanied by classes. The class to accompany SM302 will cover material for SM305 and SM311. In addition, a number of open help sessions are organised in the Michaelmas Term for SM305

Lectures:

SM302 Introduction to Computing 20 Michaelmas and Lent Terms and class

SM305 PASCAL Programming 15 Michaelmas and Lent Terms.

SM311 Computer File Organisation 5 Lent Term.

SM302 Introduction to Computing. This covers computer hardware, software (excluding PASCAL programming). The classes that accompany the course are used to clarify lecture material, and to go through exercises.

SM305 PASCAL Programming 15 Michaelmas covers problem formulation and solution using the PASCAL programming language.

SM311 Computer File Organisation. This course covers data representation, data structures, data storage, file organisation and file processing.

Recommended Reading: Goldschlager & Lister, Computer Science: A Modern Introduction, Prentice Hall, 1982; P. Bishop, Computing Science, Nelson, 1982; L. V. Atkinson, A Student Guide to Programming in PASCAL, Wiley, 1982; D. Cooper & M. Clancey, Oh! PASCAL, Norton, 1982; Romualdas Skvarcius, Problem Solving Using PASCAL Algorithm Development and Programming Concepts, PWS Publishers, 1984.

The following books deal with particular topics on the

Specific references are made to these and other books as topics are introduced.

E. S. Page & L. B. Wilson, Information, Representation and Manipulation in a Computer, 2nd edn., Cambridge, 1978; H. Lawson, Understanding Computer Systems, Chartwell-Bratt; H. D. Clifton, Business Data Systems, Prentice Hall, 1978, (High level view of aspects of commercial data processing systems. Many students find this book useful to provide a context to the course. See particularly the first 6 chapters).

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus for all lecture courses. The paper contains 12 questions of which five are to be answered.

There are opportunities for students to learn other programming languages during the year - though no credit is given for these courses. Attention is also drawn to the series of Wednesday afternoon lectures given by members of the LSE Computer Service on particular computing topics of interest to social scientists. Students should consult the notice boards outside Computer Reception S101.

### SM7301

### General Computing

Teacher Responsible: Steve Smithson, Room S111 (Secretary, Sue Coles, S107)

Other Teachers: David Dalby, Room S286.

Course Intended Primarily for B.Sc. (Econ.) Part I, B.Sc. (Econ.) Part II outside options.

Scope: This course is intented for students who wish to take a single Computing course within their degree. This approach emphasises applications, and social and economic issues in information technology.

Syllabus: Computer hardware and software, computer programming, computer applications. Methods for developing computer based applications. The economics of information technology. Social Issues. Pre-Requisites: There are no pre-requisites.

Teaching Arrangements: There are two lecture courses. The class to accompany SM300 will cover material from both courses.

Lectures: SM300 General Computing I 20 Michaelmas and Lent Terms.

SM301 General Computing II 20 Michaelmas and Lent Terms.

Classes: SM300a 20 classes Michaelmas and Lent Terms to cover material for both courses.

SM300 General Computing I, BASIC Programming and program design.

Applications of Computers in Business and Social Science.

SM301 General Computing II, Introduction to Information Technology. Social and economic issues of information technology.

Reading List: J. Eaton & J. Smithers, This is IT, Philip Allan, 1982; G. Shelly & T. Cashman, Computer Fundamentals for an Information Age, Wadsworth/ Anaheim, 1984; Hunt & Shelley, Computers and Common Sense, Prentice Hall; H. D. Clifton, Business Data Systems, 2nd edn., Prentice Hall 1983; P. Bishop, Computing Science, Nelson, 1982; R. Atherton, Structured Programming with Control, Ellis-Horwood, 1982.

Further reading will be given during the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus for all lecture courses.

### SM7320

### Computing Methods

Teacher Responsible: Tony Cornford (Secretary, Susan Coles, \$107)

Others involved in this course are: Georgios Doukidis (S106b) and Steve Smithson (S111)

Course Intended Primarily for B.Sc. (Econ.) XII Computing I B.Sc. (Maths./Stats./Computing/Act. Sci.) 2nd or 3rd

B.Sc. (Management Sciences) 2nd or 3rd year.

Diploma in Management Sciences

Diploma in the Management of Information Systems Diploma in Operational Research

Scope: The aim of this course is to extend students knowledge of Computer Systems, computer communications, programming languages and program design, including data structures, and the issues involved in the design and use of data systems. Syllabus:

Micro Computers: The component parts of a micro computer. The micro processor, its machine code and assembly languages, addressing, interrupts, the hardware stack. The development of micro computer technology and its impact.

Communications and Distributed Systems: Wide area networks and local area networks. Ethernet and Cambridge Ring networks. The layered approach to design and implementation of protocols. Distributed Systems.

Programming Language and Data Structures: Pascal s used to provide a vehicle for discussion of program design and Data Structures. Students also study other anguages.

Data Base Design: Students are introduced to the hierarchical, network and relational models of data bases. Entity modelling and normalisation, Schemas and Ouery Languages.

Pre-Requisites: Students are assumed to have a knowledge of computers equivalent to the course Elements of Computer Science. They should know the Pascal programming language. The course calls for a considerable amount of practical work using the Computer equipment in the School.

Teaching Arrangements: There are two lecture courses as follows:

SM306 Computing Methods I 20 lectures Michaelmas and Lent Terms and class (SM307a).

SM307 Computing Methods II 20 lectures Michaelmas and Lent Terms.

Students are also expected to put in approximately 2 hours per week of work using the School computers. Lectures: SM306 Computing Methods I. This covers programming languages and data structures during the Michaelmas Term, and data base topics during the Lent Term. Exercises will be set.

SM307 Computing Methods II. This covers the topics of Micro Computers and Computer technology, as well as Computer Communications.

Reading List: No book covers the entire syllabus. Students are advised to make good use of the library, and to share books. Further reading will be given during the course.

J. F. Wakerly, Micro Computer Architecture and Programming, Wiley, 1981 (This is an excellent book on Micro computer hardware and software, using Pascal extensively to explain concepts; C. Date, Introduction to Data Base Systems, 3rd edn., Addison-Wesley; M. S. Stone et al., Introduction to Computer Architecture, 3rd edn., SRA, 1980; D. Halsal & Lister, Micro Processor Fundamentals, Pitman, 1980 (A simple introduction to the Intel 8085 micro processor); S. Atre, Data Base, Structures Techniques for Design, Performance and Measurement, Wiley, 1980; L. Atkinson, Pascal Programming, Wiley, 1980; R. G. Dromey, How to Solve it by Computer, Prentice-Hall, 1982; O. J. Dahl, E. W. Dijkstra & C. A. Hoare, Structured Programming, Academic Press, 1972 (Classic reference on structured programming); K. Jensen & N. Wirth, Pascal User Manual and Report, Springer-Verlag, 1974 (Original definition of Pascal language - not a text book); G. H. MacEwan, Introduction to Computer Systems using PDP11 and Pascal, McGraw Hill, 1980; E. S. Page & L. B. Wilson, Information, Representation and Manipulation in a Computer, 2nd edn., CUP, 1978; P. Grogono, Programming in Pascal, revised edn., Addison Wesley, 1980; D. Cooper & M. Clancey, Oh! Pascal, Norton 1982; B. K. P. Horn & P. H. Winston, LISP, Addison-Wesley, 1981; K. J. Thurber & H. A. Freeman, Tutorial: Local Computer Networks, 2nd edn., IEEE, 1981; J. Beider, An Introduction to Data Structures, Allyn & Bacon, 1982; A. S. Tanenbaum, Computer Networks, Prentice-Hall, 1981; V. Cheong & R. Hirschheim, Local Area Networks, Wiley, 1983. Material will be distributed covering Communication

Systems. Students will be expected to read specific journal articles during the year. Students are particularly direct towards the journals Computing

Surveys, Computer Communication and Software Practice and Experience which are in the LSE main library.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus for both lecture courses. The paper contains 10 questions, of which 4 are to be answered. Students will also be asked to produce a practical piece of work for assessment. This work will be set before Christmas and expected to be submitted before Easter. This project will count for 15% of the marks, the exam for 85%, but note that the project work will be of direct relevance to examination topics.

### SM7321

Application of Computers

Teacher Responsible: Tony Cornford, Room S105A (Secretary, Sue Coles, S107)

Other teachers involved in this course are: Georgios Doukidis (S106B) and Steve Smithson (S111)

Course Intended Primarily for

B.Sc. (Econ.) XII Computing 3rd year

B.Sc. (Math./Stats./Computing/Actuarial Science) 3rd

B.Sc. (Management Sciences) 3rd year

Scope: This paper is designed to consolidate the computing theory which students have learned, by their pursuing a practical programming project.

Syllabus: Students will identify an application, analyse it and design a computerised solution. This will be programmed. The student will write a report on the application including a detailed description of the design of the computerised solution, and the programs that implement it.

Pre-Requisites: For undergraduate students the course Elements of Computer Science is a pre-requisite.

Teaching Arrangements: There is a single course of 10 1 hour lectures in the Michaelmas Term (SM321). All students must keep in touch with the teacher responsible for the course who must approve all projects. Students will make use of the general support offered by the School to computer users. This includes the program advisory services, and the various courses

and lectures offered in the University. Reading List: Appropriate reading depends on the projects tackled. The reading shown here should be of general use in most projects.

C. Edwards, Developing Microcomputer Based Business Systems, Prentice Hall, 1982; D. Van Tassel, Program Style, Design, Efficiency, Debugging and Testing, Prentice Hall, 1978; B. W. Kernighan & P. J. Plaugher, Software Tools in Pascal, Addison-Wesley, 1981; B. W. Kernighan & P. J. Plaugher, The Elements of Programmings Style, McGraw Hill, 1974; P. Freeman & A. Wasserman, Tutorial: Software Design Techniques, 3rd edn., IEEE, 1980. See examples and papers by Jackson, Stay and Stevens.

Examination Arrangements: This course is assessed on the programs and report produced. Students may start work on their projects at any time. The final report must be handed in by the end of the first week of the Summer Term. More information is available from the teacher responsible.

SM7322

System Analysis and Design

Teacher Responsible: Professor Frank Land, Room S102 (Secretary, Sue Coles, S107)

Other teachers involved: Mr. R. Hirschheim, Mr. R. K.

Course Intended Primarily for

B.Sc. (Econ.) XII Computing 2nd or 3rd year B.Sc. (Maths., Stats., Computing, Actuarial Science) 2nd or 3rd year.

B.Sc. (Management Sciences) 2nd or 3rd year Diploma in Management Sciences

Diploma in the Management of Information Systems Scope: The course aims to provide students with an understanding of the process needed to develop a data processing system, and the tools and techniques used in the analysis and design of such a system.

Syllabus: Systems Analysis and Design consists of the following two lecture courses:

SM309 Data Processing Methods (Professor F. Land). Analysis of types of information system - batch and real time; centralised, decentralised and distributed; management information systems and decision support systems. Office automation. Data collection and data capture. Integrity of the information system and auditing systems. The programming problem and its

SM310 Systems Analysis Methodology I (Professor F. Land and Mr. R. K. Stamper). Systems and analysis and design tools and techniques. The role and function of the systems analyst. The system life cycle. Systems analysis and design approaches and methodologies. Cost-benefit analysis of information systems.

Pre-Requisites: Students should have attended Elements of Computer Science or equivalent course. Teaching Arrangements: There are three lecture courses and classes as follows: Lectures:

SM309 Data Processing Methods. 10 lectures and 10 classes Michaelmas and Lent Term

SM310 Systems Analysis Methodology. 20 lectures and 20 classes Michaelmas and Lent Terms.

Teaching Method: Teaching is arranged in lectures and classes. Lectures are primarily used for providing an overview and survey of a subject area, together with detailed illustrations. Students are expected to amplify the knowledge gained from lectures by reading and by class projects carried out as individual or group assignments.

Reading List: SM309 Data Processing Methods

C. D. Clifton, Business Data Systems; J. Parkin, Systems Analysis; F. W. McFarlan, F. Warren, R. C. Nolan & D. P. Norton, Information Systems Administration; T. Forrester, The Microelectronic Revolution; P. Keen & M. Scott-Morton, Decision Support Systems; G. Weinberg, The Psychology of Computer Programming, E. P. Brooks, The Mythical Man-Month.

SM310 Systems Analysis Methodology I

C. Grindley & J. Humble, The Effective Computer; J. Race, Case Studies; J. Martin, The Telematic Society. Selected papers from Harvard Business Review and EDP Analyser; T. de Marco, Structured Analysis and

Management; H. Lucas, F. Land, T. Lincoln, & K. Supper, The Information Systems Environment; E. Mumford and D. Henshall, The Participative Approach to the Design of a Computer System; E. Mumford & M. Weir, Computer Systems in Work Designs: The ETHICS Methods; J. C. Emery, Cost Benefit Analysis of Information Systems.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus of the three lecture courses. The paper, which contains approximately 12 questions, is divided into two sections. Students are expected to answer five questions, of which at least two must come from each section. All questions carry equal marks.

SM7331

Numerical and Symbolic Computing

Teacher Responsible: Tony Cornford, Room S105a (Secretary, S107)

Others involved: George Doukidis, Susan Powell. Course Intended Primarily for

B.Sc. (Econ.) Part II

B.Sc. c.u. main fields Maths., Stats., Comp., Act. Sci., B.Sc. Man. Sci.

Dip. Stats., Dip. O.R.

Scope: This course is intended to give students an appreciation of the problems faced in developing computer applications that require the use of complex numerical and symbolic data manipulation.

Syllabus: The syllabus is made up of a core set of topics taught during the Michaelmas Term, and two applied areas taught during the Lent Term.

The core: (10 lectures and 20 classes, Michaelmas

Data structures and data representation in computers. The nature of algorithms, design, specification and implementation of algorithms. Verification and testing of algorithms. Factoring methods and array techniques, Merging, sorting and searching. Text processing algorithms. Dynamic data structures and recursive algorithms including trees and linked lists.

Numerical Computing: (10 lectures and 10 classes Lent Term). Number representation, fixed and floating point storage, error analysis and approximation. Numerical integration. Solution to non-linear equations. Linear equations. Representation of matrices and other sparse data structures. Pseudo random numbers, Subroutine libraries for numerical computing, the NAG library.

Symbolic Computing: (10 lectures and 10 classes Lent Term). Knowledge representation, production systems, frame based systems. Forward and backward chaining. The explanatory interface, support for 'Why' and 'How'. The knowledge acquisition process, knowledge engineering, a knowledge acquisition module. Building an expert system.

Pre-Requisites: All students taking this course will be expected to have taken Elements of Computer Science and thus learned Pascal, they will also be highly recommended to take simultaneously or to have taken Operational Research Methods.

Systems Specification; A. Parkin, Systems Teaching Arrangements: SM312 The teaching consists of one hour lecture and two hours classes per week during the Michaelmas Term, covering core topics. During the Lent Term there is a one hour lecture and one class per week for Numerical Computing, and a one hour lecture and one class for Symbolic Computing. The total contact hours is thus 70 hours, made up of 40 hours classes and 30 hours lectures. In addition students undertake two projects, see examination arrangements below.

Reading List:

Core Techniques: R. G. Dromey, How to Solve it by Computer; Kernigham and Plauger, Software Tools in Pascal, D. Knuth, The Art of Computer Programming Vols. 1 & 3; J. D. Foley and A. van Dam, Fundamentals of Interactive Computer Graphics; J. Welsh, J. Elder & D. Bustard, Sequential Program Structures.

Numerical Computing: L. V. Atkinson and P. J. Harley, An Introduction to Numerical Methods with

Symbolic Computing: R. Forsyth, Expert Systems, principles and case studies, Chapman and Hall, 1984; P. H. Winston, Artificial Intelligence, Addison-Wesley, 1984; C. Naylor Build your own Expert System, P. H. Winston and B. Horn, LISP.

Examination Arrangements: There will be an exam paper counting for 60% of the marks. In addition there will be a project associated with both Numerical Computing and Symbolic Computing. Each of these projects will count for 20% of the marks. Projects will be formulated and set in such a way that a student can make reasonable progress on it during the Lent Term. E.g. the project might ultimately involve the integration of a number of items produced for classes.

SM7340

Elements of Management Mathematics

Teacher Responsible: Dr. S. Powell, Room S105B (Secretary, Hazel Rice, S108)

Course Intended Primarily for B.Sc. (Econ.) Part II in particular special subjects Accounting and Finance, Industry and Trade, 2nd or 3rd year; Diplomas in Accounting and Finance, Business Studies, Economics, Systems Analysis and Design.

Scope: 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 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.

Syllabus: Elements of probability; Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions; simple stochastic processes.

Elements of management mathematics: Topics treated include critical path analysis, scheduling, theory of games, linear programming, decision analysis, dynamic programming, replacement. Markov chains, queues and stock control.

Pre-Requisites: Students will need a basic fluency in mathematical manipulations such as is provided by Basic Mathematics for Economists or Elementary Mathematical Methods. An exposure to statistical thinking at the level of Basic Statistics or above will also be an advantage (although the relevant material will be covered in SM313(i)). For students who have already taken Elementary Mathematical Methods and Elementary Statistical Theory and found them to be not too testing, Elements of Management Mathematics 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.

Teaching Arrangements: There are two components of the course, each accompanied by a class. They cover the two subdivisions of the syllabus listed above:

Lectures: SM313(i) Elements of Probability 10 Michaelmas Term

SM313(ii) Elements of Management Mathematics 20 Michaelmas and Lent Terms

Classes: SM313(a) 20 Michaelmas Term, 10 Lent

SM313(b) Revision class, 5 Summer Term

Full lecture notes are provided for both components of the course. Exercises are distributed in each lecture, which are discussed in the following weekly class.

Reading List: Recommended books:

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); J. C. Turner, Modern Applied Mathematics (English Universities Press); A. 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). Students may wish to consult:

S. K. Gupta & J. M. Cozzolino, Fundamentals of Operations Research for Management (Holden-Day); M. S. Makower & E. Williamson, Teach Yourself Operational Research (English Universities Press).

Examination Arrangements: The course is examined by one three-hour formal examination in the Summer Term. The paper is divided into sections; the first (normally containing 3 questions) covers SM313(i). while the second section (normally 6 questions) covers SM313(ii). Students are expected to attempt 5 questions, of which no more than 2 can be from the first section. Copies of previous years' papers are available.

SM7345

**Operational Research Methods** 

Teacher Responsible: Dr. John Howard, Room S209 (Secretary, Hazel Rice, S108)

Course Intended Primarily for

B.Sc. (Management Sciences) 2nd or 3rd year B.Sc. (Maths./Stats./Comp./Actuarial Science) 2nd or 3rd year

B.Sc. (Economics) VII Accounting and Finance

B.Sc. (Economics) XI Statistics

B.Sc. (Economics) XII Computing

Diploma in Management Sciences

Diploma in Statistics

Diploma in Operational Research

For course unit degrees, the Course Registration Number is 340/7345.

Scope: The course gives an introduction to all the main theoretical techniques of Operational Research. However Simulation is not treated in any depth in the course (only one introductory lecture is given on the technique).

However it is possible to take further paper "Model Building In Operational Research" which extends the Mathematical Programming component of O.R. Methods as well as covering Simulation in some detail. Syllabus: Critical Path Analysis, Production Scheduling, Markov Chains, Queueing Theory, Replacement, Simultation, Stock Control, Dynamic Programming, Decision Theory, Theory of Games, Mathematical Programming.

Pre-Requisites: Statistics and Probability Theory to the level of the course Elementary Statistical Theory. Mathematics to the level of Elementary Mathematical Methods. 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.

Teaching Arrangements:

SM314 25 Sessional; SM314(a) 24 Sessional. SM315 10 Michaelmas Term; SM315(a) 12 Michaelmas and Lent Term and 3 revision classes in the Summer Terms.

SM314 Operational Research Techniques This covers the whole foregoing syllabus except Mathematical Programming. Only one introductory lecture on simulation is given in this course. 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 (SM314a). Most class teachers are part-

SM315 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. An introduction to integer linear programming. Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following weekly class (SM315a). Most class teachers are part-time.

Reading List: Recommended books are H. G. Daellenbach & J. A. George, Introduction to Operations Research Techniques (Allyn & Bacon, 1978); H. P. Williams, Model Building in Mathematical Programming (Wiley, 1977, available in paperback).

Students may also wish to consult

R. L. Ackoff & M. W. Sasieni, Fundamentals of Operations Research; G. Hadley, Linear Programming; N. A. J. Hastings, Dynamic Programming with Management Applications; F. S. Hillier & G. J. Lieberman, Operations Research; E. Page, Queueing Theory in O.R.; M. Sasieni, A. Yaspan & L. Friedman, Operations Research: Methods and Problems: D. Smith, Linear Programming Models in Business; S. Vajda, Readings in Linear Programming; S. Zionts, Linear and Integer Programming.

Examination Arrangements: The course is examined by one three-hour fomal examination in the Summer Term, covering the full syllabus for both lecture courses. The paper usually contains 11 questions, of which five must be attempted. Eight of the questions are on SM314 and three on SM315: at least one of these last three must be attempted (this is a restriction that did not apply before 1983). 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. Copies of previous years' papers are available.

SM7347

### Model Building in Operational Research

Teacher Responsible: Dr. R. J. Paul, Room S109 (Secretary, Hazel Rice, S108)

Course Intended Primarily for

B.Sc. (Management Sciences) 3rd year

B.Sc. (Maths./Stats./Comp./Actuarial Science) 3rd vear

Diploma in Operational Research

Scope: The aim of the course is to build on the introduction to Operational Research given in the course O.R. Methods, and to give experience in constructing and developing O.R. models at a level simplified from that encountered in actual operations in terms of size and the problems of data collection, but similar in terms of complexity and realism.

Syllabus: Simulation modelling, including manual simulation models, activity cycle diagrams, computer simulation models, stochastic input generation and output analysis. Mathematical programming, extending the mathematical programming content of the course O.R. Methods by developing further integer programming and introducing quadratic programming. The emphasis is on large scale models, necessitating the use of a matrix generator and, occasionally, the use of a commercial mathematical programming package.

Pre-Requisites: Operational Research Methods. (For third year students who have not taken O.R. Methods in their second year, and for Diploma students, O.R. Methods may be a co-requisite, taken in the same year).

Teaching Arrangements:

SM317 40 Michaelmas and Lent Terms.

SM317(a) 40 Michaelmas and Lent Terms. The course will be entirely concerned with Simulation in the early part of the Michaelmas Term. It will be taught in a practical fashion where possible, requiring concentrated lectures/classes/practical periods. A whole day Saturday session is not ruled out! Very full lecture notes are provided. The class teachers are the lecturers. The mathematical programming part of the course follows fairly closely H. P. Williams' book (see below) and uses his excellent set of 'almost life size' problems. Some of the accompanying classes are used to tackle these problems by the whole group, without prior preparation

Reading List: Students may also wish to consult A. M. Law & W. D. Kelton, Simulation Modelling and Analysis; Naylor, Balintfy, Burdick & Chu, Computer Simulation Techniques, M. Pidd, Computer Simulation in Management Science; K. D. Tocher, The Art of Simulation; G. Hadley, Linear Programming; D. Smith Linear Programming Models in Business; S. Vaida, Readings in Linear Programming; S. Zionts, Linear and Integer Programming.

Examination Arrangements: The paper is in two parts: a single compulsory question on simulation, and three questions to be answered out of six on mathematical programming. All questions have equal weight and it is important to answer the right number of questions from the two parts, and only the best four will be counted. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it. Copies of previous exam papers containing similar questions are available.

The formal examination counts for 40% of the total marks for the course. The other 60% are awarded, 40% for the report on the simulation project, and 20% for the mathematical programming project.

### Applied Management Science

Teacher Responsible: Professor A. Land, Room S114 (Secretary, Hazel Rice, S108)

Course Intended Primarily for B.Sc. (Management Sciences) Course Unit 340/7360.

Scope: The student will carry out and report upon a substantial practical piece of operational research. Syllabus: None.

Pre-Requisites: The student must be in his final year of B.Sc. (Management Sciences) and must have taken, or be concurrently taking, the courses for the field Operational Research.

Teaching Arrangements: The student will be assigned to Professor M. Shutler who will continuously monitor the progress and give tutorial guidance as required. Any student intending to offer this course unit in the third year should contact Professor Land before the end of the Summer Term or his or her second year. Reading List: J. Mitchell, How to Write Reports, Fontana; B. M. Cooper, Writing Technical Reports, Pelican; Sir Ernest Gowers, The Complete Plain Words, Pelican.

Examination Arrangements: Assessment is based entirely on the report which should be submitted to the supervisor by the end of the fourth week of the Summer

SM8001

### Applied Abstract Analysis See SM7060

SM8002

### Game Theory I

Teacher Responsible: Professor K. G. Binmore, Room S484 (Secretary, Mimi Bell, S464)

Course Intended Primarily for M.Sc. (Operational Research) and other suitably qualified graduate or General Course students.

Scope: The theory of games and its applications in economics.

Syllabus: Von Neumann and Morgenstern utility theory. Formal games and their classification. Strictly competitive (zero-sum) games. Poker and bluffing. Non-cooperative games, Nash equilibrium. Cooperative games. Survey of cooperative solution concepts including the core, Von Neumann and Morgenstern solutions sets, Nash bargaining solutions and the Shapley value.

Pre-Requisites: A knowledge of mathematics beyond that covered in Elementary Mathematical Methods (SM102) possibly including Introduction to Analysis and Set Theory (SM103) and/or Mathematical Methods (SM113).

Teaching Arrangements: The lecture course SM120 Games during the Michaelmas Term (two lectures a week). Also 10-12 problem classes SM120a are given in Michaelmas and Lent Terms.

Written Work: Lecture notes containing problems are supplied. Written answers will be expected by the class teacher on a regular basis and the problems will be discussed in the class.

Reading List: This subject is currently under SM7360 development and completely adequate books are not available. Game Theory by G. Owen (second edition) should be purchases or Game Theory by T. Jones (although this is only sound on zero-sum games). Some further references are Games and Decisions by Luce and Raiffa, The Theory of Games and Economic Behaviour by Von Neumann and Morgenstern, Two-Person Game Theory by Rappaport, Ecomonics and the Theory of Games by Bacharach, Rational Behaviour and Bargaining Equilibrium in Games and Social Situations by Harsanyi, The Compleat Strategyst by Williams, The Strategy of Conflict by Schelling.

Examination Arrangements: Students are normally assessed on the basis of a two-hour formal examination in the Summer Term.

### SM8003

### Game Theory II

Teacher Responsible: Professor K. G. Binmore, Room S484 (Secretary, Mimi Bell, S484)

Course Intended Primarily for M.Sc. (Operational Research), and other suitably qualified graduate or General Course students.

Scope: The theory of games and its applications in economics.

Syllabus: Perfect equilibrium. Games with incomplete information. The Nash programme and noncooperative bargaining models. Market games and the application of game-theoretic ideas to problems in the economic theories of externalities, oligopoly and resource allocation under differential information. (Students will not be required to prepare for the whole of this syllabus. Mathematically trained students will be expected to omit the more advanced economics material and Economic students will be expected to omit the more mathematical material).

Pre-Requisites: Game Theory I. For the more advanced economics material, a knowledge of economics as covered in Ec113 Principles of Economics Treated Mathematically. For the more advanced mathematics material SM124 Introduction to Topology and SM126 Fixed Point Theorems will be useful but not essential. More important that a knowledge of specific techniques is the habit of thinking in the careful way required in mathematics and economic theory.

Teaching Arrangements: The lecture course SM121 Games during the Lent and Summer Terms (one lecture a week) and Economic Application of Game Theory consisting of one lecture a week in the Lent and Summer Terms.

Written Work: Lecture notes containing problems are supplied. Written answers will be expected by the classteacher on a regular basis and the problems will be discussed in the class.

Reading List: This subject is currently under development and completely adequate books are not available. Game Theory by G. Owen (second edition) should be purchased or Game Theory by T. Jones (although this is only sound on zero-sum games). Some further references are Games and Decisions by Luce and Raiffa, The Theory of Games and Economic

Behaviour by Von Neumann and Morgenstern, Two-Person Game Theory by Rappaport, Economics and the Theory of Games by Bacharach, Rational Behaviour and Bargaining Equilibrium in Games and Social Situations by Harsanyi, The Compleat Strategyst by Williams, The Strategy of Conflict by Schelling.

Examination Arrangements: Students who take Game Theory II will be expected to take Game Theory I in the same year and will be examined on both courses with a single three hour paper. The examination will contain a general section, a more mathematical section and a more economical section. Students will be required to answer questions from two of these three sections.

### SM8203

### Stochastic Processes

Teacher Responsible: Professor J. Hainal, Room S116 (Secretary, Anne Usher, \$205)

Course Intended Primarily for M.Sc. (Statistics and Operational Research) (half-unit).

Scope: An introduction to some aspects of stochastic processes useful for application in statistics or operational research.

Syllabus: The first part of the course provides an elementary treatment of Markov chains and processes. Further topics are selected from a list including renewal theory, queueing theory, branching processes, random walks, Brownian motion and diffusion processes.

Pre-Requisites: A knowledge of mathematics along the lines of Elementary Mathematical Methods, SM7000, and of probability to the level of Probability and Distribution Theory, SM7220.

Teaching Arrangements: SM250, 2 hours per week in the Michaelmas and Lent Terms.

Reading List: M. Iosifescue, Finite Markov Processes and their Applications; J. G. Kemeny & J. L. Snell, Finite Markov Chains; D. L. Isaacson & R. W. Madsen, Markov Chains: Theory and Applications; S. Karlin & H. M. Taylor, A First Course in Stochastic Processes; S. M. Ross, Applied Probability with Optimisation Applications.

Examination Arrangements: There is a two-hour written examination in the Summer Term based on the content of the whole course.

### SM8204

### Decision Analysis in Theory and Practice

Teacher Responsible: Dr. John Howard, Room S209 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. (Operational

Scope: 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 given jointly by the Decision Analysis Unit and the Department of Statistical and Mathematical Sciences, and is intended to be genuinely inter-disciplinary.

Syllabus: The foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decison analysis in practice. (Students must cover the first topic and one of the other three.)

Pre-Requisites: Statistics and Probability Theory to the level of the course Elementary Statistical Theory. Mathematics to the level of Elementary Mathematical

Teaching Arrangements: There are four lecture courses, each accompanied by a fortnightly class. Each student must cover the material in the first lecture course and one of the other three. The courses are as follows:

Lectures: SM238, 10 Michaelmas Term

SM239, 10 Michaelmas Term

SM240, 10 Lent Term

SM241, 10 Lent Term

Classes: SM238a, 5 Michaelmas Term

SM239a, 5 Michaelmas Term

SM240a, 5 Lent Term

SM241a, 5 Lent Term

SM238 Fundamentals of Decision Theory (Dr. J. V. Howard). This covers the normative theory of subjective probability and expected utility.

SM239 Behavioural Decision Theory (Staff of the Decision Analysis Unit). An exposition of descriptive models of human decision making, with an emphasis on the relationship between descriptive and normative theories.

SM240 Bayesian Statistical Methods (Dr. M. Knott). General discussion of the Bayes' approach and comparison with other approaches to statistical inference. Applications to some basic statistical problems.

SM241 Decision Analysis in Practice (Staff of the Decision Analysis Unit). Presents applications of Decision Theory in both public and private sectors, illustrating how Decision Theory is modified and supplemented to provide a workable technology.

Reading List: Recommended books will be given at the beginning of each lecture course.

Examination Arrangements: The course is examined by an essay or project assignment during the year and by one two-hour formal examination in the Summer Term. The paper will probably contain two questions in each of the four main topics, and three of these questions must be attempted. 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.

### SM8213

### Models of Social Processes

Teacher Responsible: Dr. D. J. Bartholomew, Room S210 (Secretary, Mary Cahill, S206)

Course Intended Primarily for M.Sc. (Statistics), M.Sc. (Sociology and Statistics) and M.Sc. (Operational Research) (half-unit).

Scope: Models for manpower planning and for social change.

Syllabus: The statistical analysis of labour turnover, Markov chains and renewal theory, models for manpower forecasting and control, career prospects, demand forecasting. Models for size and duration. open and closed Markov models for social and occupational mobility, models for the diffusion of news and rumours and competition of social groups.

Pre-Requisites: A basic knowledge of Probability and Statistics to first degree level.

Teaching Arrangements: 20 lectures and 10 fortnightly classes in the Michaelmas and Lent Terms. Computer exercises are discussed in the classes and each student writes and presents a paper.

Reading List: The manpower part of the course is based on D. J. Bartholomew & A. F. Forbes, Statistical Techniques for Manpower Planning.

Useful background material may be found in: A. R. Smith, Models of Manpower Systems; A. R. Smith, Manpower Planning in the Civil Service: S. Vaida. Mathematics of Manpower Planning; R. C. Grinold & K. T. Marshall, Manpower Planning Models.

For the stochastic models part of the course students should purchase D. J. Bartholomew, Stochastic Models for Social Processes (3rd edn.). There is an extensive literature scattered in the journals to which reference will be made.

Other relevant books include: R. Boudon, Mathematical Structures of Social Mobility; A. Rapport, Mathematical Models in the Social Sciences; T. W. Pullum, Measuring Occupational Inheritance; A. Dickmann & P. Mitter, Stochastic Modelling of

Examination Arrangements: There will be a two-hour written examination in the Summer Term. There will be about five questions on the course of which three must be answered.

SM8214

### Statistical and Economic Aspects of **Educational Planning**

Teacher Responsible: Dr. C. M. Phillips, Room S207 (Secretary, Anne Usher, S205)

Course Intended Primarily for M.Sc. (Statistics), M.Sc. (Sociology and Statistics), M.Sc. (Operational Research) (half-unit).

Scope: The course introduces the economic and statistical methods used in eduation and manpower planning.

### Syllabus:

Ec251: The first lecture will review the extent to which development planning in general, and manpower planning in particular, have failed to realise expectations. The next two will discuss approaches to planning which have evolved in other disciplines. especially analysis, administrative and political science, regional and urban planning, and organisation theory. The final seven lectures will draw upon this material to formulate an adaptive process approach to development planning.

SM265: Criteria for establishing priorities in planning in advanced and developing countries. Methods for forecasting the demand for education and the demand and supply of teachers. Methods of forecasting manpower requirements. Computable models for the educational system.

Pre-Requisites: A basic knowledge of statistics Familiarity with rate of return analysis would be helpful.

Teaching Arrangements: Ec251: 10 lectures in the Michaelmas Term. SM265: 10 lectures in the Michaelmas Term and fortnightly classes from the 6th week of the Michaelmas Term to the 4th week of the Summer Term. SM265 classes will be given by Dr. Phillips, S206. Written papers are produced for the classwork.

### Reading List:

Ec250: There is no text for the course. The following articles and monographs will be discussed in the first part of the new course: D. Seers, The Prevalence of Pseudo-Planning; C. Leyes, A New Conception of Planning; A. Waterston, "An Operational Research Approach to Development Planning" in M. Faber & D. Seers (Eds.), Crisis in Planning; C. E. Lindblom. "The Science of Muddling Through". Public Administration Review, 27, 1967; B. M. Hudson, "Comparison of Current Planning Theories: Counterparts and Contradictions", Journal of the American Planning Association, 45, 1979; C. Argyris & D. A. Schon, Organisational Learning; C. A. Lindblom & D. K. Cohen, Usable Knowledge.

SM265: A good background to the course is T. Thonstad, Education and Manpower: Theoretical Models and Empirical Applications.

Other reading is given and discussed in the course. Examination Arrangements: There will be one twohour examination in the Summer Term. Three and only three questions must be answered, including one from Ec251 and one from SM265. 70% of the total assessment of the course is based on the examination paper, the other 30% is awarded for a project and classwork for SM265.

SM8253

### Statistical Techniques for Operational Research

Teacher Responsible: Dr. J. V. Howard, Room S209 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. (Operational Research) (half-unit).

Scope: This is a second course in Statistics, emphasising the application of some statistical techniques which have proved useful in the Management Sciences.

Syllabus: Regression Analysis, Time Series and Forecasting. More detail is given in the lecture course descriptions under "Teaching Arrangements" below. Pre-Requisites: Statistics and Probability Theory to the level of the course Elementary Statistical Theory. Mathematics to the level of Elementary Mathematical Methods. In particular, students should have covered elementary distribution theory, confidence intervals and hypothesis testing, 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.

Teaching Arrangements: There are two lecture Pre-Requisites: Statistics to first degree level, such as courses, each accompanied by a class, as follows: Lectures: SM211 Time Series and Forecasting, 10 Lent

SM212 Applied Regression Analysis, 10 Lent Term. Classes: SM211a, 5 Lent Term

SM212a, 5 Lent Term

SM211 Time Series and Forecasting (Professor Harvey) Trend, seasonality, stationarity, exponentially weighted moving average forecasts, ARMA models, and Box-Jenkins forecasting.

SM212 Applied Regression Analysis, (Dr. Smith) Multiple linear regression, transformation of data, stepwise and best subsets regression.

Both SM211 and SM212 have classes approximately once a fortnight to discuss sets of problems given out in the lectures. The class teachers are usually either the lecturer or a research officer. Full lecture notes and problem solutions are provided for SM212.

Reading List: Recommended books are: R. B. Miller & D. W. Wichern, Intermediate Business Statistics (Holt, Rinehart and Winston, 1977); T. H. Wonnacott & R. J. Wonnacott, Regression: A Second Course in Statistics (Wiley, 1981, available in paperback).

Students may also wish to consult: C. Chatfield, The Analysis of Time Series - Theory and Practice: W. Gilchrist, Statistical Forecasting; J. Neter & W. Wasserman; Applied Linear Statistical Models; T. A. Ryan, B. L. Joiner & B. F. Ryan, MINITAB Student Handbook; T. H. Wonnacott & R. J. Wonnacott, Introductory Statistics for Business and Economics

Examination Arrangements: There is a two-hour formal examination in the Summer Term, covering the full syllabus for both lecture courses. The paper usually contains four questions, of which three must be attempted. It is important to attempt three questions: no credit is given for a fourth answer, and one third of the marks is available for each of these three attempts. On the other hand, it is not necessary to answer in full all parts of a question to obtain a reasonable mark on it. The majority of the total assessment of the course is based on the examination paper - the remainder is awarded on a project. The project is usually set during the Lent Term and students attempt it in teams of about four members each. The project is handed in early in the Summer Term, and is marked on presentation as well as content.

SM8254

# Statistical Sources, Packages and Data

Teacher Responsible: Dr. C. Smith, Room S212 (Secretary, S107)

Course Intended Primarily for M.Sc. (Statistics) (half-

Scope: This course gives an introduction to the more important sources of statistical data and to several of the popular statistical computing packages.

Syllabus: SM234: Practical use of statistics computing packages, including MINITAB, GLIM, SAS, SPSS and BMDP. Students will be expected to learn and programming language during the course.

in Statistical Theory, SM7241.

Teaching Arrangements: There are two components of the course as below:

SM234 Statistical Sources 10 hours Lent and Summer Terms.

SM237 Statistical Packages and Data Analysis 25 hours Michaelmas and Lent Terms.

Reading List: Appropriate material will be made available during the course. A general source referred to throughout SM234 will be the current issue of Social Trends, HMSO.

Examination Arrangements: There will be one twohour written examination paper in the Summer Term. The paper will be divided into two sections. Candidates must answer three questions, one of which must be chosen from section 1 on Statistical Sources, and one of which must be chosen from section 2 on Statistical Packages. There will normally be three questions in section 1 and three questions in section 2. The final assessment will be based on 60% for the written examination and 40% for exercises set during the

### SM8255

### Sampling Theory and Multivariate Methods

Teacher Responsible: Colm O'Muircheartaigh, Room S214 (Secretary, Mary Cahil, S206)

Course Intended Primarily for M.Sc. (Statistics) and M.Sc. (Sociology and Statistics) (half-unit)

Scope: The course deals with the theory and application of sample design and with some of the multivariate techniques used in the Social Sciences.

SM262: The history of survey sampling. Techniques of sample design including stratification, clustering, pps selection, multi-phase sampling. Methods of estimation, including ratio and regression estimation. Methods of variance estimation.

SM259: A review of techniques used in the Social Sciences including path analysis, multidimensional scaling, factor and latent structure analysis, cluster analysis and binary segmentation.

Pre-Requisites: A basic knowledge of probability. statistical theory and survey methods up to first degree

Teaching Arrangements: SM262: 30 (15 two-hour sessions) Michaelmas and Lent Terms. SM259: 10 Lent Term lectures. Students are required to write a paper on the application of one of the techniques

Reading List: SM262: W. G. Cochran, Sampling Techniques (3rd edn., 1977); L. Kish, Survey

SM259: The course does not closely follow any book but all the following cover most of the material. Students are advised to purchase at least one from the list having regard to their background and interests. Advice will be given by the lecturer.

C. A. O'Muircheartaigh & C. Payne, The Analysis of Survey Data, 2 Vols., but especially Vol. 1; A. E. Maxwell, Multivariate Analysis in Behavioural

Research: C. Chatfield & A. J. Collins, Introduction to Multivariate Analysis; M. G. Kendall, Multivariate Analysis; D. J. Bartholomew, Mathematical Methods in Social Science.

Examination Arrangements: There is one two-hour written examination in the Summer Term. The paper will normally contain three questions on SM262, and two on SM259. Three questions, and only three questions must be attempted.

### SM8256

### Basic Time Series and Forecasting: Robust Methods and Nonparametrics

Teacher Responsible: Professor J. Durbin, Room S217 (Secretary, Anne Usher, S205)

Course Intended Primarily for M.Sc. (Statistics), M.Sc. (Sociology and Statistics), M.Sc. (Operational Research (half-unit).

Scope: A broad introduction to time series and nonparametric methods for the postgraduate specialist.

SM257: Stationary time series, autoregressive and moving average models, fitting and testing of time series models, prediction, model-building.

SM255: Distribution-free methods, rank tests, tests of goodness-of-fit, permutation theory, M-estimators, influence function, jacknife.

Pre-Requisites: Mathematics to the level of Mathematical Methods SM113, and a good undergraduate knowledge of distribution theory and regression.

Teaching Arrangements: SM257: One two-hour lecture each week in the Michaelmas Term.

SM255: One hour teaching each week in the Michaelmas and Lent Terms.

### Reading List:

SM257: A. C. Harvey, Time Series Models; 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.

SM255: M. Hollander & D. A. Wolfe, Non-parametric Statistical Methods; P. J. Huber, Robust Statistics; M. G. Kendall & A. Stuart, The Advanced Theory of Statistic, Vol. 2.

Examination Arrangements: There is a two-hour written examination in the Summer Term. There are three questions on SM257 and three questions on SM255. Three, and only three questions must be answered, and at least one question must be answered on SM257 and SM255.

### SM8257

### Multivariate Analysis and Linear Models

Teacher Responsible: Dr. M. Knott, Room S216 (Secretary, Anne Usher, S205)

Course Intended Primarily for M.Sc. (Statistics) and M.Sc. (Sociology and Statistics) (half-unit)

Scope: An introduction to the theory and application of modern multivariate methods to continuous and categorical data.

#### Syllabus:

SM254: Multivariate distributions, multiple regression analysis, principal component analysis, canonical analysis, discriminant analysis, multivariate analysis of variance, factor analysis, multidimensional scaling. SM256: Measurement of association in two-way tables, log-linear and other models for contingency

Pre-Requisites: Mathematics to the level of Mathematical Methods, SM113 and a sound undergraduate level of regression theory and distribution theory.

Teaching Arrangements: SM254: One-hour lecture each week in Michaelmas and Lent Terms.

SM256: 10 one-hour lectures in the Lent and Summer Terms.

### Reading List:

SM254: M. G. Kendall, Multivariate Analysis; C. Charfield & A. J. Collins, Introduction to Multivariate Analysis; D. F. Morrison, Multivariate Statistical Analysis.

SM256: Y. M. M. Bishop, G. S. E. Fienberg & P. W. Holland, Discrete Multivariate Analysis: C. Payne, "Log-linear Models" in C. O'Muircheartaigh, The Analysis of Survey Data, Vol. 2; G. S. E. Fienberg, The Analysis of Cross-Classified Categorical Data, (2nd

Examination Arrangements: There is a one two-hour examination in the Summer Term. There are three questions on SM254 and two questions on SM256. Three and only three questions must be answered, with at least one answer on SM254 and one on SM256.

### SM8258

### Statistical Techniques

Teacher Responsible: Dr. J. V. Howard, Room S209 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. (Sociology and Statistics)

Scope: This is a second course in Statistics, emphasizing the application of statistical techniques which have proved useful in the Management Sciences. Syllabus: Analysis of Variance, Regression, Time Series and Forecasting, Survey Methods, Quality Control. More detail is given in the lecture course descriptions under "Teacher Arrangements" below,

Pre-Requisites: Statistics and Probability Theory to the level of the course Elementary Statistical Theory. Mathematics to the level of Elementary Mathematical Methods. In particular, students should have covered elementary distribution theory, confidence intervals and hypothesis testing, 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.

Teaching Arrangements: There are four lecture courses, each accompanied by a class, as follows: Lectures: SM210 Analysis of Variance and Quality Control 10 Michaelmas Term

SM211 Time Series and Forecasting 10 Lent Term SM212 Applied Regression Analysis 10 Lent Term SM213 Survey Methods 10 Michaelmas Term Classes: SM210a 5 Michaelmas Term

SM211a 5 Lent Term SM212a 5 Lent Term SM213a 5 Lent Term

SM210 Analysis of Variance and Quality Control (Dr. Howard).

Three lectures on Quality Control introduce methods of acceptance/rejection and continuous process control. Seven lectures on Analysis of Variance cover one and two-way classifications and the estimation of contrasts.

### SM211 Time Series and Forecasting (Professor Harvey).

Trend, seasonality, stationarity, exponentially weighted moving average forecasts, ARMA models, and Box-Jenkins forecasting.

SM212 Applied Regression Analysis (Dr. Howard). Multiple linear regression, transformation of data, stepwise and best subsets regression.

SM213 Survey Methods (Dr. Phillips). (This also forms part of the course Statistical Techniques and Packages - Course Registration Number 790/7240). Principles of sampling, stratification, clustering and the multistage sample, applications in market research and accounting. Major government surveys. Questionnaire design. Non-sampling errors.

SM210-SM213 have classes approximately once a fortnight to discuss sets of problems given out in the lectures. The class teachers are usually either the lecturer or a research officer. SM214 has five class seminars taken by the lecturer after the lecture course has finished. Full lecture notes and problems solutions are provided for SM210 and SM212.

Reading List: Recommended books are R. B. Miller & D. W. Wichern, Intermediate Business Statistics (Holt, Rinehart & Winston, 1977); T. H. Wonnacott & R. J. Wonnacott, Regression: A Second Course in Statistics (Wiley, 1981, available in paperback); G. Kalton and C. Moser, Survey Methods in Social Investigation. Students may also wish to consult C. Chatfield, The Analysis of Time Series - Theory and Practice; W. Gilchrist, Statistical Forecasting; J. Neter & W. Wasserman, Applied Linear Statistical Models; T. A. Ryan, B. L. Joiner & B. F. Ryan, MINITAB Student Handbook; G. B. Weatherill, Sampling Inspection and Quality Control; T. H. Wonnacott & R. J. Wonnacott, Introductory Statistics for Business and Economics

Examination Arrangements: There is a three-hour formal examination in the Summer Term, covering the full syllabus for all four lecture courses. The paper usually contains nine questions, of which five must be attempted. It is important to attempt five questions: no credit is given for the sixth answer, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer in full all parts of a question to obtain a reasonable mark on it. Copies of previous year's papers are available. The majority of the total assessment of the course is based on the examination paper - the remainder is awarded on a project. The project is usually set during the Lent Term and students attempt it in teams of about four members each. The project is handed in early in the Summer Term, and is marked on presentation as well as content.

### SM8259

### Time Series

Teacher Responsible: Professor J. Durbin, Room S217 (Secretary, Anne Usher, \$205)

Course Intended Primarily for M.Sc. (Statistics) (half-

Scope: Time series analysis and forecasting with an emphasis on the frequency domain.

### Syllabus:

SM258: The frequency domain and spectral analysis. Ec320: Forecasting methods based on the Kalma filter, time-varying parameter models, unobserved component models.

Pre-Requisites: Mathematics to the level of Mathematical Methods, SM113, and a good undergraduate level of regression theory and distribution theory.

Teaching Arrangements: SM258: One two-hour lecture each week during the Lent Term.

Ec320: 10 one-hour lectures in the Michaelmas Term.

### Reading List:

SM258: A. C. Harvey, Time Series Models; G. E. P. Box & G. M. Jenkins, Time Series Analysis: Forecasting and Control; W. A. Fuller, Introduction to Statistical Time Series; C. W. Granger & P. Newbold, Forecasting Economic Time Series; P. Bloomfield, Fourier Analysis of Time Series; An Introduction. Ec320: A. C. Harvey, Time Series Models; B. D. O.

Anderson & J. B. Moore, Optimal Filtering.

Examination Arrangements: The examination is at the same time as that for Ec2561, Advanced Econometric Theory II. There will be a two-hour written examination paper in the Summer Term. There will be three questions on SM258 and two questions on Ec230. Three and only three questions must be answered, including at least one question on SM258 and one on

### SM8260

### Social Statistics and Survey Methodolgy

Teacher Responsible: Mrs. K. E. Spitz, Room S213 (Secretary, Anne Usher, S205)

Course Intended Primarily for Diploma in Statistics. Scope: The aim of the course is to introduce students to all aspects of the design and execution of social investigations, to problems of measurement and forecasting and to the use of multivariate methods in the analysis of social data.

SM214: Surveys, Experiments and other Investigations. Surveys: design decisions, methods of random sampling, data collection methods and the control of response and non-response errors. The design of experiments and other explanatory studies. SM215: Sample Survey Theory (useful but not essential). The mathematical theory of simple random sampling, stratification and multi-stage sampling.

### SM216: Multivariate Methods

A survey of principal component analysis, cluster analysis and multidimensional scaling. Illustrative examples of the application of each technique including interpretation of computer output.

Problems of measurement in a variety of areas including levels of living, employment etc. Major British sources and their comparability.

SM265: Statistical Aspects of Educational Planning. Criteria for establishing priorities in planning. Methods of Forecasting the demand for education and the demand and supply of teachers and of some other professional groups.

### Pre-Requisites: Elementary Statistical Theory. Teaching Arrangements:

SM214 Given by Mrs. K. Spitz, 20 Lent Term, 2 Summer Term.

Usually consists of 15 lectures and 7 classes. Students present prepared class papers.

SM215 Given by Mrs. K. Spitz. 10 Michaelmas Term. 5 Lent Term. Includes classes in which solutions to problems sets given out in the lectures are discussed. SM216 Given by Dr. C. Phillips, Room S207. 10 Michaelmas Term, 5 Lent Term.

Usually includes 5 classes form which each student prepares one class paper.

SM234 Given by Dr. C. Phillips, Room S207. 5 Lent Term, 5 Summer Term.

SM265 Given by Dr. C. Phillips, Lectures and class discussions. 5 Michaelmas Term.

### Reading List:

SM214 Students are advised to purchase:

C. A. Moser & G. Kalton, Survey Methods in Social

Other books which may be consulted include: C. Selltiz et al., Research Methods in Social Relations; H. M. Blalock, An Introduction to Social Research.

SM215 Students should purchase or consult: W. G. Cochran, Sampling Techniques.

### Other recommended reading:

L. Kish, Survey Sampling; M. H. Hansen, W. N. Hurwitz & W. G. Madow, Sample Survey Methods and Theory; F. Yates, Sampling Methods for Censuses and Surveys.

SM216 No single book adequately covers the course. The most suitable are:

C. A. O'Muircheartaigh & C. Pavne, The Analysis of Survey Data, Volume 1; A. E. Maxwell, Multivariate Analysis in Behavioural Research.

Other books which can be usefully consulted are: C. Chatfield & A. J. Collins, Introducton to Multivariate Analysis; M. G. Kendall, Multivariate

SM234 Reading will be provided by the lecturer. A general source referred to throughout will be the

current issue of Social Trends (HMSO). SM265 No single book covers the course. References to appropriate papers will be provided by the lecturer. Examination Arrangements: There is a three-hour formal examination in the Summer Term based upon the syllabuses for SM214, SM216, SM265 and SM234. Knowledge of SM215 though helpful is not examined upon directly. Four questions must be answered from a total of ten or eleven. Copies of past examination papers are available.

### SM8261

### Surveys and Market Research Methods

Teacher Responsible: Mr. Colm A. O'Muircheartaigh, Room S214 (Secretary, Mary Cahill, S206) Course Intended Primarily for M.Sc. (Statistics) and

the M.Sc. (Sociology and Statistics) (half-unit) Scope: The course deals with practicalities of the design

and execution of sample surveys.

### Syllabus:

SM264 Problems of measurement and scaling, attitude measurement, questionnaire design, strategies and methods of data collection, response errors, structure of interviewer effect, problems of and procedures for compensation for non-response.

SM263 The nature and limitation of some common experimental and quasi-experimental designs. retrospective and longitudinal studies used by researchers

Pre-Requisites: A basic knowledge of statistics and probability up to first degree level.

Teaching Arrangements: SM264 20 one-hour lectures in the Michaelmas and Lent Terms.

SM263 10 hours teaching in the Michaelmas Term, In the last three hours students present papers to the

### Reading List:

SM264 (pre-requisite): C. A. Moser & G. Kalton, Survey Methods in Social Investigation;

SM263 students are advised to purchase: D. T. Campbell & J. C. Stanley, Experimental and Quasiexperimental Designs for Research (paperback).

Supplementary Reading List: C. A. Moser & G. Kalton, Survey Methods in Social Investigations; J. A. Caporaso & L. L. Roos, Quasi-experimental Approaches; C. J. Webb, Unobtrusive Measures: Nonreactive Research in the Social Sciences.

Examination Arrangements: There is a two-hour written examination in the Summer Term. Three questions are set on SM264 and two questions on SM263. Four questions and only four must be answered, including at least one form SM264 and one from SM263.

### SM8300 SM8303

### Computing and Data Processing Systems Analysis

Teacher Responsible: Steve Smithson, Room S111 (Secretary, Sue Coles, S107)

Other Teachers Involved: Mr. D. Dalby, Mrs. E. Somogyi and Professor F. Land

Course Intended Primarily for M.Sc. in Accounting and Finance as an option; M.Sc. Industrial Relations. Scope: The aim of the course is to introduce students, who are not computer specialists, to the elements of computer science, including the learning of a computer language (BASIC), and to help students to understand the processes by which computer systems for data processing are brought into use.

Syllabus: General Computing (Frank Land). Computer hardware and software, computer applications. Methods of developing computer based

applications. The economics of information technology. Social Issues.

Computer Systems Management (Professor F. Land, Mrs. E. Somogvi), which considers the "life cycle" of an information system, and the processes and activities which are needed to investigate, design, implement and operate a computer-based information system. The course discusses information economics, the organisation of the EDP function within an organisation, and the control of an information systems development project.

### Teaching Arrangements:

Lectures:

SM300 General Computing I, 20 lectures and 20 classes Michaelmas and Lent Terms.

SM301 General Computing II, 20 lectures

SM362 Information Systems Management, 10 lectures and 5 classes Michaelmas Term.

Classes: SM300a; SM362a. Reading List:

General Computing I and II

J. Eaton & J. Smithers, This is I.T. Philip Allan, 1982; G. Shelly & T. Cashman, Computer Fundamentals for an Information Age, Wadsworth/Anaheim, 1984; Hunt & Shelley, Computers and Common Sense, 3rd edn., Prentice Hall; H. D. Clifton, Business Data Systems, 2nd edn., Prentice Hall, 1983; P. Bishop, Computing Science, Nelson, 1982; R. Atherton, Structured Programming with Control, Ellis Horwood,

### SM362 Information Systems Management

N. Ahituv & S. Neumann, Principles of Information Management; F. P. Brooks, The Mythical Man-Month; H. Donaldson, Data Processing Project Management; B. Boehm, Software Engineering Economics; T. Gildersleeve, Data Processing Project Management; A. Parkin, Systems Management.

Examination Arrangements: There is a formal threehour examination in the Summer Term based on the full syllabus of the three lecture courses. The paper will contain approximately 10 questions of which 4 are to be answered. All questions carry equal marks.

### SM8301

Computer Project

Teacher Responsible: Georgios Doukidis, Room S106B (Secretary, S107)

Other Teachers Involved in this course are Steve Smithson (S111) and Tony Cornford (S105A)

Course Intended Primarily for Diploma in Management Sciences and Diploma in the Management of Information Systems.

Scope: This paper is designed to consolidate the computing theory which students have learned, by their pursuing a practical project.

Syllabus: Students will identify an area of an application of information technology and write a report on it. The project may be a practical one, involving designing and implementing programs, or may be of a more theoretical nature.

Pre-Requisites: Diploma students must take the course concurrently with either Elements of Computer Science or Systems Analysis and Design.

Teaching Arrangements: There is a single course of 10 one-hour lectures in the Michaelmas Term, (SM321). All students must keep in touch with the teacher responsible for the course who must approve all projects. Students will make use of the general support offered by the School to computer users. This includes the program advisory services, and the various courses and lectures offered in the University.

Reading List: Appropriate reading depends on the projects tackled. The reading shown here should be of general use in most projects.

C. Edwards, Developing Microcomputer Based Business Systems; Prentice Hall, 1982; T. De Marco, Structured Analysis and Systems Specification. Prentice Hall, 1979; D. Van Tassel, Program Style, Design Efficiency, Debugging and Testing, Prentice-Hall, 1978; B. W. Kernighan & P. J. Plaugher. Software Tools, Addison Wesley, 1976; B. W. Kernigham & P. J. Plaugher, The Elements of Programming Style, McGraw-Hill, 1974; P. Freeman & A. Wasserman, Tutorial: Software Design Techniques, 3rd edn., IEEE, 1980. See examples and papers by Jackson, Stay and Stevens.

Examination Arrangements: This course is assessed on the programs and report produced. Students may start work on their projects at any time. The final report must be handed in by the end of the first week of the Summer Term. More information is available from the teacher responsible.

### SM8302

# Computers in Information Processing

Teacher Responsible: Rudy Hirschheim, Room S104 (Secretary, Sue Coles, S107)

Other Teachers Involved: Mr. A. Cornford, Professor F. Land, Mr. S. Smithson

Course Intended Primarily for M.Sc. in the Analysis. Design and Management of Information Systems; M.Sc. in Operational Research.

Scope: The aim of the course is to introduce students to the various uses of computers and their associated technologies in both present and future organisational information processing systems.

Syllabus: File Organisation Methods, Database Management Systems, Data Dictionary Systems, Query Languages, Application Generators, Data Communications, Distributed Processing, Distributed Databases, Microcomputers, Artificial Intelligence, Office Automation, Local Area Networks, Decision Support Systems, Data Modelling, Data Analysis, Organisational Consequences, Design Methods and Techniques.

Pre-Requisites: A basic knowledge of computing including hardware, software and programming.

Teaching Arrangements: There are three lecture courses, SM364, SM369 and SM370. Associated with SM370 is a set of 10 classes on computer hardware and software. Additionally, students taking SM370 will be asked to participate in a group project on new information technology. Projects will be presented in the Lent and Summer Terms.

Lectures: SM364 Computer Systems Design, 10 onehour lectures, Lent Term

SM369 Topics in Systems Analysis, 20 lectures, Michaelmas and Lent Terms

SM370 Computers in Information Processing Systems, 40 lectures, 20 Michaelmas Term and 20 Lent Terms

Classes: SM370a 10 Michaelmas

Group presentations: SM370b 30 Lent and Summer

SM364 Computer Systems Design discusses the design objectives of computer based systems, and methods and techniques of computer design.

SM369 - This is a special one hour time period reserved for the presentation of videos, demonstration of new technologies and software packages, and the

SM370 - This course covers a range of new technologies which are or will be used in information processing systems. As part of this course, students are required to participate in a major group project, which takes a detailed look at one particular technology. Additional written and oral work is expected as a number of short assignments on various topics will be

Reading List: As no one book covers the entire syllabus, students are advised to consult their course lecturers on the most appropriate books to read from the reading list. Students are also expected to read various journals because of the rapidly changing technology covered in the syllabus.

Computers in Information Processing Systems V. Cheong & R. Hirschheim, Local Area Networks: R. Hirschheim, Office Automation; T. Forester, The Microelectronics Revolution; H. Hunke, Software Engineering Environments; B. Lientz, An Introduction to Distributed Systems; D. W. Davies, D. L. A. Barber, W. L. Price & C. M. Solomonides, Computer Networks and their Protocols; A. Tanenbaum, Computer Networks; S. Atre, Data Base: Structured Techniques for Design, Performance and Management; C. Date, An Introduction to Database Systems; Selected papers.

### Topics in Systems Analysis

A. Burns, The Microchip; H. Lucas, F. Land, T. Lincoln & K. Supper, The Information Systems Environment; J. Couger, M.Colter & R. Knapp, Advanced System Development/Feasibility Techniques; P. Chen, Entity-Relationship Approach to Systems Analysis and Design; E. Yourdon, Techniques of Program Structure and Design; G. Davis & G. Everest, Readings in Management Information Systems; M. Dertouzos & J. Moses, The Computer Age; M. Jackson, Principles of Program Design; M. Lockett & R. Spear, Organisations as Systems; P. Keen & M. S. Scott-Morton, Decision Support Systems; Fick & Sprague, Decision Support Systems: Issues and Challenges; Selected papers.

### Computer Systems Design

C. Brookes, et al., Information Systems Design: J. Burch, et al., Information Systems - Theory and Practice; A. Daniels & D. Yeates, Practical Systems Design; H. Clifton, Business Data Systems; Selected papers and case studies.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus of all three lecture courses. The papers will contain approximately 10 questions, of which four are to be answered. It is important to answer four questions as no credit is given for a fifth answer, and one quarter of the marks are allotted to each of the four answers. Copies of previous years' papers are available.

SM8303

### Systems Analysis See Computing and Data Processing SM8300

SM8304

### Advanced Systems Analysis

Teacher Responsible: Professor Frank Land, Room S102 (Secretary, Sue Cole, S107)

Other Teachers Involved: Mr. R. K. Stamper, Mr. S. Smithson, Mr. R. Hirchheim, Mrs. E. Somogyi

Course is Compulsory for M.Sc. Analysis, Design and Management of Information Systems and for Diploma in the Management of Information Systems.

Course Also Intended for M.Sc. in Operational Research, Accounting and Finance. It may be selected as an option for other M.Sc.'s under the "any other option" rubric.

Scope: The aim of the course is to provide students with an understanding of the process by which information technology is applied to the information problems of organisations and the social and organisational context in which information systems will be expected to

Syllabus: Advanced Systems Analysis comprises the following four courses:

SM361 Information Systems (Mr. R. Hirschheim) which looks at the way information systems, as an area of study, has evolved. Contributions from different disciplines which aid our understanding of information systems are explored. In particular, management, information and systems theories are discussed along with how information systems are developed and used. SM362 Information Systems Management (Professor F. Land, Mrs. E. Somogyi, Mr. R. Hirschheim), which considers the "life cycle" of an information system, and the processes and activities which are needed to investigate, design, implement, and operate a computer-based information system. The course discusses information economics, the organisation of the EDP function within an organisation, and the control of an information systems development project. SM360 Information Requirements (Mr. R. K. Stamper), which examines how a business's requirements for an information system are specified. A number of different methods of analysis and documentation are examined and applied to case studies. Specific techniques are related to their underlying logical, mathematical and linguistic tools. SM363 Systems Analysis Methodology II (Mr. R. K. Stamper), which critically compares and assesses the various methods and their associated tools and techniques for systems analysis.

Pre-Requisites: Students should have a basic knowledge of computer science, and should at least have read some basic text books on systems analysis,

such as Daniel & Yeates, Basic Systems Analysis or A. Parkin, Systems Analysis. A knowledge of elementary logic would also be useful.

Teaching Arrangements: There are four lecture courses and classes as followed:

SM361 Information Systems. 10 one-hour lectures, and 5 one-hour classes (SM361a) Michaelmas Term. SM362 Information Systems Management, 10 onehour lectures, and 5 one-hour classes (SM362a) Michaelmas Term.

SM363 Systems Analysis Methodology II, 10 onehour lectures, and 10 one-hour classes (SM363a) Lent

SM360 Systems Specification, 10 one-hour lectures Michaelmas Term.

(SM360a) Michaelmas Term.

Teaching Method: Teaching is arranged in lectures and classes. Lectures are primarily used for providing an overview and survey of the subject area, together with detailed illustrations. Students are expected to amplify the knowledge gained from lectures by guided reading. Classes are used for students carrying out case studies in groups, or for individual students, or students working in groups, investigating in detail and reporting orally and in writing on issues raised in lectures and discussion.

Reading List: Each course (see below) has its own essential reading, but if possible the following books should have been studied before commencing the

T. De Marco, Structured Analysis and Systems Specification; W. Kent, Data and Reality; D. Clifton, Business Data Systems.

No one book covers the entire syllabus, and because of the rapidly changing technology, and the widening range of relevant journals, and new books, students are advised to consult the course lectures on the most appropriate material from the reading list.

### General List - Essential Reading

P. Checkland, Systems Thinking, Systems Practice; D. Clifton, Business Data Systems; T. De Marco, Structured Analysis and Systems Specification; C. B. Grindley & J. Humble, The Effective Computer; W. Kent, Data and Reality; H. Lucas, F. Land, T. Lincoln & K. Supper (Eds.), The Information Systems Environment; R. K. Stamper, Information in Business. SM360 Systems Specification

M. Jackson, Systems Development; M. Lundeberg et al., Information Systems Development; J. Buberko, Information Analysis; P. Gray, Logic Algebra and Database; J. Allwood et al., Logic in Linguistics; W. W. Ollie et al., Information Systems Design Methodologies, (a) Comparative Reviews, (1982), (b) Feature Analysis, (1983); G. Collins & G. Blay, Structured Systems Development Techniques; T. De Marco, Structured Analysis and Systems Specification; S. J. Waters, Systems Specification.

SM361 Information Systems

G. Davis & M. Olson, Management Information Systems; N. Ahituv & S. Neumann, Principles of Information Systems for Management; G. Davis & S. Everest, Readings in Management Information Systems.

SM362 Information Systems Management

R. Hirschheim, Information Management Planning in Organisations; F. P. Brooks, The Mythical Man-Month; H. Donaldson, Data Processing Project Management; R. Nolan, Managing the Data Resource Function (2nd edn.); T. Gildersleeve, Data Processing Project Management; A. Parkin, Systems Management.

#### Other Relevant Books:

J. D. Aron, The Program Development Process: A. Chandor, Selecting and Keeping Computer Staff; L. J. Krauss & A. MacGahan, Computer Fraud and Countermeasures; D. K. Hsiao, D. S. Kerr & S. E. Madnick, Computer Security; J. Martin, Security, Accuracy and Privacy of Computer Systems; F. W. McFarlan & R. L. Nolan, The Information Systems Handbook; P. W. Metzger, Managing a Programming Project; D. B. Barker, Crime by Computer; G. M. Weinberg, The Psychology of Computer Programming. SM363 Systems Analysis Methodology II (see also SM360)

C. Gane & T. Sarson, Structured Analysis: Tools and Techniques; M. Mehlmann, When People Use Computers; E. Mumford & D. Henshall, The Participative Approach to the Design of Computer Systems; J. Cougar, M. Colter & R. Knapp, Advanced System Development/Feasibility Techniques; E. Mumford & M. Weir, Computer Systems in Work Design: The ETHICS Method: G. Weinberg. Structured Analysis.

#### Other Relevant Books:

C. Hines & G. Serle, Automatic Unemployment: P. Kraft, Programmers and Managers; E. Mumford & H. Sackman, Human Choice and Computers I; A. Mowshowitz, Human Choice and Computers II; N. Szyperski & E. Groschla (Eds.), Computer-Based Information Systems.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus of all four lecture courses. The paper which contains 12 questions is divided into two sections. Students are expected to answer four questions, two from each section. All questions carry equal marks. Examination papers from previous years are available from Sue Coles (S107).

Other Information: More detailed study guides for individual courses wil be made available on request.

SM8305

### Systems Analysis I

Teacher Responsible: Professor Frank Land, Room S102 (Secretary, Sue Coles, S107)

Other Teachers Involved: Mr. R. K. Stamper

Course Intended Primarily for M.Sc. (Operational Research) + unit.

Scope: The course will give students an understanding of the process by which information system problems are analysed, and information technology is applied to

Syllabus: Systems Analysis I comprises the following two lecture courses.

#### SM360 Systems Specification

Discusses the function of a systems specification and analyses the components and contents of the

specification in terms of its functions. A number of different documentation techniques are illustrated, and the possibility of using a computer in the specification process are analysed.

SM363 Systems Analysis Methodology II

Describes and reviews the various methodologies and their associated techniques and tools, which have been developed to carry out the process of analysis, evaluation, design and construction of information systems. Students are expected to give detailed consideration to a number of methodologies, and to the criteria for evaluating the suitability of methodologies. Pre-Requisites: Students should have a basic knowledge of computer science, and should at least have read some basic text books on systems analysis such as Daniels and Yeates, Basic Systems Analysis, or A. Parkin, Systems Analysis.

Teaching Arrangements: There are two lecture courses and classes as follows.

SM360 Systems Specification: 10 one-hour lectures and 10 one-hour classes (SM360a) Michaelmas Term. SM363 Systems Analysis Methodology II: 10 onehour lectures and 10 one-hour classes (SM363a) Lent

Reading List: Each course (see below) has its own essential reading, but if possible the following books should have been studies before commencing the course: T. De Marco, Structured Analysis and Systems Specification; D. Clifton, Business Data Systems. SM360: S. J. Waters, Systems Specification, SM363: C. Gane & T. Sarson, Structured Analysis: Tools and Techniques; M. Mehlmann, When People use Computers; E. Mumford & D. Henshall, The Participative Approach to the Design of Computer Systems; M. Jackson, Systems Development; J. A.

Systems in Work Design; The ETHICS Method. Examination Arrangements: There is a three-hour formal examination in the Summer Term.

Bubenko, Information Modelling; R. Rock-Evans,

Data Analysis; E. Mumford & M. Weir, Computer

SM8306

### Information System in Developing Countries

Teacher Responsible: Steve Smithson, Room S111 (Secretary, Sue Coles, S107)

Other Teachers Involved: Dr. J. Liebenau, Mrs. M. Hardiman, Professor A. Flowerdew

Course Intended Primarily for Diploma in the Management of Information Systems; M.Sc. in the Analysis, Design and Management of Information Systems.

Scope: The course covers the application of technology to developing countries, with particular emphasis on information technology and information systems. The problems involved are examined from the social, Economic, Management and Political Perspectives.

Syllabus: The course is made up of three lecture courses as follows:

SM380 Aspects of Development Economics 5 two-hour seminars Lent Term.

An introduction to Development Economics. The Economics of Information with reference to Developing Countries. Problems of Costs, Prices, Forecasting Demand and Project Appraisal.

SM381 Applications of New Technology

20 two-hour seminars, Michaelmas and Lent Terms. (i) The Transfer and Development of Technology. Fundamental Policy Choices. World Trade in Technology. Multinationals and Technology Transfer and Development. Transfer Mechanisms. Sovereignty vs. Interdependence. Regulation and Codes of

(ii) The Social Context of Information Systems

Key Issues in Social Development: Population, Poverty and Inequality. Role of Information Technology in social policy. Data Collection and Analysis. Education and Communication. Health and Medical Care.

SM382 Management and Political Issues

5 two-hour seminars, Lent Term.

Role of International Institutions. Government Policy and National Institutions. Education and Training in Information Technology. Managing Systems Development in Developing Countries. Appropriate and Inappropriate Applications of Information Technology.

Reading List: No one book covers the entire syllabus and many references are given during the course. The following books are particularly recommended:

M. Hardiman & J. Midgeley, The Social Dimensions of Development - Social Policy and Planning in the Third World; M. Todaro, Economics for a Developing World: J. Midgelev & D. Piachaud (Eds.), The Fields and Methods of Social Planning; W. Brandt et al., North South: A Programme for Survival; E. Mansfield, Technology Transfer, Productivity and Economic Policy; N. Rosenberg, Inside the Black Box, Technology and Economics; M. Wilkins, The Maturing of Multinational Enterprise.

SM8342

### Operational Research Techniques and Applications

Teacher Responsible: Dr. Ray Paul, Room S109 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. Analysis, Design and Management of Information Systems; M.Sc. Accounting and Finance.

Scope: The course gives an introduction to the methodology and theoretical techniques of Operational Research.

Syllabus: Operational Research Methodology: The practice and context of operational research - how they affect each other. Topics covered from problem formulation and model building through to the scientific status of O.R., and to whether O.R. workers are professional.

Basic Operational Research Techniques: An introduciton to stock control, scheduling, queueing theory, replacement, critical path analysis, dynamic programming and heuristics.

Basic Mathematical Programming: Formulation of operational problems in linear and non-linear programming models; solution of such problems by available computer programs; interpretation of solutions; limitations of such models.

Selected Topics in Operational Research: Each week an invited speaker presents illustrations of the practical applications of O.R. in industry or a public institution. Applied Statistics and Forecasting Techniques for Operational Research: Point and interval estimation. Tests of normal hypotheses. Goodness of fit tests. Linear regression. The moving average and exponential smooth techniques of forecasting.

Pascal Programming (optional): The syntax of the Pascal programming language. This course will be based on the video series Programming in Pascal.

Pre-Requisites: A knowledge of mathematics and statistics to the level of the undergraduate papers in Elementary Mathematical Methods and Elementary Statistical Theory of the Part I examination of the B.Sc. (Econ.) degree.

Teaching Arrangements: SM350 8 × 1½-hours Michaelmas and Lent Terms

SM351 10 × 3-hours Michaelmas Term SM353 10 × 3-hours Michaelmas Term

SM357 10 Michaelmas Term, SM357(a) 5 Michaelmas

SM358 10  $\times$  1½-hours Michaelmas and Lent Terms. SM377 30 September-3 October and 5 Michaelmas

Students will be given an O.R. problem to be solved in groups of four students. The problem requires the application of commonsense and what the students learn during the course in order to produce a group report by the end of the fourth week of the Summer Term. A one day session will be held during the fifth week of the Summer Term during which each student group will make a presentation of their report to the other students and the O.R. staff.

Reading List: Recommended books are:

H. G. Daellenbach & J. A. George, Introduction to Operations Research Techniques (Allyn and Bacon, 1978); H. P. Williams, Model Building in Mathematical Programming (Wiley, 1977, available in

Students may also wish to consult:

R. L. Ackoff, Scientific Method: Optimizing Applied Research Decisions; R. L. Ackoff & M. W. Sasieni Fundamentals of Operations Research; L. V. Atkinson, A Student's Guide to Programming in Pascal; R. G. Brown, Smoothing Forecasting and Prediction; W. Gilchrist, Statistical Forecasting; G. Hadley, Linear Programming; N. A. J. Hastings, Dynamic Programming with Management Applications; F. S. Hillier & G. J. Lieberman, Operations Research; I. Irvine, I. Miles & J. Evans (Eds.), Demystifying Social Statistics; T. J. Johnson, Professions and Power; L. L. Lapin, Statistics for Modern Business Decisions; G. Majone & E. S. Quade (Eds.), Pitfalls of Analysis; A. M. Mood & F. A. Graybill, Introduction to the Theory of Statistics, E. Page, Queueing Theory in O.R.; J. R. Ravetz, Scientific Knowledge and its Social Problems; A. Sandberg, The Limits to Democratic Planning; M. Sasieni, A. Yaspan & L. Friedman, Operations Research: Methods and Problems; D. Smith, Linear Programming Models in Business; S. Vajda, Readings in Linear Programming; S. Zionts, Linear and Integer Programming.

Examination Arrangements: A single three-hour

formal open-book examination is held near the end of the Summer Term. This examination covers the syllabus for the three courses.

Basic Operational Research Techniques

Basic Mathematical Programming and Applied Statistics and Forecasting Techniques for O.R.

The paper contains seven questions, sampled randomly from the three 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. Copies of previous years' papers are available. Prior to the examination, a set of questions will be given out at the beginning of the Summer Term to be solved before the examination. The examination questions will refer to the solutions of these pre-examination questions.

Note: this is an open-book examination i.e. any material can be brought into the examination room. 50% of the total assessment of the course is based on the examination paper - the other 50% is awarded as

25% for the report and presentation mentioned above under Operational Research Tutorial Class (all members of a group receive the same mark).

25% for an essay on a subject based on the Operational Research Methodology lecture 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.

SM8343

### **Techniques of Operational Research** (Half-unit course)

Teacher Responsible: Dr. Ray Paul, Room S109 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. Operational Research.

Scope: The course is compulsory for all M.Sc. Operational Research students and gives an introduction to the theoretical techniques of Operational Research.

Syllabus: Basic Operational Research Techniques: An introduction to stock control, scheduling, queueing theory, replacement critical path analysis, dynamic programming and heuristics.

Basic Mathematical Programming: Formulation of operational problems in linear and non-linear programming models; solution of such problems by available computer programs; interpretation of the solutions; limitations of such models.

Applied Statistics and Forecasting Techniques for Operational Research: Point and interval estimation. Tests of normal hypotheses. Goodness of fit tests. Linear regression. The moving average and exponential smoothing techniques of forecasting.

Pascal Programming: The syntax of the Pascal programming language. This course will be based on the video series Programming in Pascal.

Pre-Requisites: A knowledge of mathematics and statistics to the level of the undergraduate papers in Elementary Mathematical Methods and Elementary Statistical Theory of the Part I examination of the B.Sc. (Econ.) degree.

Teaching Arrangements:

SM351 10 × 3-hour Michaelmas Term SM353 10 × 3-hour Michaelmas Term

SM357 10 Michaelmas Term, SM357(a) 5 Michaelmas

SM377 30 September-3 October and 5 Michaelmas

Reading List: Recommended books are: H. G. Daellenbach & J. A. George, Introduction to Operations, Research Techniques, Allyn and Bacon, 1978; H. P. Williams, Model Building in Mathematical Programming, Wiley, 1977, available in paperback. Students may also wish to consult: R. L. Ackoff and M. W. Sasieni, Fundamentals of Operations Research; R. G. Brown, Smoothing Forecasting and Prediction; W. Gilchrest. Statistical Forecasting: G. Hadley. Linear Programming; N. A. J. Hastings, Dynamic Programming with Management Applications; F. S. Hillier & G. J. Lieberman, Operations Research; I. Irvine, I. Miles & J. Evans (Eds.), Demystifying Social Statistics; L. L. Lapin, Statistics for Modern Business Decisions; A. M. Mood & F. A. Graybill, Introduction to the Theory of Statistics; E. Page, Oueueing Theory in O.R.; M. Sasieni, A. Yaspan & L. Friedman, Operations Research: Methods and Problems; D. Smith, Linear Programming Models in Business; S. Vaida, Readings in Linear Programming; S. Zionts, Linear and Integer Programming.

Examination Arrangements: A single three-hour formal open-book examination is held near the end of the Summer Term. The paper contains seven questions, sampled randomly from the three 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. Copies of previous years' papers are available. Prior to the examination, a set of questions will be given out at the beginning of the Summer Term to be solved before the examination. The examination questions will refer to the solutions of the pre-examination questions. Note: this is an openbook examination i.e. any material can be brought into the examination room.

SM8344

Applications of Operational Research Teachers Responsible: Dr. John Howard, Room S209

(Secretary, Hazel Rice, S108) Course Intended Primarily for M.Sc. Operational

Research, for which this constitutes a compulsory half-

Scope: This course is designed to complement the theoretical emphasis of Techniques of Operational Research SM8343. The intention is 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.

Operational Research Methodology (SM350): The practice and context of operational research - how they affect each other. Topics covered range from problem formulation and model building through to the scientific status of O.R., and to whether O.R. workers are professionals. 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 (SM358): A series of invited speakers present practical illustration of O.R. in business or in public agencies.

Operational Research Tutorial Class (SM350): Students will be given an O.R. problem to be solved in groups of four students. The problem requires the application of commonsense and what the students learn during the course in order to produce a group report by the end of the fourth week of the Summer Term. A one day session will be held during the fifth week of the Summer Term during which each students group will make a presentation of their report to the other students and the O.R. staff.

Teaching Arrangements:

SM350 8 × 1½ hours Lent Term

SM358 15  $\times$  1½ hours Michaelmas and Lent Terms Reading List: Recommended books (for Operational Research Methodology) are: R. L. Ackoff, Scientific Method: Optimizing Applied Research Decisions; J. Irvine, I. Miles & J. Evans (Eds.), Demystifying Social Statistics; G. Majone & E. S. Quade (Eds.), Pitfalls of Analysis. Students may also wish to consult: M. Hales, Science of Society? The Politics of the Work of Scientists; T. J. Johnson. Professions and Power; J. R. Ravetz, Scientific Knowledge and its Social Problems. A much more extensive reading list will be provided at the start of the course.

Examination Arrangements: There is no formal examination for this course. Assessment weight is divided equally between an essay on a subject based on the Operational Research Methodology course, and the report and presentation mentioned above under Operational Research Tutorial Course (for which all members of a group receive the same mark). Both the essay and the report are evaluated on presentation as well as content.

### SM8345

Context of Operational Research and Simulation (Half unit course)

Teacher Responsible: Dr. Ray Paul, Room S109 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. Operational

Scope: The course is compulsory for all M.Sc. Operational Research students and gives an introduction to simulation, computer software in O.R., and other disciplines or relevance to the practice of Operational Research.

Syllabus:

Workshop in Simulation and Computer Software: Computer simulation models, design of computer software in O.R., applications of microcomputers in

Elements of Financial Decision Theory (Not available 1985-86): The theory of long-run decision making in the firm. The investment, financing and dividend decision and their inter-relationships. The valuation of the firm. The problems caused by capital market imperfections. The handling of risk and uncertainty, and especially the contribution of modern portfolio theory and the capital asset pricing model.

Industrial Psychology: Individual maturation and maladjustment. Factors leading to the formation of industrial groups. Morale and individual breakdown; co-operative and competitive situations; resistance to change. The nature of incentives. Supervisory and other leadership. Psychological and organizational factors in communication.

Basic Systems Analysis: An introduction to systems analysis and the role the systems analyst plays in the design of computer based systems. The relationship between systems analysis and operational research. Information systems in organisations: role and function.

Economics for Operational Research: An introduction to economics.

Pre-Requisites: A knowledge of mathematics and statistics to the level of the undergraduate papers in Elementary Mathematical Methods and Elementary Statistical Theory of Part I examination of the B.Sc. (Econ.) degree.

Teaching Arrangements:

SM368 10 × 3-hours Michaelmas Term Ac107 20 Michaelmas Term, Ac107(a) 11 Michaelmas

Ps166 15 Michaelmas Term

SM365 10 Michaelmas Term, SM365(a) Michaelmas

SM366 5 × 2-hours Michaelmas Term

Reading List: Recommended are: M. Pidd, Computer Simulation in Management Science.

Students may also wish to consult: A. M. Law & W. D. Kelton, Simulation Modelling and Analysis; Naylor, Balintfy, Burdick & Chu, Computer Simulation Techniques; K. D. Tocher, The Art of Simulation.

This reading list would be excessively long if books for all the above lecture courses were given. Specific recommendations will be made during the lecture courses.

Examination Arrangements: The course is examined entirely by course work and a project. The course is assessed as follows: 70% for a management report covering the results of a computer simulation program. The problem to be simulated is given during the second half of the Michaelmas Term for completion in the first two weeks of the Lent Term, 30% for one piece of written work which can be selected from the following lecture courses:

(a) Industrial Psychology; (b) Economics for Operational Research; (c) Basic Systems Analysis; (d) Elements of Financial Decision Theory;

Written work is marked on presentation as well as on

SM8346

**Combinatorial Optimization** 

Teacher Responsible: Andrew Harris, Room S106a (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. Operational Research

Scope: The course is intended as an extension of the Graph Theory course SM356, and will concentrate on Combinatorial Optimization.

Syllabus: Shortest path algorithms in networks, bipartite and non-bipartite matching, trees, blossoms, augmenting paths, various matching algorithms, and introduction to matroids. The course will also contain some material on graph theory, in particular, connectivity and colouring results.

Pre-Requisites: Graph Theory, SM356. Mathematical Programming I is desirable material.

Teaching Arrangements: SM386 15 Lent Term; SM386(a) 15 Lent Term.

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: This subject is currently under development and so a definitive text is not available. The two main reference books for the main part of the course will be Combinatorial Optimization by E. Lawler, and Combinatorial Optimization by C. H. Papadimitiou and K. Steiglitz (Prentice Hall, 1982). As concise reference material for the graph theoretic part of the course, Chapters 1-5 of B. Bollobas's book "Graph Theory; An Introductory Course" (Springer, 1979) should prove useful.

Examination Arrangements: Students will be assessed on the basis of a two-hour formal examination in the Summer Term.

SM8347

Advanced Operational Research Techniques

Teacher Responsible: Dr. John Howard, Room S209 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. Operational Research.

Scope: This is an advanced half-unit course in Operational Research Techniques but excluding Mathematical Programming and Simulation (for which there are specialist companion courses available).

Syllabus: Replacement Theory, Scheduling, Inventory Control, Queueing Theory, Game Theory, Dynamic Programming, and Heuristrics.

Pre-Requisites: Statistics and Probability Theory to the level of the course Elementary Statistical Theory. Mathematics to the level of Elementary Mathematical Methods. Operational Research to the level of Basic Operational Research Techniques. Students must be prepared to use both micro and mainframe computers. Teaching Arrangements: SM352 20 Lent Term

SM352(a) 20 Lent Term

Very full lecture notes are provided, and every week a

set of problems is given out in the lecture. These are discussed in the following classes (SM352a). The class teacher is usually the lecturer or a teaching assistant. Reading List: Recommended books are: K. R. Baker, Introduction to Sequencing and Scheduling; R. E. Bellman & S. E. Dreyfus, Applied Dynamic Programming; R. B. Cooper, Introduction to Queueing Theory (2nd edn.); D. R. Cox & W. L. Smith, Queues; S. French, Sequencing and Scheduling; G. Hadley & T. M. Whitin, Analysis of Inventory Systems; 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; E. Page, Queueing Theory in O.R.

Examination Arrangements: There is a two-hour formal examination in the Summer Term covering the whole syllabus. The paper usually contains six 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 a question to obtain a reasonable mark on it. Copies of previous years' papers are available, but before 1985 the examination paper had a different structure.

SM8348

### Further Simulation (Half unit course)

Teacher Responsible: Dr. R. J. Paul, Room S109 (Secretary, Hazel Rice S108)

Course Intended Primarily for M.Sc. Operational

Scope: An introduction to research work in simulation. Syllabus: An examination of programming structures from simulation model construction e.g. process-flow, three-phase, event-based. Program generation by computer automated methods. The use of new software ideas in automating problem solving by simulation. A review of other modelling techniques, such as systems dynamics, control theory.

Pre-Requisites: The lecture course SM368.

Teaching Arrangements: SM374 25 Lent and Summer

Reading List: As for SM8345 plus others to be given in lectures.

Examination Arrangements: This course is examined entirely by course work and/or project work. The nature of the work will depend on how many students take the course.

SM8349

### Computer Modelling for Operational Research

Teacher Responsible: Mr. D. W. Balmer, Room S208 (Secretary, S107)

Course Intended Primarily for M.Sc. (Statistics) (half-

Scope: The course is composed of two distinct sections. Each of these in its own way provides some insight into the interface between computing methods and operational research.

Syllabus:

SM365 Basic Systems Analysis: An introduction to systems analysis and the role the systems analyst plays in the design of computer based systems. The relationship between systems analysis and operational research. Information systems in organisations: role and function. Other topics include economics, cost benefit analysis and computer programming.

SM368 Workshop in Simulation and Computer Software; Activity cycle diagrams, computer simulation models, stochastic input generation and output analysis. The course is taught with a strong emphasis on practical application. Micro Packages and Software Design; the use of microcomputers and associated software.

Pre-Requisites: There are no specific prerequisites in computing, but some prior contact with computing, use of packages and programming would be useful.

Teaching Arrangements: SM365 10 lectures and 5 classes in the Michaelmas Term. SM368 30 hours teaching during the Michaelmas Term.

Examination Arrangements: Each section of the course will be assessed independently by means of an extended essay or a project as appropriate.

SM8350

### **Management Mathematics**

Teacher Responsible: Jonathan Rosenhead, Room S113 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. in Analysis, Design and Management of Information Systems.

Scope: 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 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.

Syllabus: Elements of Probability; Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions; simple stochastic processes.

Elements of Management Mathematics: Topics treated include critical path analysis, scheduling, theory of games, linear programming, decision analysis, dynamic programming, replacement, Markov chains, queues and stock control.

Pre-Requisites: Students need a basic fluency in mathematical manipulations such as is provided by Basic Mathematics for Economists or Elementary Mathematical Methods, or equivalent courses elsewhere. An exposure to statistical thinking at the level of Basic Statistics or above will also be an advantage (although the relevant material will be covered in SM313(a)). For students who have already studied mathematics and statistics to first year undergraduate specialist level and found them to be not too testing, Elements of Management Mathematics will be very restrictive mathematically. They should instead take Operational Research Techniques and

Applications, where a rather fuller mathematical vocabulary permits the same techniques to be covered in greater depth.

Teaching Arrangements: There are two components of the course, each accompanied by a class. They cover the two subdivisions of the syllabus listed above:

Lectures: SM313(i) Elements of Probability 10 Michaelmas Term

SM313(ii) Elements of Management Mathematics 20 Michaelmas and Lent Terms

Classes: SM313(a) 20 Michaelmas Term, 10 Lent

SM313(b) Revision class, 5 Summer Term

Full lecture notes are provided for both components of the course. Exercises are distributed in each lecture, which are discussed in the following weekly class.

Reading List: Recommended Books: 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); J. C. Turner, Modern Applied Mathematics (English Universities Press); A. M. Arthurs, Probability Theory (Routledge Kegan Paul); L. Lapin, Statistics of Modern Business Decisions (Harcourt Brace Jovanovich); T. H. Wonnacott & R. J. Wonnacott, Introductory Statistics (Wiley).

S. K. Gupta & J. M. Cozzolino, Fundamentals of Operations Research for Management (Holden-Day); M. S. Makower & E. Williamson, Teach Yourself Operational Research (English Universities Press).

Students may wish to consult:

Examination Arrangements: The course is examined by one three-hour formal examination in the Summer Term. The paper is divided into sections; the first (normally containing three questions) covers SM313(i), while the second section (normally six questions) covers SM313(ii). Students are expected to attempt five questions, of which no more than two can be from the first section. Copies of previous years' papers are available.

### SM8351

### Advanced Mathematical Programming Teacher Responsible: Professor A. Land, Room S114

(Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. (Accounting and Finance) 3 and 4e(ii). M.Sc. (Econometrics and Mathematical Economics) 2, 3 and 4g(ii).

Scope: The aim of the course is to take students who may be totally unfamiliar with the subject up to a stage at which they can read at least some of the recent reasearch articles.

Syllabus: This course is a combination of the two halfunit courses SM8354 and SM8355 which should be consulted for details.

SM8354

### Mathematical Programming I (Half unit course)

Teacher Responsible: Professor A. Land, Room S114 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. (Operational Research). Also available for M.Sc. (Statistics) II.7.

Scope: To cover the use of mathematical programming models in practice, and an introduction to the theory and computational methods.

Syllabus: As described under the headings of the lecture courses below.

Pre-Requisites: 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.

Teaching Arrangements: SM353 10 × 3-hours Michaelmas Term

SM354 15 Michaelmas and Lent Terms, SM354(a) 15 Michaelmas and Lent Terms

SM356 10 Michaelmas (approximately 6 lectures, 4

SM353 (also part of the course Techniques of O.R.). Introductory course - formulation of O.R. problems as mathematical programming models, solutions using computer packages, and interpretation of solutions. SM354 Introduction to theory of linear programming and duality: Simplex algorithm, (primal and dual basis change, Phase I/Phase II, sensitivity, etc.): unimodular models: integer linear programming (ILP) methods (branch and bound, enumeration): some special ILP

SM356 Fundamental concepts in graph theory, planar and dual graphs, maximum-minimum problems in networks, matching theory.

Reading List: G. B. Dantzig, Linear Programming and Extensions; Garfinkel & Nemhauser, Integer Programming; G. Hadley, Linear Programming; F. Harary, Graph Theory; T. C. Hu, Combinatorial Algorithms; A. Land & S. Powell, Fortran Codes for Mathematical Programming; C. L. Liu, Introduction to Combinatorial Mathematics; J. A. Pondy & V. S. R. Murty, Graph Theory with Applications; W. L. Price, Graphs and Networks; S. Vaida, Readings in Linear Programming; S. Zionts, Linear and Integer Programming.

Examination Arrangements: The course will be examined by a two-hour examination. The paper will contain at least five questions of which three must be attempted.

SM8355

### Mathematical Programming II (Half unit course)

Teacher Responsible: Dr. S. Powell, Room S105b (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. (Operational

Scope: To take students beyond the level of Mathematical Programming I to a point at which they can read at least some of the recent research literature. Syllabus: The foundations of mathematical programming: developments in computational methods to take advantage of sparsity: Lagrangean relaxation: introduction to non-linear methods: further ILP methods (cutting planes, heuristic methods): additional special ILP models (e.g. location problems). Pre-Requisites: Mathematical Programming I.

Teaching Arrangements: SM355 15 Lent and Summer

SM355(a) 15 Lent and Summer Terms

Lectures: SM355 Mathematical Programming II. Classes: SM355(a) Mathematical Programming II.

Reading List: V. Chvatal, Linear Programming; R. Fletcher, Practical Methods of Optimization Vol. I. Unconstrained Optimization; D. Gale, The Theory of Linear Economic Models; W. Murray, Numerical Methods for Unconstrained Optimization; L. C. W. Dixon, E. Spedicato & G. P. Szego, Nonlinear Optimization; S. Vajda, Theory of Linear and Non-Linear Programming.

Examination Arrangements: The course will be examined by a two-hour examination. The paper will contain at least five questions of which three must be attempted.

SM8356

### Transport Models

Teacher Responsible: Dr. S. Powell, Room S105b (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. Operational Research.

Scope: The course introduces students to the use and limitations of operational research and model-building in transport planning.

Syllabus: Transport Economics: consumer surplus, peak load pricing, congestion, urban transport models, queueing theory and traffic problems, demand analysis and forecasting. Valuation of Intangibles: how can money values be assessed for factors not bought or sold? E.g. time, recreation, health and pollution.

Cost Benefit Analysis: Cost benefit analysis as applied welfare economics and as a methodology for aiding decision making in the public sector. Methods of valuing costs and benefits, social discounting and interpersonal comparison. Examples, Introduction to Operational Research in Transport: Various types of problems in both private and public transport to which operational research has been applied will be described. There will be a particular emphasis on models of traffic behaviour and public transport operation.

Distribution and Scheduling: applications of scientific techniques to the practical problems of siting, routing, scheduling and control.

Graph Theory: fundamental concepts in graph theory, planar and dual graphs, maximum-minimum problems in networks.

Pre-Requisites: A knowledge of mathematics and statistics to the level of the courses Elementary Mathematics Methods and Elementary Statistical Theory of the Part I examination of the B.Sc. (Econ.). An elementary knowledge of basic O.R. techniques and economic concepts is essential.

Teaching Arrangements: SM356 10 Michaelmas Term SM379 5 Michaelmas Term

Ec150 10 Lent Term

SM373 5 Lent Term

SM375 5 Lent Term

SM376 5 Lent Term

Reading List: No one book covers the entire syllabus. Students are recommended to read the following: S. Glaister, Fundamentals of Transport Economics, Basil Blackwell; I. Heggie, Transport Engineering Economics, McGraw-Hill; D. R. Cox & W. L. Smith, Queues; A. A. Walters & D. L. Munby, Readings in the Economics of Transport; W. J. Baumol & D. F. Bradford, American Economic Review; T. A. Domencich & D. McFadden, Urban Travel Demand: S. Eilon, C. D. T. Watson-Gandy & N. Christofides. Distribution Management; J. A. Bondy & U. S. R. Murty, Graph Theory with Applications; R. Layard (Ed.), Cost Benefit Analysis, Penguin Books 1972: P. Dasgupta, A. Sen & S. Marglin, Guidelines for Project Evaluation, U. N.; I. M. D. Little & J. A. Mirrlees. Project Appraisal, and Planning for Developing Countries; D. W. Pierce (Ed.), The Valuation of Social Cost, Allen and Unwin 1972.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. The examination paper is made up of three sections each containing three questions. Students are expected to answer four questions from any one section. It is important to answer four questions: no credit is given for a fifth answer, and one quarter of the marks are awarded for each of the four answers. On the other hand it is not necessary to answer fully all parts of a question to obtain a "better than bare pass" mark on it. Copies of previous year's papers are available. The three sections on the examination paper are made up of the following questions: Section A: two questions on Distribution and Scheduling, one question on Graph Theory, one question on Introduction to Operational Research in Transport. Section B: three questions on Transport Economics Treated Mathematically. Section C: three questions on Valuation of Intangibles and Cost Benefit Analysis.

SM8357

### Urban Models

(Not available 1985-86)

Teacher Responsible: Jonathan Rosenhead, Room S113 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. (Operational Research) for which this constitutes a half-unit paper. Some elements also relevant to M.Sc. (Regional and Urban Planning Studies).

Scope: The course is intended to give an introduction to the potential and limitations of formal modelling for urban planning. Specific techniques, both 'hard' and 'soft', from operational research are described. In addition an introduction is given both to issues in urbanisation and urban policy, and to relevant aspects of economics.

Syllabus: Planning and design methods: the debates on planning theory, and on design methods, with special attention to the limitations of holistic methods; creativity versus quantitative methods; Alexander's method, the strategic choice approach (AIDA) and robustness analysis as methods which transcend some of the obstacles. The presentations will attempt to be provocative rather than definitive, and discussion will be encouraged. Lecture notes are provided for the more formal subject matter.

Land use models: simulation and optimisation models for the allocation of activities to land.

Facility location: mathematical models, mostly optimising, for the location of one or more facilities in 1 or 2-dimensional space; application to the location of warehouses, emergency services and health facilities; and to electoral redistricting.

Contemporary urbanisation and the policy process: material contributed by the Department of Geography. Elements of urban and regional economics (first three sessions): industrial and residential location decisions; the determination of urban rents and land values; the structure of the urban area; the urban labour market. Cost-benefit analysis: as applied welfare economics and as a methodology for aiding decision-making in the public sector. Methods of valuing costs and benefits, social discounting and inter-personal comparison. Examples.

Teaching Arrangements: SM367 10 Lent Term

SM378 5 Michaelmas Term

SM372 5 Lent Term

SM383 5 Lent Term

Ec400 3 × 1½ hours Michaelmas Term

SM375 5 Lent Term

Reading List: No one book covers the entire syllabus, even for one of the component courses. Students are advised to purchase: A. Faludi (Ed.), Reader in Planning Theory, Pergamon; J. K. Friend & W. N. Jessop, Local Government and Strategic Choice, Pergamon; R. Layard (Ed.), Cost Benefit Analysis. Students will find it useful to consult: C. Alexander. Notes on the Synthesis of Form, Harvard University Press; M. Batty, Urban Modelling, Cambridge University Press; E. J. Beltrami, Models for Public Systems Analysis, Academic Press; M. M. Camhis, Planning Theory and Philosophy, Tavistock; P. Dasgupta, A. Sen, & S. Marglin, Guidelines for Project Evaluation; B. Fay, Social Theory and Political Practice, Allen & Unwin; M. Greenberger, M. A. Crenson & B. L. Crissey, Models in the Policy Process, Russel Sage; A. J. Harrison, Economics of Land Use Planning; C. Lee, Models in Planning, Pergamon; I. M. D. Little & J. A. Mirrless, Project Appraisal and Playing for Developing Countries; I. S. Lowry, A Model of Metropolis, Rand; B. Massam, Location and Space in Social Administration, Arnold; C. E. Pinkus & A. Dixon, Solving Local Government Problems, Allen & Unwin; A. Sandberg, The Limits to Democratic Planning, Liberforlag; A. J. Scott, The Urban Land Nexus and the State, Pion.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. There will be questions relating to the material in each lecture course, but the precise breakdown has still to be decided. The questions are of essay type and do not require the development of mathematical proofs etc. Candidates are told to answer three questions.

SM8358

### Workshop on Urban and Transport Models

Teacher Responsible: Dr. S. Powell, Room S105b (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. (Operational Research).

Scope: A practical course in quantitative modelbuilding which includes an explanatory lecture course. Syllabus: Traffic generation, distribution, modal split and assignment models; models combining these. Evaluation of transport projects.

Pre-Requisites: A knowledge of mathematics and statistics to the level of courses Elementary Mathematical Methods and Elementary Statistical Theory of the Part I examination of the B.Sc. (Econ.). An elementary knowledge of basic O.R. techniques and economic concepts is essential.

Teaching Arrangements:

SM371: The course starts in the sixth week of the Michaelmas Term and comprises five two-hour sessions followed by ten 1½ hour sessions in the Lent Term. The Michaelmas Term consists entirely of lectures. The practical sessions based on projects undertaken by the students will be in the Lent Term. Lecture notes and introductory reading lists are provided. There will be an opportunity to meet O.R. practitioners in various urban and transport applications. During the workshop students will be expected to make two class presentations, one at the formulation stage of their project and the second at its completion. Tutorials will be given to individuals or groups of students to assist them in their project work. Reading List: No one book covers the entire syllabus. Students are recommended to read the following: I. Heggie, Transport Engineering Economics, McGraw-Hill; R. Lane, T. J. Powell & P. Prestwood-Smith, Analytical Transport Planning, Duckworth; P. R. Stopher & A. H. Meyburg, Urban Transportation Modelling and Planning.

Examination Arrangements: All of the assessment of the course is based on the project, which is started towards the end of the Michaelmas Term for completion by the start of the Summer Term. The project is marked on presentation as well as content.

SM8359

### Public Policy Analysis

Teacher Responsible: Jonathan Rosenhead, Room S113 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. in Operational Research (for which it contributes the equivalent of two half-unit papers).

Scope: This course is concerned with the methodologies relevant to the analysis of policy issues. and to the determination of priorities in public resource allocation. The first term will explore in general terms (though with examples of both techniques and application areas) the ways in which quantitative analysis impinges on decision-making by governmental agencies. The remainder of the course will be based on case studies drawn from actual examples of social planning at national and local levels.

Pre-Requisites: None.

Teaching Arrangements: Weekly two-hour seminars for 25 weeks throughout the session (SA152). The seminars are shared with students taking the paper in Social Planning (SA6631). During the Michaelmas Term the seminars will be introduced by one of the teachers. During the rest of the session students will present papers.

Reading List: The following are some key texts but a comprehensive reading list will be handed out with the programme of seminar topics. D. Piachaud & J. Midgley (Eds.), The Fields and Methods of Social Planning; J. K. Friend & J. Jessop, Local Government and Strategic Choice; H. Glennerster, Planning for the Priority Groups; M. Greenberger, M. A. Crenson & B. L. Grissey, Methods in the Policy Process; C. E. Pincus & A. Dixon, Solving Local Government Problems; M. Carley, Rational Techniques in Policy Analysis.

**Examination Arrangements:** There is a three-hour formal written examination in June on which 50% of the assessment of the course is based. Three questions must be answered. The remainder of the assessment of the course is based on an extended essay, the topic of which must be agreed with the course teachers.

### SEA-USE COURSE

This section is in two parts. The first part lists the lectures and seminars given by the department. The list provides a cross reference to the Study Guide(s) in which the syllabus and the reading list associated with the lecture or seminar can be found. The second part contains the Study Guides, presented in Study Guide number sequence.

### Lectures and Seminars

Lecture/ Seminar Number

Study Guide Number SU4550

# National and International Problems in Sea-Use Policy Making

Professor D. C. Watt

SU4550

### Sea-Use Course Study Guide

National and International Problems in Sea-Use Policy Making

Teacher Responsible: Professor D. C. Watt Secretary, Mrs. V. Kannor, E402)

Course Intended Primarily for M.Sc. Sea-Use Law, Economics and Policy Making.

**Teaching Arrangements** to be notified at the start of the session.

## Subject Index for Study Guides

Abnormal Psychology	Ps113
Accounting	Ac114 et seq
Accounting History	Ac1121
Accounting Information Systems	Ac1021, Ac1120
Accounting for Non-Specialists	Ac2150
Accounting and Law	Ac1121
Actuarial Science - Accounting and Investment	Ac1001
Administrative Law	LL5115
Administration, Public	Gv4160
Administration, Theory and Practice	Gv3035
Adult Development	Ps5527, Ps6418
Africa, International Politics	IR4663
Agrarian Transition	Gy2820
Agriculture	Gy1921
Air Transport and Airports	Gy1942
Algebra	SM7001, SM7040
Alienation	Ps5528, Ps6415
America see also USA, North America, Latin Ameri	ca
America, Foreign Relations of	Hy3526
American History, 1815-1872	Hy4470
Analysis and Set Theory	SM7002, SM7030
Analysis, Time Series	Ec2561, SM8259
Analysis of Variance	SM7241, SM7250
Anarchism, 1860's to 1918	Hy4575
Annuities	SM7261
Anthropology	An1200 et seq
Anthropology of Law	LL5138
Anthropological Linguistics	An1331
Anthropology of Religion	An1302, An2212
Appeasement, Period of 1937-1939	Hy4515
Applied Abstract Analysis	SM7060, SM8001
Applied Econometrics	Ec2411, Ec2550
Applied Social Research	SA153, SA153a
Arms Limitation	IR139, IR140, IR171
Asia and the Pacific, International Politics of	IR4662
Assurances	SM7261
Attitude Scaling	SM7231
Attitude Theory	Ps5501
Auditing	Ac1121
Aviation	Ec2432
Balance of Payments	Ec1450
Balkans, 1908-14, The	Hy3556
Balkans - Politics	Gv3055, Gv4060
Banking	Ec450, Ec1514
BASIC - for Accountants	Ac114
Bayesian Statistics	SM7216, SM8204
Biogeography	Gy1842
Brazil, Development	EH147
Brazil, History	EH147
Britain, Administration of	Gv3035
Britain, Cabinet Government	Gv3028
Britain, Constitution	Gv3010
Britain, Economic History of	EH1600, EH1740, EH2655
Britain, Foreign Relations of	Hy3526
Britain, History of	Hy3420
Britain: History, 15th & 18th Century	Hy3426
Britain, History 1603-1760	Hy3429
Britain, Political History of	Gv3020
Britain, Politics and Government of	Gv3010
Britain Since 1830 - Family and Community in	EH1631

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British Constitution	C 2020 C 4026
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British History from c 1750	EH1630, EH2700, Id4222 Hy3435
British History, 1760-1914	Hy3432
British History, 1815-1872	Hy4470
British Isles	Gy1829, Gy1876
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British Politics, History of	Gv3021
British Social Policy	SA6615
Built Environment	Gy2820
Bureaucracy	Gv4160
Bureaucracy and Government	Gv3035
Business Associations, Law of	LL5111
Business Law	LL6061
Business, History Business Decisions, Theory of	EH1660
Business Finance	Ec1453
Business Taxation Law	Ac120 LL6100
Cabinet Government (British)	Gv3028
Capital Formation	Ec1450
Capital Markets	Ec450, Ec1450, Ec2437
Carriage of Goods by Sea	LL6140
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Category Theory	SM8257 SM7041
Child Development	Ps5405, Ps5521, Ps5526, Ps6414
China	Hy3562, Hy3583, Hy4490, Hy4525
Cities	Gy1801
Civil Liberties, Law of	LL5130
Civil Litigation, Principles of	LL6010
Civil Service	Gv3010, Gv4160
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Clinical Judgement	Ps5421
Cobden, Free Trade and Europe, 1846-1882	Hy4482
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Cognitive Structures	Ps5522
Cold War	IR186
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Common Market	LL5060, LL5110 Ec2515, Ec2516
Communication, Mass Media, Social Change	Ps5531, Ps6416
Communications	SM7320
Communism	Gv246
Communist Powers, International Politics, The	IR4661
Company Law	LL6076
Comparative Administrative Systems	Gv4160
Comparative Constitutional Law I	LL6150
Comparative Criminal Law and Procedure	LL6120
Comparative Economic Systems	Ec1454
Comparative European Social Structures	So6969
Comparative Family Law	LL6018
Comparative Government and Administration	Gv4065
Comparative Government and Administration Comparative Political Analysis	Gv3035, Gv4160, Gv4162
Comparative Political Institutions	Gv3046
Comparative Sociology	Gv3047
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	SM8300, SM8301, SM8302, SM8303
Computing, Data	SM7301
Computing for Demographers	Pn159
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Conflict Analysis	IR4621

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Conflict of Laws	LL5114
Conflict, Violence and War	An1341
Conservatism	Gv3026, Gv4028
Constitution, British	Gv3029, Gv4026
Consumer Theory	Ec2404
Contemporary Strategic Studies	IR172
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Corporate Groups	LL6061
Corporations	LL6061
Cost Benefit Analysis	Ec2510
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Criminology	LL5170, LL6121, LL6122, LL6126, So5919
Crowds	Ps5523
Data Analysis	Gy1816, Gy1857, SA113, SA159, SA163
Data Analysis in Politics	Gv215
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Decision Making	Gy2822, Ps5501, Ps6419
Decision Support Systems	Ps6419
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Decremental Rates	SM7260
Decremental Tables	SM7261
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Domestic Relations	LL5118
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Eastern Europe Politics	Gv3055, Gv4060
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Econometrics	Ec1561, Ec1575, Ec2411, Ec2550, Ec2551, Ec2563
Economic Analysis	Ec1506, Ec2495
Economic Analysis of Law	LL5136, LL6030
Economic Development	Ec1521
Economic Development, Latin America	EH1644, EH2715
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Economic History, USA	EH1641, EH2615, EH2660
Economic Methodology	Ec2455
Economic Planning (East and West)	Ec1454
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Economic Policy	Ec1420, Gv3036

Economic Theory, Advanced	Ec2420
Economic Theory, Introduction	Ec1400
Economic Thought	Ec1540, Ec2425
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Economics, Introductory	Ec1430
Economics of Development	Ec2440
Economics of Industry	Ec1451, Ec1541, Ec2436
Economics of Investment and Finance	Ec1542, Ec2428
Economics of the Labour Market	Id3222
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Economics of Planning	Ec1527, Ec2442
Economics of Risk and Uncertainty	Ec1453
Economics of Social Security and Social Services	Ec1543
Economics of Technological Change	Ec2470
Economics of Transport	Ec1544, EH2701
Economics Treated Mathematically	Ec1426
Economics of the Welfare State	Ec1543
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Educational Planning	SM8214, SM8260
Education, Social Implications of	SA6745, SA6765
Educational Policy	SA6644
Educational Policy and Administration	SA5730
Elections	Gv3010
Elementary Economic Theory	Ec1400
Empirical Economics	Ec1500
Employment Law	LL162, LL5062, LL5112, LL6110, LL6112
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	Pn7121
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History of	EH1626
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English Legal Systems	LL5000
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Environmental Change	Gy1962
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211110111111111111111111111111111111111	Gy1942
	Gy2822
Environmental Problems	
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Epistemology and Metaphysics	Ph5310
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Ethics of War	IR3755
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Ethnicity and Race	SA5754
Ethnography	An1202, An1312, An1317, An1318
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Europe, History of	Hy3450
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European Community Competition Law	LL6031
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European Community, External Relations of	IR123
European Community Law	LL6015
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European Economic Community	Ec2515, Ec2516

European History, 1200-1500	Hy3453
European History, 1500-1800	Hy3456
European History, 1600-1789	Hy3459
European History, 1789-1945	Hy3462
European History since 1800	Hy3465
European History, 1911-14	Hy4485
European History since 1945	Hy4540
European Ideas, History of	Hy3406
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